



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Culturally Competent Classrooms

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION: This course is designed to provide educators with an overview of the essential components in creating a culturally competent classroom. Participants will evaluate the Competencies of a Culturally Competent Classroom and learn how to implement evidence-based best Inclusive Practices. Course topics will explore Teaching Tolerance and cultural competency aligned to the principles of Universal Design for Learning, Positive Behavioral Interventions and Supports, and Social Emotional Learning.

COURSE PREREQUISITES: None

LEARNING GOALS:

GLOBAL GOALS OF THE COURSE:

1. Discuss, evaluate, and apply theories of cultural competence in the classroom
2. Synthesize and apply of the components of a culturally competent classroom
3. Execute techniques to design and implement a culturally competent classroom

INSTRUCTIONAL OBJECTIVES:

1. Select, through a criteria, appropriate techniques to support evidence-based best inclusive practices
2. Design and implement techniques to teach tolerance
3. Evaluate and implement cultural competency aligned to the principles of Universal Design for Learning
4. Evaluate and implement cultural competency aligned to the principles of Positive Behavioral Interventions and Supports
5. Evaluate and implement cultural competency aligned to the principles of Social Emotional Learning

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Bazron, B., Osher, D., & Fleischman, S. (2005, September). Research Matters / Creating Culturally Responsive Schools. *Educational Leadership*, 63(1), 83-84.

Howard, G.R. (2007, March). As Diversity Grows, So Must We. *Educational Leadership*, 64(6), 16-22.

Rodberg, S. (2016, December). The Culture-Friendly School. *Educational Leadership*, 74(4), 66-69.

Wlodkowski, R.J., & Ginsberg, M.B. (1995, September). A Framework for Culturally Responsive Teaching. *Educational Leadership*, 53(1), 17-21.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** For the final assignment, participants will write a one page response, outlining a plan of action to correct a given case study. The main focus of your paper should be the integration of course topics and materials.

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - Competencies of a Culturally Competent Classroom

Required Reading for Assignment

Wlodkowski, R.J., & Ginsberg, M.B. (1995, September). A Framework for Culturally Responsive Teaching. *Educational Leadership*, 53(1), 17-21.

Assignment

One page written response.

Week Two

- Topics Covered:
 - Inclusive Practices

Required Reading for Assignment

Bazron, B., Osher, D., & Fleischman, S. (2005, September). Research Matters / Creating Culturally Responsive Schools. *Educational Leadership*, 63(1), 83-84.

Assignment

One page written response.

Week Three

- Topics Covered:
 - Teaching Tolerance

Required Reading for Assignment

Howard, G.R. (2007, March). As Diversity Grows, So Must We. *Educational Leadership*, 64(6), 16-22.

Assignment

One page written response.

Week Four

- Topics Covered:
 - Cultural Competency aligned to the Principles of Universal Design for Learning

Required Reading for Assignment

Rodberg, S. (2016, December). The Culture-Friendly School. Educational Leadership, 74(4), 66-69.

Assignment

One page written response.

Week Five

- Topics Covered:
 - Cultural Competency aligned to the Principles of Positive Behavioral Interventions and Supports

Assignment

Online Discussion Board

Week Six

- Topics Covered:
 - Cultural Competency aligned to the Principles of Social Emotional Learning

Assignment

Online Discussion Board

Other Assignment

Final Assignment: One page plan of action response to a case study

Topical Outline

Instructional Activity	Description of Activity	Time Spent
<u>Week One</u> <ul style="list-style-type: none">● Review Syllabus● Topics Covered:<ul style="list-style-type: none">○ Competencies of a Culturally Competent Classroom Required Reading for Assignment <p>Wlodkowski, R.J., & Ginsberg, M.B. (1995, September). A Framework for Culturally Responsive Teaching. Educational Leadership, 53(1), 17-21.</p> Assignment <p>One page written response.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<u>Week Two</u> <ul style="list-style-type: none">● Topics Covered:<ul style="list-style-type: none">○ Inclusive Practices Required Reading for Assignment <p>Bazron, B., Osher, D., & Fleischman, S. (2005, September). Research Matters / Creating Culturally Responsive Schools. Educational Leadership, 63(1), 83-84.</p> Assignment <p>One page written response.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

<p>Week Three</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Teaching Tolerance <p>Required Reading for Assignment Howard, G.R. (2007, March). As Diversity Grows, So Must We. Educational Leadership, 64(6), 16-22.</p> <p>Assignment One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Cultural Competency aligned to the Principles of Universal Design for Learning <p>Required Reading for Assignment Rodberg, S. (2016, December). The Culture-Friendly School. Educational Leadership, 74(4), 66-69.</p> <p>Assignment One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Five</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Cultural Competency aligned to the Principles of Positive Behavioral Interventions and Supports <p>Assignment Online Discussion Board</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Six</p> <ul style="list-style-type: none"> • Topics Covered: <ul style="list-style-type: none"> o Cultural Competency aligned to the Principles of Social Emotional Learning <p>Assignment Online Discussion Board</p> <p>Other Assignment Final Assignment: One page plan of action response to a case study</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>

* Syllabus is subject to change.