



Professional Development Institute

Flex Course Syllabus

Leveraging Culturally Responsive Engagement Strategies (6-12)

PDI Course Number: 152T02

ACE Course Number: LE5767

UCSD Course Number: EDUC42574

If you would like information about receiving credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Have you been searching for strategies that are specifically designed to help your diverse students become more motivated and engaged in the classroom, and ultimately in the learning process itself? Do you seek to make your classroom atmosphere more positive, nurturing, and inclusive, making students feel safe and confident in taking risks while sharing their cultural experiences? Much more than simply a strategy for effective teaching, culturally responsive teaching (CRT) is a mindset and holistic approach to educating students that has both academic and social-emotional benefits for all students, including increased motivation and engagement. This online course is designed for middle and high school educators who are looking to explore a variety of evidence-based strategies that are rooted in the principles of CRT as a way to boost student engagement. Teachers will gain strategies that help foster engagement with a student-centered approach, growth mindset, and allyship. Teachers will understand how trauma impacts engagement and how to overcome this obstacle. Teachers will also learn how to shift their classroom management style by embracing culturally responsive best practices as they build positive relationships with their students. Time will be spent sharing how to create well-designed, engaging lessons and activities that serve to not only engage students more thoroughly in the learning process, but also reduce misbehaviors by keeping students motivated and focused

on their learning, especially when the activities are responsive to students' cultural needs. Teachers will also learn how to make grading practices more equitable. By the end of this course, middle and high school teachers will feel more confident and successful in their quest to embed best CRT principles into their own teaching practices so that all their students are more motivated and engaged in the classroom and in life.

Educational Outcomes

1. Teachers will understand the premise upon which culturally responsive teaching is built, and how it can be harnessed to guide students into becoming independent learners.
2. Teachers will learn the history and the benefits behind culturally responsive teaching.
3. Teachers will learn about the four practice areas of culturally responsive teaching.
4. Teachers will explore the six themes of culturally responsive assessment.
5. Teachers will learn about the three different layers of culture, including how to evaluate their own lens and identify and reduce any biases they may have.
6. Teachers will learn the difference between collectivist and individualistic cultures, and the implications they have in terms of teaching.
7. Teachers will learn what trauma is at it relates to teaching, and they will explore the impact that it has on student engagement.
8. Teachers will learn a variety of strategies to offset the effects of trauma in the classroom.
9. Teachers will learn about the different layers of the brain and the impact they have on motivation, student engagement, and culturally responsive teaching.
10. Teachers will learn about schema, including how it is based on one's deep culture.
11. Teachers will learn strategies to activate and grow students' schemas so that they are more greatly engaged in the classroom.
12. Teachers will be introduced to the concept of growth mindset, and they will learn how it can be channeled to embrace and promote culturally responsive best practices in the classroom.
13. Teachers will understand what an ally is, and how allyship can be channeled to embrace and promote culturally responsive best practices in the classroom.
14. Teachers will explore a variety of strategies designed to support each of the five different types of engagement (social, behavioral, emotional, intellectual, and physical).
15. Teachers will learn about the characteristics of a student-centered approach, and they will explore key strategies for fostering same in the 6-12 classroom.
16. Teachers will explore a variety of best practices to nurture culturally responsive teaching so that students are more engaged in learning.
17. Teachers will learn how to shift their classroom management style so that it is aligned with best culturally responsive classroom management principles.
18. Teachers will learn how to take a multi-tiered system of supports (MTSS) approach to classroom behavior.
19. Teachers will learn how to build relationships (teacher/student and student/student) through culturally responsive classroom management best practices.
20. Teachers will explore specific strategies for navigating conflict through a variety of conflict resolution strategies.
21. Teachers will learn the role that culture plays in behavior.

22. Teachers will take a deep dive into seven specific culturally responsive classroom management strategies so that all students feel valued and respected in the classroom regardless of their cultural background, gender, learning preferences, life experiences, or other factors.
23. Teachers will learn about the history of grading in the United States, specifically how the Industrial Revolution impacted its trajectory and how our grading practices have stagnated despite all the advancements in education.
24. Teachers will learn about outdated beliefs that have resulted in inequitable grading practices to this day.
25. Teachers will explore the impact that bias has on grading practices, including how norming grades and grading on a curve can result in negative effects in terms of students' grades.
26. Teachers will explore specific strategies to make grading more equitable.
27. Teachers will explore the steps needed to be taken to make the shift so that a teacher's current grading practices adhere to the three pillars of an equitable grading system, thus making the entire process more equitable and culturally responsive.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design a Culturally Responsive Activity (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- An Overview of Culturally Responsive Teaching
- History of Culturally Responsive Teaching
- The Themes of Culturally Responsive Teaching
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about leveraging culturally responsive best teaching practices to boost student engagement in middle and high school. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Evaluating Your Lens through Culturally Responsive Teaching
- Collectivist vs. Individualistic Cultures
- The Impact of Trauma on Student Engagement
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- The Impact of Neurobiology on Culturally Responsive Teaching
- Growing Students' Schema for Greater Engagement
- Embracing Culturally Responsive Best Practices through Growth Mindset and Allyship
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to leveraging culturally responsive best teaching practices to boost student engagement in middle and high school. The tip, strategy, or idea that you share needs to make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to follow easily. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- The Engagement Equation
- Fostering Engagement with a Student-Centered Approach
- Best Practices to Nurture CRT Principles and Boost Student Engagement
- **Test #4**

Unit Five

- Shifting Your Classroom Management Style
- Relationship Building through Culturally Responsive Classroom Management
- Culturally Responsive Classroom Management Strategies
- **Test #5**

Unit Six

- The History of Grading in the United States
- Current Grading Practices
- Making Grading Practices More Equitable
- **Assignment #4**

***PART I:** Design an activity (or adapt an already-existing lesson) to fully engage students in grades 6-12 in the learning process while espousing the principles of culturally responsive teaching. In addition to being culturally responsive, the lesson/activity should be written with enough detail so that someone else can teach it. Your submission should include a background, a purpose, essential questions, a materials list, and a minimum of eight detailed steps to execute the procedure. Be sure to include the grade level, content area, and any standard(s) to which the lesson best applies, as well as any links to outside materials and/or information. Follow the example included in Assignment 4. To obtain full credit, be sure to follow all the parameters set forth in Assignment 4.*

***PART II:** Write a paragraph discussing your grading plan for this project. Your plan must meet all three pillars of equitable grading. That is, it must be accurate, bias-resistant, and motivational. Be sure to discuss how your plan is equitable and culturally responsive for all the learners in your classroom. Your grading plan should be written with enough detail so that someone else can easily follow it. If you plan to create a finished product such as a rubric, be sure to include it as well.*

- **Assignment #5**

The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

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