

**CULTURALLY RELEVANT INSTRUCTION**  
**C&I 675 / 3 Credits**  
**Meets on-line January 24 to March 30**

<b>INSTRUCTOR</b>	<b>COLLABORATING PROFESSOR</b>
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**COURSE INFORMATION**

**Class location:** Online

**Class meeting times:** The course runs January 24 to March 30. Participants have one week to complete each session's activities and assignments.

**Office hours:** Generally we are available online during the following times: (1) Monday, 1:30-3:30pm, and (2) Friday, 9-11am. The best way to reach us is via email, Skype, or phone.

**REQUIRED MATERIALS**

**Textbooks:**

All readings are available on-line.

**Additional Participant Needs:**

- For this course, you must have access to a computer or very consistent access to a computer. Many assignments can only be completed online.
- You will need a Skype account. These are free and available at [www.skype.com](http://www.skype.com)
- You will need a means of videotaping yourself and your practice and uploading these videos to our course website. MERIT library (as well as most other UW libraries) loan video equipment, which includes all you'll need to upload your videos.



**COURSE INTRODUCTION**

Cultural relevance is a buzzword in education. Everybody talks about it, but few seem to know what it means. Let us be honest: There is not a formula for becoming a culturally relevant teacher, and there is not a program or protocol that can magically make you culturally relevant. Rather, cultural relevance is as much about the beliefs that support your practice as it is about instructional choices.

Becoming a culturally relevant teacher is a *journey*. It is a journey that begins with self-exploration, with an interrogation of one's beliefs and identity and privileges. It is a journey that involves academic study of pedagogy, critical reflection on our teaching, and examination of the social and cultural forces in education. And it is a journey that never ends, for being culturally relevant teachers means that we are constantly reflecting on our practice.

We are embarking on this journey together, but you will continue to travel without us when the course is over. It is our hope that you will invite others along on your own journey. We'd like to

imagine that when the teacher across the hall from you next wonders about cultural relevance, you'll be able to take him or her out for a coffee and explain the theory and practice of culturally relevant instruction. And at the end of that coffee date, your colleague will have received such a thorough explanation that he or she can begin his or her own journey.

Our ultimate hope is that you will develop a clear understanding of these concepts, that you will see them at work in all aspects of education, and that you will begin to enact them in practice.

### COURSE GOALS

By the end of this course, teachers will:

1. Define culturally responsive teaching/culturally relevant pedagogy, in both theory and practice, and identify it in practice.
2. Assess their teaching practice, their beliefs about students and communities, their relationships with students and communities, and even their own schooling and cultural experiences in order to understand how these experiences and beliefs influence their ability to teach diverse students.
3. Integrate CRP/CRT into their own pedagogy and practice.

### COURSE ASSESSMENT

Because this course is a journey—and because teaching and learning is a process—there will be no traditional final project. In lieu of this, you will be asked to reflect on your development as a culturally relevant educator. Remember, our ultimate aim is that, as you grow and develop as a teacher, you become increasingly culturally relevant in your practice. As we assess your work throughout this course, we are looking for movement toward cultural relevance and not arrival at a set point. We will use the same rubric for every assignment throughout the course. For each of our course goals, we have listed a series of actions that would demonstrate your movement toward mastery of this goal.

<b>Course Goals: Teachers will...</b>	<b>A teacher who meets or exceeds expectations will:</b>
<i><u>Define</u> culturally responsive teaching/culturally relevant pedagogy, in both theory and practice, and <u>identify</u> it in practice.</i>	(1) Demonstrate a clear, complete, and accurate understanding of CRT/CRP (2) Use these principles to analyze and critique education and instruction, both in and outside the classroom (3) Formulate an understanding of culture that does not conflate it with a single identity marker or reduce it to a deficit orientation
<i><u>Assess</u> their teaching practice, their beliefs about students and communities, their relationships with students and communities, and even their own schooling and cultural experiences in order to understand how these experiences and beliefs influence their ability to teach diverse</i>	(1) Constantly assess one's own practice, particularly how one can improve teaching to better serve all students (2) Identify growth and improvement in one's own teaching and learning (3) Ask uncomfortable questions, particularly about one's own beliefs about students and communities and about the role of privilege, culture, and power in one's classroom (4) Identify possible barriers, challenges, or tensions to embodying CRP/CRT in one's own practice

