



**MTI 548 EL : Culturally Responsive Teaching: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students**

**DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO**

| <b>MTI Contact Information:</b> |   |
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| <b>MTI Email:</b>               | <a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>  |
| <b>Instructor</b>               | <a href="#">Stephanie Cryer</a>   |
| <b>Instructor Bio</b>           | Mrs. Cryer has a Masters in Education degree from Lewis University and an English as a Second Language endorsement from St. Francis University. Mrs. Cryer had spent many years teaching at the primary and elementary level before moving to the middle school grade levels teaching at a STEM academy in Illinois. Her 10+ years of experience as an educator and PLC facilitator in a culturally diverse and low SES area have provided her with the knowledge and experience to advise, manage, and create a good rapport with her students as well as guide teachers towards best practices. |
| <b>MTI Grading:</b>             | <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a>  |

| <b>Course Information</b>   |  |
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| <b>Course Format (distance learning, online, webinar, experiential onsite courses):</b> | <p><b>Distance Course</b></p> <p>Once you have registered for this course, your textbook will be sent to the address you used at checkout. The cost for the textbook has been included in your course price, there are no additional fees that apply. The textbook is yours to keep for further reflection at the conclusion of the course. Approximately 112.5 hours of instructional time is devoted to this course.</p> <p>Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student.</p> |

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|   | <p>ALL questions, customer service, grades and transcript questions are to be directed to MTI, <b>NOT COLORADO STATE- PUEBLO</b> FOR THIS COURSE.</p> <p>All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.</p>  |
| <p><b>Formatting Requirements</b></p>   | <p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Home address</li> <li>● Email address</li> <li>● School district name, address</li> <li>● Date of submission</li> </ul> <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p> <p>Once you have completed all of your assignments, please submit them to <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a> to be graded by your instructor.</p> |
| <p><b>Prerequisites and Credit Limits</b></p>   | <p>All MTI courses are designed for educators who have a minimum of a bachelor’s degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).</p>  |
| <p><b>Required Books and Materials</b></p>  | <ul style="list-style-type: none"> <li>● Internet access</li> <li>● Hammond, Z. (2015). <i>Culturally Responsive Teaching &amp; The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students</i>. Thousand Oak, California: Corwin: A Sage Company.</li> </ul>   |
| <p><b>Learning Outcomes/Competencies:</b><br/>At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand how one’s culture programs the brain to process data and affects learning relationships. (InTASC 2, 4, 5, 8)</li> <li>2. Connect with and prepare students to become independent learners. (InTASC 1, 2, 3, 5, 7, 8)</li> </ol> |  |

3. Acquire ten key strategies to build students' learner operating systems (InTASC 1, 2, 3, 7, 8)
4. Design and implement brain-compatible culturally responsive instruction. (InTASC 2, 5, 7, 8)

**Course Description:** This course, with its text, addresses the achievement gap that remains a problem for educators of culturally and linguistically diverse students. Educators will understand why and how culturally responsive pedagogy has shown promise in meeting the need for a proven framework in optimizing student engagement and facilitating deeper learning in diverse classrooms. This course draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. At the completion of this course, all instructional leaders will reap the benefits of culturally responsive instruction.

**Learning Strategies:** Professional literature analysis, personal reflection, project-based learning.

**Experiential Learning Opportunities:** Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

| <b>Assessments</b>   |                   | <b>Approximate contact hours for each assessment</b> |
|--|-------------------|--|
| Required reading from the textbook.  | 153 pages         | 10 hours   |
| Text questions-(Ten questions at 9 points each)  | 90 points         | 11 hours   |
| Studying (time to reread and take notes)   |                   | 8 hours  |
| Applications- 2 @ 45 points each   | 90 points         | 14 hours   |
| Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers. | 60 points         | 28 hours   |
| Action research project  | 100 points        | 15 hours   |
| Research on classroom instruction strategies and theory  |                   | 12.5 hours   |
| Final evaluation essay   | 100 points        | 14 hours   |
| <b>Total points possible</b>   | <b>440 points</b> | <b>112.5 hours</b>                                   |

**Grading Scale: A (90-100%); B (80-89%)**

***\*Anything below a B will not receive graduate credit and receive a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the

3 graduate credits.

