

EDUC 2025: Century College

CREATING CULTURALLY RESPONSIVE CLASSROOMS

Course Description: This course introduces prospective teachers/paraeducators to theory and approaches of multicultural education, in addition to the stereotypes and inequities found within diverse classroom, family, and community settings. Topics include awareness of differing perspectives around race, gender, sexual orientation, class, nationality, ability, religion, and building equitable classrooms.

*This course (EDUC 2025) supports the MN State Transfer Pathway Competencies & the MN Professional Educator Licensing Standards

RESOURCE USED THROUGHOUT THE SEMESTER

Hammond, & Jackson, Y. (2015). *Culturally responsive teaching and the brain: promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin, a SAGE Company. https://mnpals-cen.primo.exlibrisgroup.com/permalink/01MNPALS_CEN/1skm1m4/alma9989899310104273

***This book is the cornerstone for this class** as it covers a number of SEP's directly but more importantly it lays the foundation for students on how to create culturally responsive classrooms. As well as sharing many teaching strategies, Hammond also highlights the work that teachers need to do first to understand and build relationships with "culturally and linguistic diverse students". Library Resource.

RESOURCES USED IN THIS COURSE

Abler, R. (2017, January 27) *Gender Equity in the classroom*, Edutopia, <https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber>

*This article names gender bias, equity, and strategies to help minimize this in the classroom.

Alber, R. (2017) *Relationships Matter More Than Rules*, Edutopia, <https://www.edutopia.org/article/relationships-matter-more-rules>

*This article shares some strategies on how to build relationships with students.

act.tv, (2019, April 16) *Systemic Racism Explained* [Video].https://youtu.be/YrHIQIO_bdQ

*Short 4-minute video offers a good overview of systemic racism and how it affects educational outcomes for students.

Bishop, R. (2015, January 3) *Mirrors, Windows, and Sliding Glass Doors*, rif.org, original source Perspectives; Choosing and Using Books for the Classroom. Vo. 6, No. 3. Summer 1990 <https://www.readingrockets.org/sites/default/files/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>

*Bishop builds the case for diverse books in all classrooms and the windows and mirrors framework is attributed to her.

Blackburn, S. (2019, March 21). *What Is the Model Minority Myth?* Learning for Justice Magazine.
<https://www.learningforjustice.org/magazine/what-is-the-model-minority-myth>

*This article speaks to the harm toward students when educators believe in the myth of the model minority.

Capatosto, K. (2016, December 14) *Implicit Bias in Education* [Video]. Center for Urban Education. YouTube
<https://youtu.be/KBZPHE1oPJo>

*3-minute video about teachers' perceptions and how bias effected perceptions of students.

Common Sense Education, *Tips for Great Group Work in the Classroom* [Video]. YouTube <https://youtu.be/pzr5x2cLlJg>

*This 2-minute video offers some practical ways to manage group work effectively.

Costello, M. (2014, Summer) *An Educator's Guide to the Immigration Debate*, Learning for Justice Issue 47.
<https://www.learningforjustice.org/magazine/summer-2014/an-educators-guide-to-the-immigration-debate>

*This article provides background information on the history of immigration in the United states.

Davis, A. (2021, May 13) In Focus: Equity in Education [Rebroadcast] MPR News.
<https://www.mprnews.org/episode/2021/05/13/rebroadcast-in-focus-equity-in-education>

*This broadcast discusses the inequity in education in Minnesota let by Angela Davis with 5 guests who are involved in this work.

Davis, M., (2020, Summer) Trend Lines: The Importance of Pronouns in Lower School, National Association of Independent Schools,
<https://www.nais.org/magazine/independent-school/summer-2020/trend-lines-the-importance-of-pronouns-in-lower-school/>

*This article emphasizes the use of pronouns at an early age and ways to incorporate pronouns in the classroom.

Education Encyclopedia (2019) *Group Processes in the Classroom*. Education Encyclopedia - StateUniversity.com, <https://education.stateuniversity.com/pages/2022/Group-Processes-in-Classroom.html>

*This shorter article provides an overview of group processes as it relates to the classroom.

Education.StateUniversity. (2019). Stages of Growth Child Development – Early Childhood (Birth to Eight Years), Middle Childhood (Eight to Twelve Years). <https://education.stateuniversity.com/pages/1826/Child-Development-Stages-Growth.html>

* This 13-page article gives a concise overview of child development.

Falodi, S., Rahemtula, F. (2018, September 27). *Watch Microaggressions in K-12 education* [Video]. YouTube <https://youtu.be/oFQJTBsC9pE>

*This video by teachers speaks to microaggressions specifically to education.

Fleming, N. (2019, June 14) *Why Diverse Classroom Libraries Matter*, Edutopia, <https://www.edutopia.org/article/why-diverse-classroom-libraries-matter>

*Fleming speaks to her own experience in her classroom on why diverse books matter to students.

Forsyth, D. R. (2022). The psychology of groups. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. Retrieved from <http://noba.to/trfxbkhm>

*This is a readable and concise overview of the components of groups and group work.

