

Hamline University School of Education Co-Sponsored Course

COURSE TITLE: Using Culturally Relevant Pedagogy to Examine Achievement Disparities Through the Lens of Race

INSTRUCTIONAL MATERIALS Singleton, Glenn & Linton, Curtis (2006) *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*, Thousand Oaks, CA: Corwin Press; Hilliard, Asa. G. (1995). "Behavioral Styles, Culture, and Teaching and Learning" *from Maroon Within Us: Selected Essays on African American Community Socialization*. Black Classic Press: Baltimore, MD. Ladson-Billings, Gloria. (2005). "The Culturally Relevant Teacher. Research and Multi-Cultural Education" From *Margins to the Mainstream*

PART I: COURSE DETAILS

A. Course Co-sponsor: Center for Excellence in Urban Teaching (CEUT) and Pacific Educational Group

Contact information if graduate units are desired:

Molly Doran
Program Administrator
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B. Instructor (will receive registration forms, course confirmations, evaluations, and grade roster)

Instructor on Record: Dr. Nancy Dome
Phone: 858.334.5260
Email: nancy@pacifieducationalgroup.com

Facilitator: Marlecia Autrey
Email: Marlecia@pacifieducationalgroup.com

C. Contact Person Marlecia Autrey, 415-608-4855 cell; 415-483-5539 Google voice

D. Number of semester credits: This seminar will be offered for 1 credit

E. Target Audience (check those that apply)

K	Primary	Interm.	Middle	High	Sp Ed	Resource	ESL	Admin	Other
X	X	X	X	X	X	X	X	X	

F. Course Specifics

Date/Time: Online Weeks run Monday to Sunday
Course are offered in 4-week segments

Location: Hamline Blackboard – Online

G. Registration

This seminar is offered for 1 graduate credit, at the tuition rate of \$128 per credit, payable to Hamline University. Payment must be made at the time of course registration.

PART II: COURSE INFORMATION

A. Course Description:

Explore the concept of "Systemic Equity Transformation" using Courageous Conversation protocol. Examine how traditional, whole school models of school restructuring rarely focuses on essential student-teacher relationships and specific learning improvements for the lowest performing student groups. Learn how "good teaching" does not currently meet the needs of all students and discover how culturally relevant pedagogy can be used to examine and eventually eliminate racial disparities in our schools. Finally, spend time self-reflecting to interrupt educational systems that don't work for the most, least served students, in our schools.

B. Hamline University Shared Vision of the Conceptual Framework

This course reflects the shared vision found in Hamline University's Conceptual Framework, which guides all teaching and learning in the Graduate School of Education.

1. Promote Equity in Schools and Society

- *Understand the role education has played and plays in shaping society*
- *Values individuals inclusive of race, class, gender, exceptionality, home language or other social, physical, or cultural characteristics*
- *Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning*
- *Act as agents of change in their classrooms, schools, and communities*
- *Develop the knowledge and request skills for reengaging, sustaining and deepening courageous conversation about the impact of race and racism on student achievement*

2. Build Communities of Teachers and Learners

- *Construct supportive communities of learners and colleagues*
- *Recognize teaching and learning as a social and cultural process*
- *Create physically and psychologically welcoming environments that foster positive self-worth*
- *Promote a personal action plan for deepening understanding or racism (and other ism's) which includes engaging other members of the school community in dialogue about systemic racism*

3. Construct Knowledge

- *Understand that bodies of knowledge are constructed and interpreted*
- *Transfer theoretical, foundational, and pedagogical knowledge to practice intentionally*
- *Use best practice, including technology, in the construction of learning*

4. Practice Thoughtful Inquiry and Reflection

- *Reflect on practice to improve teaching and reflection*
- *Research issues related to educational practice and theory*
- *Reflect on race and racism and discover how each, through school policies, programs, and practices, negatively impacts low-performing student populations*

C. Course Outcomes

1. Students will be able to practice Courageous Conversation and engage in sustained interracial dialogue about race. They will be able to establish a racial context that is personal, local, and immediate, isolate race, normalize the social construction of knowledge and use multiple perspectives, monitor the agreements, conditions and establish parameters, establish a working definition for race that is differentiated from that of ethnicity and nationality, and examine the presence and role of “whiteness” and its impact on the conversation and the problem being addressed.
2. Students will understand the essential nature of culturally effective teacher-student relationships and be able to design specific learning improvements for their lowest performing student groups.
3. Students will identify and model characteristics of a culturally proficient teacher.
4. Students will be able to reflect on race and racism and discover how each impacts their teaching practices and the learning climate in their schools.
5. Students will develop classroom action research skills to discover, implement, and document culturally relevant teaching.
6. Students will promote a personal action plan for deepening understanding of racism (and other ism’s) that includes engaging other members of the school community in dialogue about systemic racism.