students.	<p>(5) Move away from a deficit model to one that sees all students as students of promise, agency and resiliency</p> <p>(6) Identify possible lapses in the high expectations he or she holds for students</p> <p>(7) Recognize that the way we speaks about students reflects our beliefs and thus tries to use language that is reflective of agency, resiliency, and power</p>
<i>Integrate CRP/CRT into their own pedagogy and practice.</i>	<p>(1) Articulate concrete actions that can be taken in one’s own classroom or school to become more culturally relevant or responsive</p> <p>(2) Include CRP/CRT not only in lesson/unit plans but in management, relationships, policies, differentiation strategies, etc.</p> <p>(3) Move beyond the inclusion of multicultural materials by trying to design instruction that empowers students to make connections between their schooling and their own lives and experiences</p> <p>(4) Demonstrate high expectations for all students in one’s pedagogical approach</p>



## COURSE OUTLINE

### *Planning Ahead*

1. In Week 3, you'll be working closely with a partner. After meeting your classmates in Week 1, we recommend that you start contacting folks with whom you'd like to work. Rather than partnering with someone with whom you have a lot in common, we recommend finding a partner who can challenge you in new ways. If you need help finding a partner, please email your instructors; we'd be happy to play 'matchmaker'!
2. In Week 4, you'll be uploading a video of yourself teaching (or, if you are not currently teaching, of someone else teaching). Start planning now--locating recording equipment (see Week 4 Assignments for info on this) and figuring out what and when (and who) you might tape.

### *Weekly Sessions*

Class Session	Learning Objectives	Learning Activities
Week 1	<p><b>Course Introductions</b></p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• <u>Build community</u> by introducing themselves, welcoming classmates, and sharing expectations for the course</li> <li>• <u>Reflect</u> on the role of diversity,</li> </ul>	<p><i>Activity 1: Video Introductions</i></p> <p>(1) Post a video or audiofile of your introduction, or upload a written introduction. Video/Audio files should be <u>no more than 5 minutes</u>.Your introduction should discuss:</p> <ul style="list-style-type: none"> <li>• Where/what you teach</li> <li>• A description of your teaching experience in terms of multiculturalism/diversity</li> <li>• Your philosophy of or motivation for teaching</li> <li>• How you do or do not use culturally responsive or relevant teaching in your practice</li> <li>• A reflection on your own schooling experiences (e.g., how were you taught, influenced, raised, etc.)</li> </ul>