FRONTLINE (2017, November 21) *Poor Kids* [Video], PBS.org. <https://www.pbs.org/video/poor-kids-update-o0msfd/>

*This is an update from the 2012 Episode when FRONTLINE followed several children and families that were struggling financially. It is an hour documentary from the children's perceptions.

Gomez, E. (2016, April 4). *Through the eyes of a child immigrant*, [Video], TEDxPSU. YouTube <https://youtu.be/46wWiKTn4Ac>

*One young person's story of his life crossing the border and dispels the myths and fears on immigration. 10 minutes.

Gonzalez, J. (2014, April 14) *How We Pronounce Student Names, and Why it Matters*, Cult of Pedagogy, <https://www.cultofpedagogy.com/gift-of-pronunciation/>

*Must read article. Also, includes an extended version of the podcast.

Izard, E. (2016) *Teaching Children from Poverty and Trauma*, National Education Association | Education Policy and Practice. <https://www.nea.org/sites/default/files/2020-07/NEAPovertyTraumaHandbook.pdf>

*This handbook from NEA includes symptoms, Impact, and strategies for educators.

Jensen, E. (2013, May 1) *How Poverty Affects Classroom Engagement*, Ascd.org, <https://www.ascd.org/el/articles/how-poverty-affects-classroom-engagement>

*This article highlights 7 reasons why students from low-income families struggle and how a teacher can begin to address those issues.

Johnson, M.Z. (2015, June 14). *What's Wrong with Cultural Appropriation? These 9 Answers Reveal Its Harm*. <https://everydayfeminism.com/2015/06/cultural-appropriation-wrong/>

*This article is easy to read and allows many students a good introduction to cultural appropriation; what it is and is not.

Killman, C., (2013, Summer) *The Gender Spectrum*, Learning for Justice Issue 44, <https://www.learningforjustice.org/magazine/summer-2013/the-gender-spectrum>

*This article offers terminology and strategies to create classroom that are gender inclusive.

Ladson-Billings. (1995). *But that's just good teaching! The case for culturally relevant pedagogy*. *Theory into Practice*, 34(3), 159–165. <https://doi.org/10.1080/00405849509543675>

***Seminal article** that describes the three tenants of culturally responsive teaching by Dr. Landson-Billings, who is considered a pioneer in creating classrooms that address the needs of all students. EBSCOhost Academic Search Premier Library Resource

*Dr. Ladson-Billings speaks to a group of pre-educators at UW Madison on the three tenants of Culturally Responsive Pedagogy. Start at 18:32. It should begin at that point. <https://youtu.be/5izknQCBnwc>

Lally, M., Valentine-French, *Lifespan Development: Chapter 5: Middle and Late Childhood, Cultural Difference in the Classroom* Provided by: College of Lake County Foundation. Lumenlearning.com. Located at: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>. License: [CC BY-NC-SA: Attribution-NonCommercial-ShareAlike](#)

*This offers 6 examples of how cultural differences can lead to misunderstandings in the classroom

McIntosh, P. (2003). *White privilege: Unpacking the invisible knapsack*. In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 191–196). McGraw-Hill.

*McIntosh's article is an entry point for understanding whiteness and unearned privilege.

MinnCAN (2013). *Native American Student Achievement in Minnesota*. MinnCAN: The Minnesota Campaign for Achievement Now <http://minncan.org/wp-content/uploads/sites/2/2016/05/nasa-web.pdf>

*This is a 31-page report that highlights the 11 Minnesota Tribal Nations, Boarding School Legacy, Accomplishments and School achievements.

Minnesota Department of Education (2019). *American Indian Education*. <https://education.mn.gov/MDE/fam/indian/>

*This is the government site for the Office of Indian Education in Minnesota. This page shares the mission and vision statement.

Morgan, H. (2009, Summer) *What Every Teacher Needs to Know to Teach Native American Students*, ERIC Multicultural Education, v16 n4 p10-12 <https://eric.ed.gov/?id=EJ858583>

*This text can be downloaded for students to read.

Oluo, I. (2018, February 6). *So You Want to Talk about Race I Talks at Google* [Video]. YouTube <https://www.youtube.com/watch?v=TnybJZRWipg&t=168s>

*Students can stop at 37 minutes and not watch the Q & A. Oluo reads from her book by the same name and then speaks to why and how we need to talk about race.

Ortiz, A. (2016, June 16) *How culture my impact behavior in the classroom* [Video] Colorin Colorado. YouTube <https://youtu.be/JeMVNDWSVL4>

*This 3-minute video examines how a student's cultural norms can often be misinterpreted as negative behavior.

Parrett, W., Budge, K. (2016) *How Does Poverty Influence Learning?* Eutopia <https://www.edutopia.org/blog/how-does-poverty-influence-learning-william-parrett-kathleen-budge>

*This short piece highlights 4 constraints for those living in poverty and how that affects student achievement. This article was adapted from Turning High-Poverty Schools into High-Performing Schools by William H. Parrett and Kathleen M. Budge.

PBS (2018, Episode 2) *Refugee Kids: One Small School Takes on the World* [Video], New York Public Media | THIRTEEN Specials. <https://www.pbs.org/video/refugee-kids-one-small-school-takes-on-the-world-efat/>

*Short 30-minute documentary that shares students' stories during a summer program in New York.

