

Culturally Responsive Teaching Academy | Overview

The primary aim of the Reinert Center’s Culturally Responsive Teaching Academy is to build pedagogical capacity for teaching an increasingly diverse student body. While the program was designed specifically with the INTO-SLU joint venture in mind – with a focus on the particular needs of international and multilingual students – the framework is rooted in the research on learning-focused course design and instruction. Thus, the theories and methods underpinning the Academy create more inclusive learning experiences for a broad range of diverse learners. The chart below provides an overview of the program’s structure and areas of emphasis.

The Program At-a-Glance	
Summer (late-June)	<p>Culturally Responsive Teaching Summer Institute</p> <ul style="list-style-type: none"> ▪ <u>When</u>: 4 days (Monday-Thursday), 9 a.m.-3:30 p.m. daily; late-June ▪ <u>Topics</u>: Course design: learning-focused, evidence-based, proactive strategies to create the conditions for inclusive, culturally responsive teaching (e.g., establishing goals and objectives; choosing course content; designing assignments and exams). Cultural differences in higher education, the cultural situatedness of core learning activities (e.g., reading, writing, researching), and the importance of making assumptions and expectations explicit for all students. Language acquisition basics and implications for instruction. ▪ <u>Methods</u>: interactive sessions; informational presentations; individual work time ▪ <u>Materials</u>: Shapiro, S., Farrelly, R., and Tomas, Z. (2015), <i>Fostering International Student Success in Higher Education</i> (TESOL Press); Blackboard course site with supplemental handouts and worksheets; other materials as relevant. ▪ <u>Products</u>: revised course materials (syllabi, assignment prompts, rubrics, etc.)
Mid-August	<p>Pre-Semester Meeting</p> <ul style="list-style-type: none"> ▪ <u>When</u>: 2-3 hours; early-/mid-August (<i>in time to plan start-of-term</i>) ▪ <u>Topics</u>: Preparing for the start-of-term: icebreakers and building community; pre-course communication and information-gathering; using the syllabus effectively; defining and motivating student engagement; finalizing course materials ▪ <u>Methods</u>: facilitated dialogue; sharing of materials; panel presentation ▪ <u>Products</u>: plans for first-day/first-week interactions
Fall and Spring	<p>Cohort/Community of Practice Meetings</p> <ul style="list-style-type: none"> ▪ <u>Frequency/Duration</u>: Monthly meetings in fall; 75 minutes each; spring meetings as desired ▪ <u>Topics</u>: Shared challenges, rewards, practices (ongoing peer support and development); topics determined by the group (e.g., grading written work; classroom engagement; academic honesty, cheating, and plagiarism concerns) ▪ <u>Methods</u>: facilitated discussions, shared readings, guest speakers