	<p>culture, and privilege in their own schooling and teaching experiences</p> <ul style="list-style-type: none"> <li>• <u>Articulate</u> an initial understanding or definition of culturally relevant pedagogy/culturally responsive teaching</li> <li>• <u>Communicate and reflect</u> on the values that underlie their teaching and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Anything else you think is relevant to share with our community. A exemplary introduction that addresses these points can be accessed at <a href="http://gallery.carnegiefoundation.org/collections/castl_k12/yhutchinson/whereibegan.html">http://gallery.carnegiefoundation.org/collections/castl_k12/yhutchinson/whereibegan.html</a></li> </ul> <p>(2) After posting your introduction, please welcome two other students to the class by responding to their video/audio/written introductions in the discussion forum. Please do more than say hello; find commonalities and questions that you can share.</p> <p><i>Activity 2: Skyping with the Instructor</i></p> <p>(1) Set up a time to Skype with your instructors.</p> <p>(2) Assemble the technology you need to Skype.</p> <ul style="list-style-type: none"> <li>• You must be at a computer with either video or audio; most laptops have these capabilities, as do many desktops. These technologies are also both available at UW Merit Library. If you are taking this course for credit, you have access to the services offered by the Merit Library. <a href="http://library.wisc.edu/libraries/name/merit">http://library.wisc.edu/libraries/name/merit</a></li> <li>• You must have a (FREE!) Skype account. In order to download Skype and create an account, follow the steps listed here: <a href="https://login.skype.com/account/signup-form?application=download&amp;return_url=http://www.skype.com/go/downloading-page">https://login.skype.com/account/signup-form?application=download&amp;return_url=http://www.skype.com/go/downloading-page</a></li> </ul> <p>(3) Prepare for the conversation. To do this, please think about how you would word a Statement of Expectations for the course: What are your expectations for your instructors? For your peers? For yourself? What do you need--from yourself, your peers, and your instructors--in order for this course to be successful and meaningful for you? This can range from mundane details such as email availability to expectations about how we communicate with one another and philosophical approaches to teaching and learning.</p> <p>(4) Skype!</p> <p><i>Activity 3: Writing Assignment</i></p> <p>In a written piece of no more than two pages, you will give an initial definition or understanding of what you think culturally responsive teaching and culturally relevant pedagogy are. You are encouraged to draw on the following to bring your definition to life:</p> <ol style="list-style-type: none"> <li>1. Examples from your own teaching</li> <li>2. Your classmates' introductions</li> <li>3. Greg Michie's article, "Room to Learn"</li> <li>4. This quote from Carter G. Woodson's <i>Miseducation of the Negro</i> (1933), in response to the question of whether Black teachers were necessarily better teachers of Black children: "To be frank we must concede that there is no particular body of facts that Negro teachers can impart to children of their own race that may not be just as easily presented by persons of another race if they have the same attitude as Negro teachers; but in most cases tradition, race hate, segregation, and terrorism make such a thing impossible" (p. 38).</li> <li>5. Board-certified teacher English teacher Yvonne Divans Hutchinson's video describing her practice: <a href="http://gallery.carnegiefoundation.org/collections/castl_k12/yhutchinson/cleanwlfcmov">http://gallery.carnegiefoundation.org/collections/castl_k12/yhutchinson/cleanwlfcmov</a></li> </ol>
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<p>Week 2</p>	<p><b>Foundational Concepts</b></p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• <u>Define</u> and <u>distinguish</u> between culture, race, ideology, power, privilege, multicultural education, color-blind</li> <li>• <u>Continue</u> <u>building</u> community</li> <li>• <u>Explore</u> the values that underlie their teaching and culture</li> </ul>	<p><i>Activity 1: Defining Key Concepts</i></p> <p>(1) Please watch the videos and read the selected pieces for this week:</p> <ul style="list-style-type: none"> <li>• Video introduction to culturally relevant pedagogy by Teaching Tolerance: <a href="http://www.tolerance.org/blog/introduction-culturally-relevant-pedagogy">http://www.tolerance.org/blog/introduction-culturally-relevant-pedagogy</a></li> <li>• Video introductions by Geneva Gay, Carl Grant, Gloria Ladson-Billings, Sonia Nieto, Christine Sleeter, and Jacqueline Jordan Irvine</li> <li>• "Defining Racism: Can We Talk?" by Beverley Tatum.</li> <li>• Definitions from <i>Dictionary of Multicultural Education</i> on 12 key concepts (sections highlighted in orange in the document): assimilation, cultural identity, culturally relevant pedagogy, culture, dominated cultures, hegemony, ideology, institutional racism, privilege, race, racism, Whiteness</li> <li>• Chimamanda Adichie, "The Danger of a Single Story": <a href="http://www.youtube.com/watch?v=D9Ihs241zeg">http://www.youtube.com/watch?v=D9Ihs241zeg</a></li> </ul> <p>(2) In the discussion forum, you will see a series of topics related to these videos and readings. For each topic, you are asked to post your own definition of the key terms and respond to the guiding questions by drawing the set of readings and videos. Our goal is to begin constructing a shared understanding of these key ideas this week. Next week, you'll work closely with a partner to hone your understanding.</p> <p><i>Activity 2: Core Values Exploration</i></p> <ol style="list-style-type: none"> <li>1. Begin by downloading the list of core values.</li> <li>2. Read over this list. Add any words that are values for you but that are missing from this list.</li> <li>3. Circle your top ten values.</li> <li>4. Reduce this to your top five values.</li> <li>5. Reduce your list of five to your top three values.</li> <li>6. Complete the ANONYMOUS survey: <a href="http://www.surveymonkey.com/s/DBHGSRZ">http://www.surveymonkey.com/s/DBHGSRZ</a></li> <li>7. Post a comment that (1) explains why you chose the values you did, (2) discusses how you narrowed your list to your top three core values, and (3) gives an example of how you bring these values to life in your teaching.</li> </ol>
<p>Week 3</p>	<p><b>Culturally Relevant Pedagogy v. Culturally Responsive Teaching</b></p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• <u>Compare</u> and <u>contrast</u> culturally responsive teaching and culturally relevant pedagogy</li> <li>• <u>Explain</u> this framework to their peers</li> </ul>	<p><i>Activity 1: Comparing Culturally Relevant Pedagogy and Culturally Responsive Teaching</i></p> <p>(1) Begin by rewatching last week's videos from Gloria Ladson-Billings and Geneva Gay. In particular, note when they use the words "culturally relevant" and when they use the words "culturally responsive."</p> <p>(2) Please read the articles "'But That's Just Good Teaching!': The Case for Culturally Relevant Pedagogy" by Gloria Ladson-Billings and "Preparing for Culturally Responsive Teaching" by Geneva Gay in which each explains her concept of this pedagogical approach.</p> <p>(3) After viewing and reading, please post in the forum below ("Add a New Discussion Topic") in response to the following three questions. For all of them, imagine that you are speaking with the teacher across the hall has just asked you these questions. How do you respond?</p> <ol style="list-style-type: none"> <li>1. How would Ladson-Billings and Gay explain the difference between culturally responsive teaching and culturally relevant pedagogy?</li> <li>2. Look at the key terms from last week that you explored (culture, hegemony, ideology, multicultural education, privilege, race,</li> </ol>

