A. Course Description

Credits: 4

This course expands discussions of culturally responsive pedagogy by focusing specifically on the tasks and challenges on implementation. This course examines practices, strategies, and dispositions that create an inclusive classroom environment relevant to diverse students and ways in which all students learn. Teachers engage in reflection on classroom practice that promote or obstruct equal access to academic success. This means communicating with students in culturally consistent ways, developing a caring classroom environment, and working with families and communities. Classroom teaching will be examined from a culturally responsive perspective. This course aligns with the State of Minnesota policies and approaches that education be culturally responsive.

B. Course Effective Dates: 08/20/2016 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Understand the characteristics of culturally responsive pedagogy.
2. Create a working definition of culturally responsive pedagogy for their school.
3. Develop knowledge of research, theory, and practice related to culturally responsive pedagogy to enhance the ability to plan instruction to accommodate learner differences.
4. Learn how to apply various approaches to culturally responsive teaching.
5. Critically evaluate the effects on one’s actions, thoughts, identities, attitudes and beliefs on urban learners and teaching that is culturally responsive.
6. Identify core values and passions as an urban teacher for use in developing a plan for resilience, renewal and continuous improvement.
7. Reflect on research literature about a topic of interest in the area of culturally responsive pedagogy.
8. Expand the ability to implement a range of instructional practices, approaches, assessments, dispositions, and curriculum development to meet the needs of racially, ethnically, and linguistically diverse learners.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.

G. Special Information

None