

**Course Title:** Cultural Responsiveness & The Arts  
**Instructor:** Linda Johnson & Courtney Prugh  
**Course Code:** EC008  
**Course Units:** 2.5 CEUs  
**PD Hours:** 25 hours



### **Course Description**

The Culturally Responsiveness and the Arts course explores how to use the arts as a vehicle for culturally responsive teaching. Participants will utilize self-reflection and examination of other cultures through an unbiased lens to discover how the natural connection between the arts, society, and culture can foster a safe and inclusive classroom environment. Learners will walk away with a framework of strategies and resources that will empower them to create lessons that are equitable, inclusive, and taught from a culturally responsive point of view.

### **Course Outcomes**

- Define the term Cultural Responsiveness and examine myths that surround it.
- Analyze the systemic issues that create a need for cultural responsiveness in the classroom.
- Examine unknown and learned personal biases and discover how they affect instructional delivery and student reception.
- Construct a framework to use the arts as a vehicle for cultural responsiveness.
- Create a toolbox of authentic culturally responsive strategies that encourage equity, understanding, and inclusion in the classroom and community..
- Construct a set of culturally diverse and engaging resources to use in the arts classroom.
- Investigate how to implement and advocate for culturally relevant learning
- Design a developmentally appropriate lesson that is taught from a culturally responsive point of view.

### **Lesson Outline**

*Lesson 1: What is Cultural Responsiveness?*

*Objective:* Define cultural responsiveness

*Task:* Complete the Dimensions of Equity chart

*Lesson 2: Why is Cultural Responsiveness Necessary?*

*Objective:* Examine and analyses why there is a need for cultural responsiveness

*Task:* Complete reflections on two films

*Lesson 3: Implicit and Explicit Biases*

*Objective:* Define biases and explore how personal bias can affect instruction

*Task:* Complete the Examining Bias handout

*Lesson 4: Equity and Inclusion*

*Objective:* Define and explore equity and inclusion in the classroom

*Task:* Develop a classroom equity and inclusion statement

*Lesson 5: Culturally Responsive Approaches*

*Objective:* Explore approaches for addressing equity and inclusion in the classroom

*Task:* Complete the Strategies graphic organizer

*Lesson 6: Culturally Responsive Resources for Diverse Populations*

*Objective:* Explore various resources and apply a litmus test to determine authenticity

*Task:* Complete the resource organizer and litmus test

*Lesson 7: How to Transition Lessons to a More Culturally Responsive Approach*

*Objective:* Explore how to transition lessons to integrate multicultural, social justice, & culturally responsive learning

*Task:* Review the Framework for Cultural Inclusion

*Lesson 8: Examining Music and Visual Arts through the Culturally Responsive Lens*

*Objective:* Explore how music and visual arts can be taught through cultural responsiveness

*Task:* Review the samples of original lessons and how they have been transformed

*Lesson 9: Examining Dance and Theatre through the Culturally Responsive Lens*

*Objective:* Explore how dance and theatre can be taught through cultural responsiveness

*Task:* Review the samples of original lessons and how they have been transformed

*Lesson 10: Rewriting the Cultural Narrative*

*Objective:* Examine the concept of cultural narratives and how to facilitate in the rewriting of these narratives

*Task:* Complete a reflection on narratives in the classrooms

*Lesson 11: Creating Buy-In*

*Objective:* Determine the obstacles to implementing culturally responsive teaching

*Task:* Complete the Action Plan template

*Lesson 12: Involving the Community*

*Objective:* Examine the benefits of community involvement

*Task:* Complete the Community Partnership Brainstorm Checklist

## Evaluation

**Summative Assessment:** Identify two (2) lessons you currently use that could benefit from Cultural Inclusion. Using the Framework for Cultural Inclusion Questions and the 3 C's for Cultural Inclusion determine specific areas within your lesson that will benefit from Cultural Inclusion. Transfer your lesson to the Cultural Inclusion Lesson Plan Template. Include a summary justifying your modifications. Feel free to add your own creativity to the format of your product.

**Evaluation tool:** The following rubric will be used to evaluate your assessment. A score of 70% (70/100points) is required to pass the course and receive your certificate.

	Score	Lesson 1	Lesson 2
<b>Quantitative Compliance</b>	15/15 = 20	<input type="checkbox"/> Applicable Questions <input type="checkbox"/> Standards	<input type="checkbox"/> Applicable Questions <input type="checkbox"/> Standards
	13/15 = 15	<input type="checkbox"/> Additional Historical/Cultural Context standard <input type="checkbox"/> Materials	<input type="checkbox"/> Additional Historical/Cultural Context standard <input type="checkbox"/> Materials
	12/16 = 10	<input type="checkbox"/> Instructional Delivery <input type="checkbox"/> Summary	<input type="checkbox"/> Instructional Delivery <input type="checkbox"/> Summary
	<i>Less than 11 requires revision</i>	<input type="checkbox"/> Highlight additions/Strikethrough deletions	<input type="checkbox"/> Highlight additions/Strikethrough deletions

Qualitative Components	20	15	10	5
<b>Cultural Inclusive Components</b>	All questions are considered through the lens of cultural inclusiveness. Standards are aligned and added as applicable	Most questions are considered through the lens of cultural inclusiveness. Standards are aligned and added as applicable	Questions are considered through only one lens of cultural inclusiveness. Standards are slightly forced	Questions are not considered through any lens of cultural inclusiveness. Standards are forced or missing
<b>Instructional Delivery</b>	Instructional delivery section includes a detailed narrative overview of the original lesson. Quality modifications are included in multiple areas of the lessons and contribute to cultural inclusivity	Instructional delivery section includes an overview of the original lesson. Modifications are included in some areas of the lessons and contribute to cultural inclusivity	Instructional delivery section includes an overview of the original lesson. Modifications are included in a few areas of the lessons but not necessarily contribute to cultural inclusivity	Instructional delivery section includes a brief mention of the original lesson. Very few modifications are included in and do not contribute to cultural inclusivity
<b>Summary</b>	Summary is a full detailed justification of each of the modifications made, including what categories of cultural inclusion and how the changes address the three C's	Summary is a justification of each of the modifications made, including what categories of cultural inclusion and how the changes address the three C's	Summary mentions the modifications made, including what categories of cultural inclusion and/or how the changes address the three C's, but lacks justification	Summary mentions the modifications made but lacks justification and does not address the categories of cultural inclusion or the three C's
<b>Professionalism</b>	Transformed lessons are organized, user-friendly, grammatically correct, with original content (cited resources), and aesthetically pleasing.	Transformed lessons are mostly organized, user-friendly, grammatically correct, with original content (cited resources), and aesthetically pleasing.	Transformed lessons lack the following: organization user-friendliness, grammatically correctness, original content (cited resources), and aesthetics	Transformed lessons are unorganized and difficult to follow with too many errors making it difficult to understand. Content may be copied.

## How to submit final assessment

Please save your document in PDF format only. Title your document as follows:

lastname.firstname\_CRA

Upload the single PDF to the platform under PD Certificate tab

A score of 70% (70/100 points) is required to earn 25 PD hours and 2.5 CEUs