		<p>whiteness). Do these concepts figure differently in Ladson-Billings and Gay's work? Why or why not? Which concepts seem to be most central in the work of each?</p> <ol style="list-style-type: none"> <li>3. Do you think this difference is significant? Why or why not?</li> <li>4. What does it mean to teach from a culturally responsive or culturally relevant point of view? Give an illustration of what this might look like in practice.</li> </ol> <p>(4) Please read and comment on at least one of your classmate's posts.</p> <p><i>Activity 2: Peer Feedback</i></p> <ol style="list-style-type: none"> <li>(1) Please email the instructors by February 10 with the name of your partner. Or, email the instructors to request a partner.</li> <li>(2) Please look at last week's forum and read your partner's responses. In that forum (as a response to their posts), please post at least three critical questions about their understanding. These questions should push your partner's thinking. Where might your partner need to dig a little deeper in their understanding? Where do you think your partner might need to re-read? What connections might you be able to push your partner to consider?</li> <li>(3) Respond to your partner's critical questions in last week's forum.</li> </ol> <p><i>Activity 3: Cultural Beliefs and Models About Schooling</i></p> <ol style="list-style-type: none"> <li>(1) Please complete the two-part survey: Part I (<a href="http://www.surveymonkey.com/s/63ZH8M">http://www.surveymonkey.com/s/63ZH8M</a>) and Part II (<a href="http://www.surveymonkey.com/s/6PSJ665">http://www.surveymonkey.com/s/6PSJ665</a>).</li> <li>(2) After completing this survey, please post a reflection in this forum that addresses (1) which items had the greatest influence on your socialization, (2) how your caregivers' beliefs compare to your own, and (3) how your caregivers' beliefs compare to the beliefs of your students' caregivers.</li> </ol>
<p>Week 4</p>	<p><b>Putting It Into Practice</b>  Teachers will:</p> <ul style="list-style-type: none"> <li>• <u>Analyze</u> their own practice using a culturally relevant / responsive framework.</li> <li>• <u>Identify</u> missed opportunities in classroom practice for making more culturally relevant/responsive choices.</li> <li>• <u>Share</u> critical questions based on peers' videos of teaching.</li> </ul>	<p><i>Activity 1: Analysis of Our Teaching</i></p> <p>(1) You will be uploading a video of your teaching and submitting a culturally relevant analysis of that video. If you are not currently teaching, you can either upload an old video of yourself teaching (if you have one) or you can upload a video of someone else teaching. If you choose this last option, you'll need to visit someone else's classroom and arrange to videotape them. If you need recommendations to classrooms in the Madison area, please email the instructors. A few things to note:</p> <ol style="list-style-type: none"> <li>1. You will need a digital video camera to complete this assignment. The small camera on a laptop is not likely to suffice. Most school libraries have a digital video camera you can check out (such as a Flip camera). Or if you are in the Madison area and enrolled in this course for credit, you are able to check out equipment from the UW library system. You can access information about the education library MERIT's holdings at <a href="http://merit.education.wisc.edu/Equipment/CirculatingEquipment/CamerasCamcorders.aspx">http://merit.education.wisc.edu/Equipment/CirculatingEquipment/CamerasCamcorders.aspx</a></li> <li>2. Because students may be shown in these videos and we do not have IRB permission, these videos are not to be shared outside of this class space.</li> </ol> <p>(2) Before beginning this assignment, please read "Becoming a Friend to Students' Minds: Culturally Relevant Pedagogy" by Carl Grant &amp; Annemarie Ketterhagen and "Reading Between the Lines and Beyond the Pages: A Culturally Relevant Approach to Literacy Teaching" by Gloria Ladson-</p>