### Text Question Rubric- 10 questions @ 9 points each

| Category  | Superior (3 pts)   | Sufficient (2 pts)  | Minimal (1 pt)   |
|---|--|---|--|
| <b>Supporting Evidence in Practice</b><br>___/3 | Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows some evidence of ideas and insights from this course and how they are applied to the classroom. |
| <b>Accuracy</b><br>___/3                        | All supporting facts and statistics are accurately represented.  | Almost all supporting facts and statistics are accurately represented.                                    | Some of the supporting facts and statistics are accurately represented.  |
| <b>Grammar and Spelling</b><br>___/3            | Response includes 0-1 mistakes in grammar or spelling.   | Response includes a few grammar and spelling mistakes.  | Response includes several grammar and spelling mistakes.   |

### Application Rubric- 2 applications @ 45 points each

| Category   | Superior (15-14 pts)   | Sufficient (13-12 pts)  | Minimal (11-10 pts)  | Below Standard (9 to 0)   |
|--|--|---|--|---|
| <b>Supporting Evidence in Practice</b><br>___/15 | Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows some evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom. |
| <b>Accuracy</b><br>___/15                        | All supporting facts and statistics are accurately represented.  | Almost all supporting facts and statistics are accurately represented.                                    | Some of the supporting facts and statistics are accurately represented.  | Many of the supporting facts and statistics are inaccurately represented.   |
| <b>Grammar and Spelling</b><br>___/15            | Response includes 0-1 mistakes in grammar or spelling.   | Response includes a few grammar and spelling mistakes.  | Response includes several grammar and spelling mistakes.   | Response includes numerous grammar and spelling mistakes.   |

### Journal Rubric- 10 journal entries @ 6 points each

| Category  | Superior (3 pts)   | Sufficient (2 pts)  | Minimal (1 pt)   |
|---|--|---|--|
| <b>Supporting Evidence in Practice</b><br>___/3 | Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows some evidence of ideas and insights from this course and how they are applied to the classroom. |
| <b>Grammar and Spelling</b>                     | Response includes 0-1 mistakes in grammar or spelling.   | Response includes a few grammar and spelling mistakes.  | Response includes several grammar and spelling mistakes.   |

| <b>Action Research Rubric- 100 points</b>                                 |  |  |  |   |
|---|--|--|--|---|
| <b>Category</b>   | <b>Superior (20-18 pts)</b>  | <b>Sufficient (17-16 pts)</b>  | <b>Minimal (15-14 pts)</b>   | <b>Below Standard (13 to 0)</b>                           |
| <b>Review of Literature</b><br>___/20                                     | Outstanding inclusion of major theories and/or research studies.   | Inclusion of major theories and/or research studies.   | Limited inclusion of major theories and/or research studies.           | No inclusion of major theories and/or research studies.   |
| <b>Appropriate and Accurate Results/ Findings are Described</b><br>___/20 | Results/Findings appropriately and accurately described in extensive detail in relation to the research questions. | Results/Findings appropriately and accurately described in relation to the research questions. | Results/Findings either not appropriately or not accurately described. | Results/Findings not described.                           |
| <b>Grammar and Spelling</b><br>___/20                                     | Response includes 0-1 mistakes in grammar or spelling.   | Response includes a few grammar and spelling mistakes.   | Response includes several grammar and spelling mistakes.               | Response includes numerous grammar and spelling mistakes. |
| <b>Methods and Procedures</b><br>___/20                                   | Complete and thorough description of data analysis methods.  | Complete description of data analysis methods.   | Incomplete and/or unclear description of data analysis methods.        | No description of data analysis methods.                  |
| <b>Conclusions</b><br>___/20  | Insightful conclusions supported by the data and clearly linked to review of literature.                           | Accurate conclusions supported by the data and clearly linked to review of literature.         | Limited or unsupported conclusions.                                    | No conclusions.   |

| <b>Evaluation Rubric- 100 points</b>             |  |   |  |   |
|--|--|---|--|---|
| <b>Category</b>                                  | <b>Superior (20-18 pts)</b>  | <b>Sufficient (17-16 pts)</b>   | <b>Minimal (15-14 pts)</b>   | <b>Below Standard (13 to 0)</b>   |
| <b>Supporting Evidence in Practice</b><br>___/20 | Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows some evidence of ideas and insights from this course and how they are applied to the classroom. | Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom. |
| <b>Accuracy</b><br>___/20                        | All supporting facts and statistics are accurately represented.  | Almost all supporting facts and statistics are accurately represented.                                    | Some of the supporting facts and statistics are accurately represented.  | Many of the supporting facts and statistics are inaccurately represented.   |
| <b>Grammar and Spelling</b>                      | Response includes 0-1 mistakes in grammar or spelling.   | Response includes a few grammar and spelling mistakes.  | Response includes several grammar and spelling mistakes.   | Response includes numerous grammar and spelling mistakes.   |

