



Culturally Responsive Teaching and UDL

45 continuing education hours | 3-credit graduate option for an additional fee

Instructor



Andratesha Fritzgerald

Communicate with Us!

Use text or email to communicate with your classmates and me. Don't wait until you're struggling or feeling overwhelmed. Reach out when you need help developing a strategy either for a problem or for managing the course as we will help you to develop a personalized plan that will ensure your success. Also, we will ask you throughout the course what is going well and what needs improvement! We look forward to your feedback to help make this course accessible, engaging and challenging for everyone.

Course Description

Designing instructional experiences that are both culturally responsive and universally designed can seem like an intimidating task but these frameworks are quite intertwined and symbiotic. This course will demystify the picture of success for teachers who are ready to examine the art and science discovered in the cross-section of UDL and Culturally Responsive Teaching. We will examine personal viewpoints and insights through the lenses of UDL and Culturally Responsive Teaching and identify barriers to learning on a cultural level while shifting towards best practices for creating lessons and units that are culturally sustaining and linguistically appropriate. This course will be a hybrid learning experience comprising 8 modules.

Course Text

Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta Hammond

Course Objectives & Learning Outcomes

- Participants will examine personal viewpoints and insights and determine if current practices are bridges or barriers to universally designed learning environments.
- Participants will use the UDL framework to design culturally responsive learning experiences that embrace learner variability and eliminate barriers in the environment and instructional practices while building expert learners.

Course Requirements




This course requires participants to be engaged and prepared for every discussion and assignment. The course will be held online yet students will have the opportunity to communicate with fellow participants through Canvas discussion boards. Participants will be expected to pass in work by the due date, but will also be given the opportunity to revise and improve their work (just as students in their class should be given the same respect). Each week there will be reading, discussion boards, and assignments.

Evaluation & Grading Policy




The assignment/discussion forum accepts all file types, so you can contribute in writing, audio, video, or with a visual. You can also post infographics, PDFs, audio and video files, and/or multimedia presentations and we challenge you to stretch your learning and try new ways to convey your fab ideas! In each module, we will give you some options for response, but always welcome you to share your own idea for assessment if none of the options seem like the right fit for you. We want you to be innovative, creative, and take risks!





Assignments/Discussions will be graded based upon the following rubric:


Assignments will be an opportunity to bring together everything you have learned within a module. We will encourage you to **create** an amazing product or post to share with your **network**! Take a **risk** and share your learning in a new way - lots of options and choices available! We will provide feedback on a single-point rubric. Learn more about [single-point rubrics here](#).

 Killing it! Evidence of going above and beyond answering the essential question	 You Got This! The target/goal criteria	 Not Yet Evidence of working toward answering the essential question
	Product is an original creation that: <ul style="list-style-type: none"> • models an understanding of UDL • is clearly organized • answers the essential question of the module • is appropriate for the task, purpose, and audience. 	
10 points Meeting the standard, or going above and beyond, will earn you the full point value for the assignment.		

Course Outline

MODULE	Topics
	<p>Module 1: Mirror, Mirror</p> <p>Objectives</p> <ul style="list-style-type: none">• Participants will be able to define culture and Universal Design for Learning.• Participants will be able to reflect purposefully about their own culture and identity as it influences a learning environment.• Offer participants the opportunity to apply purposeful reflection to their definition of expert learning within a cultural context as they merge academically-focused learning goals with a culturally relevant reflection matrix. <p>Activities</p> <ul style="list-style-type: none">• Read Chapter 3 in Culturally Responsive Teaching and the Brain• Explore the supplemental resources in online Module 1• Assignment: Who are you?
	<p>Module 2: Nothing About Us Without Us</p> <p>Objectives</p> <ul style="list-style-type: none">• Participants will be able to build on their definition of culture and universal design for learning. <p>Activities</p> <ul style="list-style-type: none">• Read Chapter 2 in Culturally Responsive Teaching and the Brain• Explore the supplemental resources in online Module 2• Assignment: Inviting Cultural Diversity Into your Classroom
	<p>Module 3: The Road Through Content: Engagement</p> <p>Objectives</p> <ul style="list-style-type: none">• Participants will begin building experiences that provide options for self-regulation, options for sustaining effort and persistence and options for recruiting interest• Participants will consider the role of culture in utilizing inclusive instructional practices. <p>Activities</p> <ul style="list-style-type: none">• Read Chapter 9 in Culturally Responsive Teaching and the Brain• Explore the supplemental resources in online Module 3• Discussion: Think about providing options for recruiting interest. What is the connection between being a warm demander and optimizing

	<p>relevance, value, and authenticity? Connect these two concepts while sharing how ignoring cultural relevance increases threats. Reference any of the readings from this module.</p>
	<p>Module 4: Learners Taking it All In: Representation Matters</p> <p>Objectives</p> <ul style="list-style-type: none"> Discover ways to provide options for comprehension, providing options for language, mathematical expressions, and symbols, and providing options for perception in a culturally and linguistically diverse learning environment Begin planning to utilize the four macro-level culturally responsive strategies as they relate to multiple means of representation. <p>Activities</p> <ul style="list-style-type: none"> Read Chapter 8 in Culturally Responsive Teaching and the Brain Explore the supplemental resources in online Module 4 Assignment: Self-reflection & feedback
	<p>Module 5: Let the Learning Shine: Action and Expression</p> <p>Objectives</p> <ul style="list-style-type: none"> Begin redesigning evaluations techniques to build independent expert learners by providing options for executive function, options for expression and communication and options for physical action in a culturally and linguistically diverse learning environment <p>Activities</p> <ul style="list-style-type: none"> Read Chapter 7 in Culturally Responsive Teaching and the Brain Explore the supplemental resources in online Module 4 Assignment: Progress monitoring & executive functions
	<p>Module 6: Building Expert Toughness</p> <p>Objectives</p> <ul style="list-style-type: none"> Participants will solidify connections between culturally relevant teaching practices and expert learner outcomes. <p>Activities</p> <ul style="list-style-type: none"> Read Chapter 6 in Culturally Responsive Teaching and the Brain Explore the supplemental resources in online Module Assignment: Culturally Responsive UDL
	<p>Module 7: The Power to Change Culture</p> <p>Objectives</p> <ul style="list-style-type: none"> Meet Culture Changers and evaluate how their mission matches with your own teaching practices. Participants will create a road map to

	<p>personal barriers that exist in their own school, district, and learning environment and what strategies you will use to challenge the culture to move toward culturally responsive, universally designed learning environments.</p> <p>Activities</p> <ul style="list-style-type: none"> • Read Chapter 5 in Culturally Responsive Teaching and the Brain • Explore the supplemental resources in online Module • Assignment: UDL/CRT Lesson Plan
	<p>Module 8: The Challenge to Create Culture</p> <p>Objectives</p> <ul style="list-style-type: none"> • Reflect on expanding culturally relevant universal design implementation in your practice • Capture the barriers that culturally relevant universal design for learning breaks and share those with your circle of influence. <p>Activities</p> <ul style="list-style-type: none"> • Read Chapter 4 in Culturally Responsive Teaching and the Brain • Explore the supplemental resources in online Module • Final Project: Challenging Culture