		<p>Billings. In addition to continuing to clarify and hone our understanding of culturally relevant instruction, these pieces provide examples of a 'missed opportunity' analysis and using a culturally relevant framework to analyze practice--particularly the beliefs underlying that practice.</p> <p>(3) Videotape your teaching. A few tips to help you with this:</p> <ol style="list-style-type: none"> <li>1. The video you upload should be no more than 5 minutes. We recommend planning to tape a full lesson, and then viewing this lesson to select a five-minute clip.</li> <li>2. You may select any five-minute clip, but we recommend selecting a moment that is either (a) a good example of culturally relevant instruction, or (b) a missed opportunity to be a more culturally relevant instructor. Again, the Grant &amp; Ketterhagen piece might help you in selecting a clip.</li> </ol> <p>(4) You will be submitting a two- to five-page analysis of this teaching clip using a culturally relevant framework. Some of you will look at the instructional techniques of the teacher. However, culturally relevant instruction is clearly influence by school structures. Some may look at how the school supports affect students.</p> <p>Some questions to consider (you do not need to answer all of these; they are simply intended to spur your thinking):</p> <ol style="list-style-type: none"> <li>1. How does the teaching or the school structures embody any of the principles of culturally relevant/responsive teaching?</li> <li>2. Where are the missed opportunities that you see? How could these missed opportunities been addressed in a different way?</li> <li>3. What do you see differently in now, after four weeks in this course, than what you would have seen prior to this course?</li> <li>4. Select one student in this video. What are the expectations for this student? How are those expectations evident in this video?</li> <li>5. What beliefs are underlying practice? Where can an observer see evidence of high expectations and a belief in students' worth and resiliency? Where might an observer see evidence of deficit thinking about students?</li> </ol> <p>(5) Upload your video and your written analysis.</p> <p><i>Activity 2: Critical Friends</i></p> <p>(1) When you submitted your assignment, you were assigned to a small group. Please watch the videos of your groupmates and read their analyses.</p> <p>(2) Then in this forum, please post feedback for each of your group members. While it is important to affirm one another and celebrate our successes, here we are primarily acting as critical friends. Post at least three critical questions about your groupmates' teaching that might help them think more deeply about cultural relevance in their practice.</p> <p><i>Activity 3: Virtual Privilege Walk</i></p> <p>(1) Please take this ANONYMOUS privilege walk survey:  <a href="http://www.surveymonkey.com/s/walkofprivilege">http://www.surveymonkey.com/s/walkofprivilege</a></p> <p>(2) Post in the forum, sharing your reactions to this virtual privilege walk.</p>
<p>Week 5</p>	<p><b><i>"That's Just Good Teaching!": A Color-Blind Approach</i></b>  Teachers will:</p> <ul style="list-style-type: none"> <li>• <u>Compare</u> and <u>contrast</u> a culturally</li> </ul>	<p><i>Activity 1: Forum Debate About a Color-Blind Approach</i></p> <p>(1) You'll be rewatching the videos by Christine Sleeter and Sonia Nieto from Week 2 and reading the following pieces about culturally relevant teaching and a color-blind approach:</p> <ul style="list-style-type: none"> <li>• Po Bronson &amp; Ashley Merryman (2009), "See Baby Discriminate"</li> <li>• Catherine Cornbleth (2008), "Radical Individualism"</li> <li>• Jacqueline Jordan Irvine (2003), "Introduction"</li> </ul>