Pewewardy, C. (2014, May 7). *Walk a Mile in My Redface: On Ending the Colonial in Schools, Sports Culture, Mass Media, and Civic Life at TEDxUOregon* [Video]. YouTube <https://www.youtube.com/watch?v=jbTIFUnSFeQ>

*Helps students understand the intersection of Indigenous culture and education and how mascots create and uphold negative impact on these communities.

Ramsey, P. (2014, February 21) *Cultural Influences in Children's Play* [Video]. CECE Early Childhood Videos at Eastern CT State U. YouTube <https://youtu.be/3IANWHxKtfc>

*This 2-minute video offers a few examples of how cultural influences are seen in children's play.

Seifert, K., Sutton, R. *Cooperative Learning*, Lumen, Educational Psychology. Located at: <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=153>. License: [CC BY: Attribution](#)

*This article offers examples/strategies for how to incorporate cooperative learning strategies in the classroom. Open Source.

Seifert, K., Sutton, R. (2009) *Gender differences in the classroom*, Educational Psychology Chapter 4: Student Diversity. Located at: <https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=153>. License: [CC BY: Attribution](#)

*This article offers a good summary of this topic. Open Source.

South Dakota Public Radio (2012, October 8) *Boarding School memories haunt Lakota man* [Video], SDBP Radio. <https://listen.sdpb.org/arts-culture/2012-10-08/boarding-school-memories-haunt-lakota-man>

*Students can either listen (5:12 minutes) or read the article. This helps students begin to understand the historical, biological, spiritual, and emotional trauma that indigenous people feel about the government and the educational system.

Steele, C. (2013, July 18). *Stereotype Threat: A Conversation with Claude Steele* [Video]. YouTube <https://youtu.be/failylROnrY>

*As you watch this video (4+ min) keep asking yourself how does this compare to your educational experience? Note - this video focuses on an African American student as we do know the opportunity gap is the widest, that does not ignore that other racial or marginalized groups are not experiencing similar disparities.

Stroud, G. L. (2017, September 6). *These Students Don't Want 'Saviors', They Want Effective Teachers*, Education Post. https://www.edpost.com/stories/these-students-dont-want-saviors-they-want-effective-teachers?utm_source=Facebook&utm_campaign=Betcon&utm_content=FBBetconTheseStudentsDontWantSaviorsGls

*Emphasizes what students actually need from teachers versus needing saving.

Style, E. (1996). *Curriculum As Window and Mirror*. Social Science Record. First published in *Listening for All Voices*, Oak Knoll Schoolmonograph, Summit, NJ, 1988.

*This seminal piece of work, "A mirror is a story that reflects your own culture and helps you build your identity. A window is a resource that offers you a view into someone else's experience".

Suárez-Orozco, C., Strom, A., Larios, R. (2018, August 20) *A Culturally Responsive Guide to Fostering the Inclusion of Immigrant-Origin Students*, Re-Imagining Migration UCLA, <https://reimaginingmigration.org/wp-content/uploads/2018/07/Inclusive-Curriculum-V9-24Sept2018.pdf>

*This article unpacks the challenges and strengths, who are our immigrant-origin students and addresses learning issues.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). *Racial microaggressions in everyday life: Implications for clinical practice*. *American Psychologist*, 62(4), 271–286.

*Seminal author of microaggressions to help understand the complexity, gives examples, intent and impact.

Turner, V. (2020, July 31) *Race in the Classroom: Seeing Color* [Video]. YouTube https://youtu.be/EO7k04dc_8g

*Using spoken word this author speaks to why is it important to see color in the classroom.

Wisconsin Department of Instruction (2015). *American Indian Education in Wisconsin*. Wisconsin Department of Public Instruction. <https://dpi.wi.gov/sites/default/files/imce/amind/pdf/american-indian-education-in-wi.pdf>

*This is a 48-page report that highlights the historical background of American Indian Education, Wisconsin Tribal Nations, Accomplishments and School achievements.

Wisconsin Department of Public Instruction (2017). *Fact Sheet for Wisconsin American Indian Studies*. Wisconsin Department of Public Instruction. <https://dpi.wi.gov/amind/fact-sheet>

*This is the government site for American Indian Studies in Wisconsin.

Wertheimer, L. K. (2018, February 6). *Schools should teach religion. They shouldn't teach faith*. NBC

News. <https://www.nbcnews.com/think/opinion/schools-should-teach-religion-what-they-shouldn-t-teach-faith-ncna844926>

*This article speaks to the importance of teaching about world religions as a way to counteract negative religious stereotypes and create more inclusive classrooms.

Yosso, T. J. (2005). *Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth*. *Race Ethnicity and Education*, 8, 69-91.

*This is a key article to help pre-teachers shift from viewing students with deficits to one of honoring the cultural assets they bring to the classroom, which is at the heart of culturally responsive teaching. I also use the following summary of Yosso's work https://ccbl.humboldt.edu/sites/default/files/community_cultural_wealth_id_dimensions.pdf from the Center for Community Based Learning at ccbl@humboldt.edu