D. Processes

Instructional strategies include: video, PowerPoint, discussion boards, peer review, cooperative group, simulation and readings, journaling, cognitive coaching, and reflective practices.

E. Course Outline

Module	Learning Module	Graded Assignment
Module 1	Review syllabus (Objectives, outcomes, requirements) Discussion: Introduction	Complete: Participate in: Discussion Board – Introduce yourself to your classmates by sharing your definition of culture and sharing a few things about your culture: What is YOUR definition of culture? What is your culture? Answer the question from your perspective. There is no right or wrong way to answer this prompt.

<p>Module 2</p>	<p>Introduction to Courageous Conversation Protocol Through Culturally Relevant Pedagogy Read: <i>Courageous Conversations About Race</i>, Part I, Chapter 2 pages 13-24 Video: The Courageous Conversation Compass (CC Compass) Reflective Prompt: When you responded to the discussion about culture in Module 1, in what quadrant(s) of the CC Compass does your description show up and why? Video: The Four Agreements Instructor Recording: Connecting the Four Agreements to the concept: Culturally Relevant Personal Activity – Dyads: Choose a person in class or in your work environment with whom you can connect to discuss the following: Share your definition of what it means to be culturally relevant? Listen for your partner’s definition. As you are sharing, work to connect your definition to the Four Agreements.” Take note of the word or phrases you used and reflect on those words and phrases and what they reveal about where you were on the CC Compass as you were sharing. In a way that is authentic to your learning style, keep notes to use during the Discussion Board. You will not be revealing what your partner shared in the Discussion Board, only your part of the discussion. Discussion: Dyad Reflection</p>	<p>Complete: Participate in: Discussion Board – Reflect on your discussion with your dyad partner. Identify which quadrant(s) of the CC Compass you visited in your discussion. Be explicit with the language you used when responding to your dyad partner. What connections can you make between your culture and where you found yourself on the CC Compass in the discussion? What agreement(s) were difficult to honor in this process? NOTE: Be respectful of your dyad partner by not speaking his/her truth but YOUR response to that truth.</p>
<p>Module 3</p>	<p>The Culturally Relevant Teacher Read: The Culturally Relevant Teacher, Gloria Ladson-Billings Instructor Recording: Creating culturally relevant physical environments and human relations Reflective Prompt: After reading the Ladson-Billings article, add to and or/revise your definition of the concept Culturally Relevant . In your definition, reflect upon what a culturally relevant environment would look like in the Physical Environment and Human Relations. Also, think about spaces you have been in where you experienced the Physical Environments and Human relations as culturally relevant to who you are as well as for others who have cultures different from your own. Video: The Six Conditions Personal Activity: Scenario Review Discussion: Scenario Reflection</p>	<p>Complete: Participate in: Discussion Board – Choose one of the scenarios and write a response as to what condition(s) you believe are being honored and what condition(s) are missing from the scenario that would make the example more Culturally Relevant. Please respond to at least two other classmates giving feedback and sharing your perspective on their findings.</p>

Module 4	<p>Key Factors in the Development of Culturally Relevant Pedagogy Read: “Behavioral Styles, Culture, and Teaching and Learning” from <i>Maroon Within Us</i>, Asa Hilliard Instructor Recording: Moving From Multicultural to Culturally Relevant Prompt: What was a key point (or two) that Hilliard made that put you in the Productive Zone of Disequilibrium around the concept of teaching and learning? Discussion: Using the Agreements and Conditions</p>	<p>Complete: Participate in: Discussion Board – Using the Agreements and Conditions as a lens and within your language as you write your discussion, identify a new or re-examined idea about teaching and learning, that you have, as it relates to culturally relevant pedagogy. Share what questions are coming up about your own classroom and/or spaces.</p>
Module 5	<p>Self-Assessment of the Learning Environment YouTube/Video: Culturally Relevant Environments Prompt: Compare and contrast the video with your own classroom/space identifying aspects of a culturally relevant environment. Personal Activity: Reflect on the “Aspects to think about” document and the School Assessment Tool. Assignment: Self-Assessment</p>	<p>Complete: Self Assessment Assignment: Write a written reflection about how culturally relevant your classroom or environment is currently. Be explicit as to your role in either making it culturally relevant or how you have create an environment that is reflective only of one culture. Respond to at least two classmates posts using the frame “ I am hearing you say... Tell me more about...” This part of the process is meant to spark more thought, to push your thinking outside your comfort zone, and give you more ideas and question to write your Action Plan. You can repost, but it is not mandatory.</p>
Module 6	<p>Next Steps to Deepening Your Knowledge Read: Bring in a related article to share with the class as part of a resource library Instructor Recording: <i>Culturally Relevant Professional Learning Environments</i> Prompt: What is needed in your Professional Learning Environment to support your action plan? Discussion: Share your Action Plan Assignment: Next Steps Action Plan</p>	<p>Complete: (2) Next Steps Action Plan Participate in: Discussion Board – Share your action plan with the group and explain why you have chosen this next step. Share how the article you contributed impacted your action plan. Respond to a colleagues action plan using the frame, “This is what I read, this is what it made me wonder.”</p>

