



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Managing the Culturally Responsive Classroom

Course Description:

In this course participants will be introduced to the concept and theory of Cultural Responsiveness and how It can be applied to classroom instruction and daily interactions with students, classroom environment, and parents and within the community. Being aware and reflective of this mindset helps to engage all students from a diverse background and experience. The focus of this course will be on how to infuse the mindset of cultural responsiveness within our classroom communities and interactions with students in order to maximize our daily instructional practices for overall student success. The key components will be introduced, discussed and implemented within a variety of instructional techniques and daily classroom interactions. Being able to engage diverse student population has a strong and direct effect on student development and varied tolerance.

Additionally, as the classroom teacher and facilitator we have the responsibility to create a classroom environment along with lesson design that engages students from multiple backgrounds and interests so that we are reaching as many students as possible and integrating topics and language that is of interest to them and that they are also able to relate to personally – it is increasing important for us to make students aware of the world around them and how they can relate what they are learning to real-life experiences.

This course will also train participants to teach all students to understand and promote diversity. Further, participants will discuss how to appropriately integrate cultural responsiveness with their students, adopting the mindset, and to have that dialogue within the classroom. Learning about diversity in different populations allows us to learn different ways to approach, empower and instruct these students. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<ul style="list-style-type: none"> • Participants will introduce themselves to the class including teaching experience and any prior knowledge or thoughts regarding critical consciousness • Participants will reflect upon their own mindset of cultural responsiveness and perceptions • Participants will be aware of the importance of a teacher’s reaction and attitude towards various cultures within the classroom • Participants will learn about common cultural behaviors in the academic setting • Participants will learn the difference between cultural responsiveness and cultural proficiency and how to build knowledge and expertise in these areas • Participants will discuss ways in which this mindset can be encouraged during distance/remote learning
<p>Topics</p>	<ul style="list-style-type: none"> • Personal introductions • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants • Diversity in our classrooms • Theory and identifying cultural responsiveness • Reflection of self and interacting within diverse situations
<p>Application to Instruction & Student Learning</p>	<ul style="list-style-type: none"> • Educators will introduce themselves and learn about educational experiences of all course participants • Educators will know the theory cultural responsiveness • Educators will discuss how to adapt the culturally responsiveness mindset • Educators will know how to identify various means of diversity among students and how to best serve them • Educators will facilitate an environment of diversity and tolerance for all students • Educators will be aware of their role in reacting to various diversity within the classroom • Educators will gain knowledge of cultural proficiency in order to help all students be active participants in the classroom and feel welcomed by all • Educators will facilitate discussions during distance /remote learning that allow for students to voice various perspectives and cultural beliefs.

Session II

<p>Objectives</p>	<ul style="list-style-type: none"> • Participants will discuss and reflect upon the importance of classroom environment and its effect on student success • Participants will respect all diverse populations of students within the classroom community and model that mindset for all students
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	<ul style="list-style-type: none"> • Participants will review several strategies in creating a diverse learning environment and have discussion • Participants will learn how to carry these effective strategies into the virtual classroom and its importance on student participation and success. • Participants will implement classroom strategy and share reflections for further discussion and its relation to cultural responsiveness • Participants will learn how to fairly establish classroom routines and expectations for all students
Topics	<ul style="list-style-type: none"> • Classroom components of classroom environment and its relation to cultural responsiveness • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants • Diversity in our classrooms • Components of cultural responsiveness • Why educators should be embracing cultural responsiveness within their traditional /small group-setting classrooms
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Participants will reflect upon own classroom environment and how developing a mindset of classroom culture can help all students to be represented and successful • Participants will learn how to honor various students experiences within the classroom setting • Participants will develop classroom management skills that highlight spatial preference, seating arrangements and decorations that are reflective of diverse populations • Participants will reflect upon new strategies to implement in their classroom and how it will affect student’s success • Participants will modify classroom routines to further empower and motivate all students during distance / remote learning • Participants will discuss changes they plan to make in their daily classroom rituals to be inclusive of diverse populations

Session III

Objectives	<ul style="list-style-type: none"> • Participants will engage students through the mindset of cultural responsiveness • Participants will consider various cultures in regards to responding to students in the classroom • Participants will consider various cultures and emotional responses from students in the classroom • Participants will learn and implement various strategies of verbal response and praise to students • Participants will learn about different cultures in order to build rapport within the classroom to garner strong communication skills. • Participants will implement different communication strategies and share reflections of observations • Participants will learn ways in how to build rapport and varied group discussions during distance/remote learning • Participants will use strategies to facilitate stronger group communication in the classroom based upon cultural expectation and norms • Participants will be flexible in using different communication styles based upon student needs and solicit feedback from students both virtually and in-person classes.
Topics	<ul style="list-style-type: none"> • Communication styles and group communication in regards to cultural responsiveness • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants

	<ul style="list-style-type: none"> • Diversity in our classrooms • Classroom management styles of cultural responsiveness • Why educators should be embracing cultural responsiveness within their traditional /small group-setting classrooms
Application to Instruction & Student Learning	<ul style="list-style-type: none"> • Educators will consider cultural expectations and norms when responding to students in the classroom • Educators will become familiar with culture and diversity among students • Educators will focus on building stronger group communications skills among all students • Educators will implement strategies that foster group collaboration among students • Educators will consider cultural expectations and norms along with communication styles when creating student groups • Educators will brainstorm ways in which students can collaborate during distance /remote learning while having access to diverse group perspectives • Educators will utilize different communication strategies in the classroom and modify to meet the needs of students • Educators will utilize group communication skills to build rapport with students and facilitate a strong classroom community.

Session IV

Objectives	<ul style="list-style-type: none"> • Participants will reflect and discuss why there needs to be increased communication between student-teacher and teacher-class communication and how it affects student success • Participants will learn specific strategies to implement in the classroom that helps to increase communication with cultural considerations in mind • Participants will reflect upon current communication strategies utilized in the classroom and how they can make modification to fit diverse populations • Participants will discuss the importance of strong communication skills through distance learning and how it can help overall student participation and success. • Participants will reflect and discuss the need for strong parent-teacher communication and collaborations and how it affects student success • Participants will choose a specific strategy or reproducible to use to further engage parents and collaborate to build positive relationships that support students of all populations. • Participants will promote positive interactions among students and teacher to student that help to make connections of personal experiences, curriculum and learning standards throughout distance/remote learning. • Participants will create clear connections between both critical consciousness and cultural responsiveness that reflect to Danielson Framework , NYS standards, and the New Generation Learning Standards
Topics	<ul style="list-style-type: none"> • Design and integrate strategies to build strong communication skills and collaboration between teacher and student and parent to teacher • Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants • Diversity in our classrooms • Strategy reflection, design and implementation of communication skills • Reflection upon implemented lessons and effect on student success and understanding of cultural responsiveness • Why educators should be embracing a cultural responsiveness management system within their traditional /small group-setting classrooms

**Application to
Instruction & Student
Learning**

- Educators will reflect upon current strategies utilized to increase communications in the classroom and how they can be modified to meet the needs of a culturally diverse population
- Educators will implement and share a specific communication strategy that they used in the classroom to increase teacher-to student communication through distance/remote learning
- Educators will implement a variety of communication strategies that considers a culturally diverse population and cultural expectations and communication preferences
- Educators will enhance parent-teacher communication by using a variety of strategies and resources presented that will engage a variety of populations while keep students engaged during distance/remote learning
- Educators will collaborate with parents to build strong relationships that will empower students and generate success.
- Educators will make connections between the culturally responsive classroom to the New Generation Learning Standards and the Danielson Framework.