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| ___/20                      |   |  |   |  |
| <b>Sequencing</b><br>___/20 | Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.                  | Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.                        | Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.                             | Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.                   |
| <b>Reflection</b><br>___/20 | Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course. | Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course. | Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course. | Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course. |

## Course Assignments

### **Text Questions: Read and Reflect- (90 points)**

Each text question is designed to get you thinking about the concepts provided by the author. As you read the text, use the questions to help you reflect and how the information can be related to your current work. Each response is expected to be one paragraph or more.

1. How is your school addressing the needs of low-performing students of color?
2. What would you say are the cultural archetypes operating among your students? What cultural practices do you see enacted?
3. What “brain rules” guide your lesson design?
4. See your students in a new light: Where do they excel? What are they expert in?
5. What role does feedback play in your instructional practice?
6. What might you do differently in offering more wise feedback?
7. What are common features of your dependent students’ explanatory stories?
8. How do you incorporate information processing into your lessons currently?
9. What are the different talk structures in your classroom?
10. How would you characterize the ethos in the classroom? How do you know? How do you think students would describe it?

### **Application #1- (45 points)**

What are your current cultural frames of reference? What processes have you engaged in to examine your own deep culture? What student social and learning behaviors trigger you in the classroom, and what bias or assumptions might be behind your triggers? (2-3 pages, APA)

### **Application #2- (45 points)**

Of the four types of teacher, what type are you? What shifts would you have to make in order to become more of a warm demander? Lastly, in what way are you being an ally to your students? (2-3 pages, APA)

### **Action Research- (100 points)**

Research and identify the features of a growth mindset vs. that of a fixed mindset. Review your own class roster (if you teach multiple classes, choose only one roster). Identify your growth mindset students and your fixed mindset students. How many of your proficient/ advanced students have a fixed mindset AND how many of your lower performing students have a growth mindset? Based on your research on the features of a growth mindset, where are your students in relationship to some of those elements? (3-5 pages, APA)

- Articles must be recent, having been published within the last 5 to 7 years
- Cited, you must provide the web address or other identification for the research you conducted. Include the date that it was published/retrieved, as well as the author(s).

### **Evaluation Essay**

The problem of the achievement gap won't be solved by simply trying to motivate students of color to be more engaged learners. We have to create school environments that welcome their natural ways of learning and shape content so that they see its connection to their lives and funds of knowledge. Now what? Start in your own classroom. Using the information from your text, in 3-5 pages (APA), explain the following:

- How will you organize time in your classroom to accommodate more information processing time, opportunities for formative assessments that provide cognitive insight, and instructional conversation to share wise feedback?
- How will you analyze and deconstruct your lesson plans for culturally responsive elements shared in the book? (Feel free to discuss a specific lesson.)
- How will you refine your instructional recipe for building students' capacity to be independent learners?
- Lastly, pick one small thing from each of the four areas of the Ready for Rigor frame and explain how you will work them into your daily practice.

### **Journal entries**

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable.

Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

## End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

### CSU-Pueblo's Policies

**Accommodations:** Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

**Academic Dishonesty:** Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

**Mandatory Reporting:** Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).

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**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

## **The InTASC Model Core Teaching Standards (April 2011)**

### **The Learner and Learning**

#### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content Knowledge**

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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**STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table.

Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

| <b>Student Learning Outcome</b>   | <b>Degree Addressed</b> |
|---|-------------------------|
| 1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.   | 3                       |
| 2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement. | 2                       |
| 3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.  | 2                       |
| 4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.   | 2                       |
| 5. Understand models for professional change, including teacher collaboration,  | 1                       |

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| professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.   |   |
| 6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change. | 2 |
| 7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.  | 1 |
| 8. Demonstrate responsibility for student learning at high levels.   | 3 |
| 9. Demonstrate responsibility for school reform and leadership in school change.   | 1 |