PART III: COURSE ASSIGNMENTS AND EVALUATION

Full Inclusion

I wish to include fully persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments to enable you to participate fully. I will try to maintain the confidentiality of the information that you share. Please contact me as early in the course as practicable.

Course Expectations

Students must assume responsibility for their own learning and success. As with any graduate-level seminar that takes learning seriously, this seminar requires a substantial amount of intellectual and critical work. By fully preparing for the seminar you will optimize your opportunities to learn in your current role and for your future endeavors as an educator. Stated differently, use this experience to pursue your own questions and practice interests. The expectation is that you take an active or inquiry approach rather than a passive one in your learning. Thus, it is incumbent upon you to “mine” the seminar for experiences and knowledge that suits your individual needs and purposes. I greatly encourage you to develop collaborative relationships with your colleagues in the seminar to further bolster your and their learning opportunities.

Within your writing assignments, be sure you do the following:

- Write clearly, concisely, and in a compelling manner
- Structure your writing in an effective way
- Keep the length to the stated pages

For on-line learning, directions will be given during the first day of the seminar

Required Texts Resource

Hilliard, Asa. G. (1995). *Behavioral Styles, Culture, and Teaching and Learning from Maroon Within Us: Selected Essays on African American Community Socialization*. Black Classic Press: Baltimore, MD, p. 160-167.

Ladson-Billings, Gloria. (2005). *The Culturally Relevant Teacher*. Research and Multi-Cultural Education From Margins to the Mainstream, 102 – 112.

Singleton, G., Linton, C. (2006). *Courageous Conversations About Race*. Corwin Press: Thousand Oaks, CA, p. 13-24.

Assignments

Discussion Boards

5 Topics (25pts)

Participants will be expected to participate fully in all discussion boards throughout the course. Each discussion board requires one main post and two responses to peers. Responses should be thoughtful, courageous, and considerate. Since we value multiple perspectives, it is encouraged that “I” statement be used to illustrate “your or a” perspective rather than “the” perspective. Remember to be open to other perspectives and to share with your heart.

Assignment #1

Self-Assessment (30pts)

1- 2 typed page total

In Module 5 you will be asked to complete a Self-Assessment of yourself and your learning environment. This is your opportunity to look deeply into your thought process and reflect on your experiences and environment. How does your classroom/space reflect Culturally Relevant Pedagogy in both the physical environment and the human relations? Identify how that looks for your students of color and your white students? In what ways have you sought out multiple perspectives to be sure YOUR perspective has not been singularly normed? After responding to the above questions, share where you are on the Compass and why. Files will be available in the module. Please submit written reflection in the Assignment Drop Box.

Assignment #2

Next Steps/Action Plan (35pts)

1-2 typed pages total

In Module 6 you will be asked to develop an action plan for your next steps once this course is over. What is your revised definition of Culturally Relevant Pedagogy? What will you do to continue to develop yourself around culturally relevant pedagogy and the use of the Courageous Conversations Protocol? How will you ensure the learning environment you provide for students is culturally relevant? Identify resources and people whom you will seek out to support you to successfully implement your action plan. Files will be available in the module. Please submit written reflection in the Assignment Drop Box.

Evaluation

Course assignments/projects are required to successfully complete this course and/or earn graduate credit. **Taking this course for units is in no way connected with completion of this course.** Participants are expected to complete ALL assignments regardless of the units. The units are simply an incentive, for existing curriculum, to aid on the salary scale for professional development hours. Successful completion of this course is 75% or better. Assignments are graded on a weekly basis so please set aside the requisite time to complete them on a timely basis so that you will be aware of your progression in the class.

Note: If you are taking this as part of your district work, the districts will be sent the final scores for all of their participants.

For Hamline:

“A” grade in the course is given to students for exceptional performance in all activities and assignments. Student must participate in all online activities and meet the posted deadlines for all assignments.

“B” grade is given for substantive high quality work in all of the above activities. (See writing rubric)

Course Assignments

Discussion Boards (x5)	25 points
Self-Assessment	30 points
Personal Action Plan	35 points
Release	5 points
Course Evaluation	5 points
Total	100 points

Grading Scale – Letter Grades

A= 93-100	B+=86-89	C+= 77-79	D=60-69	F=59 or lower.
A-=90-92	B=83-86	C= 73-76		
	B-=80-82	C- =70-72		

Grading Scale – Satisfactory/Unsatisfactory

S = 75 – 100
 U = 74 and Below

WRITING RUBRIC

- 5 Strong: Show control and skill; many strengths present/meets expectations.
- 4 Performance/strengths outweigh the weaknesses; a small amount of revision is needed.
- 3 Developing: strengths and need for revision are about equal.
- 2 Emerging: need for revision outweighs the strengths; isolated moments hint at what the writer has in mind.
- 1 Not yet: writer shows no control.

	5	3	1
Ideas and Content	Paper is clear and focused. Relevant anecdotes and details enrich the theme. Ideas are fresh and original. Reader's questions are anticipated and answered.	Topic is broad and support is attempted. Writer stays on topic but does not develop a clear theme. Writer draws on knowledge or experience but has difficulty going from general observations to specifics.	Paper has no clear purpose or central theme. Information is limited or length is not adequate for development. Idea is a simple restatement of the topic or an answer to the question with no attention to detail.
Organization	Original title which captures the central theme of the paper. Inviting introduction, thoughtful transitions, satisfying conclusion which leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Pacing is well controlled.	Title is uninspired or obvious restatement of the topic. Recognizable intro and conclusion. Transitions often work well; at times connections are fuzzy. Sequencing shows some logic but sometimes inconsistent in the support of ideas. Pacing fairly well controlled but sometimes lunges ahead too quickly or spends too much time on details that do not matter.	Title does not match well with the content. No real lead to set up what follows, no real conclusion to wrap things up. Connections between ideas are confusing or non-existent. Sequencing needs work to establish a logical structure. Pacing feels awkward.

PART V. ACADEMIC INTEGRITY

Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited. Such dishonesty includes plagiarism, ghost writing, and falsifying official information concerning one's academic background or status.

Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work.

When a student is found to be in violation of the Academic Integrity Policy, academic penalties may be prescribed by the instructor of the course in question, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course.

Code of Professional Ethics and Collaboration: It is expected that students think of themselves as professionals and collaborative members of this learning community. Self-responsibility, positive attitude, collaborative disposition, and respect for the learners, parents, peers, and professors with whom students interact during this course are expected and highly valued.

Students with Special Needs: Within the first week of class, students with special needs must provide the instructor with written documentation that outlines their specific, individual needs. Following receipt of this documentation, the instructor will schedule a conference to discuss appropriate accommodations for students with special needs. Selected university support systems may be recommended by the instructor.

Attendance: Regular attendance is essential, as is promptness. Please inform the instructor, in advance, of any anticipated absences, and accept responsibility for getting notes and handouts from other members of the learning community.

Seminar Participation: The benefits that students derive from a seminar are directly proportionate to the amount of time, energy, work, and involvement invested in the seminar. Please come to the seminar prepared to make a positive contribution.

Sexual Harassment

University policy prohibits sexual harassment. Complaints should be reported to the Office of Student Affairs. According to the Equal Employment Opportunities Commission (EEOC), sexual harassment is defined in the following manner: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature; constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; and
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile environment.

Diversity:

This course develops proficiencies for working with P-12 students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn by assisting the student in developing the necessary knowledge, skills and dispositions listed above.

Religious Holidays

The university makes every reasonable effort to allow students to observe religious holidays without academic penalty while recognizing that accommodations should not create an undue interference with the student's participation in a course. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with an opportunity to pursue a reasonable alternative to complete such academic responsibilities and requirements.

Students who plan to miss class must:

1. Inform instructor in writing of anticipated absences at the beginning of the course;
2. Meet with instructors to arrange a plan to complete the student's academic responsibilities for the course, including the rescheduling of any missed coursework, assignments or examinations; and
3. Obtain class notes from other students.

Students who have properly notified their instructors will be offered an opportunity to make up the work, without penalty, in a manner that is consistent with the attendance policy of the academic unit and is convenient to both students and faculty.

PART V: RESOURCES

Required Readings and Texts

Singleton, G., Linton, C. (2006) *Courageous Conversation About Race*. Corwin Press: Thousand Oaks, CA, p. 13-24.

Hilliard, Asa. G. (1995). *Behavioral Styles, Culture, and Teaching and Learning from Maroon Within Us: Selected Essays on African American Community Socialization*. Black Classic Press: Baltimore, MD, p. 160-167.

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A. Bibliography