	<p>relevant/responsive pedagogy with a color-blind approach.</p> <ul style="list-style-type: none"> <li>• <u>Debate</u> the merits of these two pedagogical approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Gloria Ladson-Billings (2006), "It's Not the Culture of Poverty, It's the Poverty of Culture: The Problem with Teacher Education"</li> </ul> <p>(2) After completing this reading and viewing, you'll be participating in a forum debate about culturally relevant instruction versus a color-blind approach to teaching. In this forum, you are expected to:</p> <ol style="list-style-type: none"> <li>1. Post a comment that (a) explains the difference between a culturally relevant approach and a color-blind approach and (b) argues which approach you think is more appropriate in a diverse classroom.</li> <li>2. Read and respond to at least three peers' postings.</li> <li>3. Respond to comments that your peers' post on your initial thread.</li> </ol> <p><i>Activity 2: Identity Exploration</i></p> <p>(1) Please download and print the "Identity Cards" document. Cut out each card so that you are working with a stack of 15 cards.</p> <p>(2) On each card, please write how you personally identify. Remember, no one else is going to be looking at these cards so you should be as honest as you can. There is not a correct way to do this; write down the identity that makes sense to you. The "Other" category is in case we have excluded an identity category that is important to you. Feel free to add an additional identity marker if you need to.</p> <p>(3) You are going to complete a series of rankings and statements using these cards. Please make sure you have somewhere to write down your rankings and statements. As you are completing these rankings, please know that there are no ties; please give each identity a separate place in line.</p> <ul style="list-style-type: none"> <li>• Rank the cards in order of personal importance/pride, with your most important/proud identity at the top of your ranking. Write down this order.</li> <li>• Rank the cards in order of awareness, with your most aware identity at the top of your ranking. Write down this order. Then, write down the following statement, filling in the blanks with the words that were on your top three cards: "My name is _____ and I am _____, _____, and _____." (E.g., My name is Melissa and I am American, English-speaking, and upper-middle-class.) Then, rewrite the statement using the three cards that are at the bottom of your stack. (E.g., My name is Melissa and I am a woman, heterosexual, and able-bodied.)</li> <li>• While maintaining the ranking of the cards based on your awareness, move cards to the right that tend to earn you "privilege points" and move cards to the left that tend to lose you "privilege points." Think of "privilege points" as the way that other people award us "points" for things we have no control over. Jessica Pettitt explains: "Privilege is rarely earned but is often given at birth and through perceptions of other people...We judge others based on what we perceive their group memberships to be [before we get to know them as individuals]."</li> </ul> <p>(4) In this forum, you are going to post a reflection answering at least one of the posted questions.</p>
<p>Week 6</p>	<p><b><i>Privilege and Power</i></b> Teachers will:</p> <ul style="list-style-type: none"> <li>• <u>Reflect</u> on their own privileges and power and how these</li> </ul>	<p><i>Activity 1: Reflecting on Identity, Privilege, &amp; Power</i></p> <p>(1) Before you post in the forum, we encourage you to look at the results for the Privilege Walk, the Cultural Beliefs &amp; Models Exploration, and the Core Values Identification. We also encourage you to revisit the reflective forums on each of these activities from Weeks #2-5.</p> <p>(2) In this week's forum discussion, please post a reflection that addresses</p>



	<p>impact their teaching of diverse students.</p> <ul style="list-style-type: none"><li>• <u>Analyze</u> how power and privilege play out in classroom scenarios and either help or hinder culturally relevant instruction.</li></ul>	<p>the following set of questions:</p> <ul style="list-style-type: none"><li>• What did you learn, personally, from these four identity/belief activities?</li><li>• How do you see your values, beliefs, and identity playing out in your teaching? How do privilege and power also play out in your classroom?</li><li>• When you look at our collective results and reflections, what are you struck by? What do you learn?</li><li>• How does your identity and culture impact your beliefs about students?</li><li>• Where are there potential mismatches between your identity, culture, and beliefs and your students? How can you negotiate these mismatches?</li></ul> <p><i>Activity 2: Scenarios of Privilege and Power</i></p> <p>(1) Please read the following classroom and school scenarios:</p> <ul style="list-style-type: none"><li>• Jeffrey Sapp, "How School Taught Me I Was Poor"</li><li>• Kelley Dawson, "Michael's Story"</li><li>• Herb Kohl, "I Won't Learn From You!"</li><li>• Greg Michie, "The Story of Their Lives"</li></ul> <p>(2) After reading these pieces, you'll be analyzing them in terms of a culturally relevant framework. Please answer each of the following questions with no more than a one-page response. Please upload your answers as a single document.</p> <ol style="list-style-type: none"><li>1. In these scenarios, how do privilege, power, and beliefs help or hinder cultural relevance? Please draw on specific examples.</li><li>2. In any of these scenarios, did you see evidence of culturally relevant teaching? What about the scenario made it culturally relevant? Please draw on specific examples.</li><li>3. Recap one of the scenarios from the point of view of one of the students in the class. How do you think that they would view the situation? For this student in this scenario, was teaching/schooling culturally relevant?</li><li>4. Select a missed opportunity in one of these scenarios. What could the educators involved do differently so that this missed opportunity became an example of cultural relevance?</li><li>5. From these scenarios, what can you learn and bring back to your own practice?</li></ol> <p><i>Activity 3: Reflective Self-Assessment</i></p> <p>In a document of no more than four pages, please address the following reflective questions:</p> <ol style="list-style-type: none"><li>1. Look back at your video introduction from Week 1. In what ways have your ideas about teaching changed over this semester? How has your understanding of your own educational experience grown or shifted?</li><li>2. Read your initial definition of culturally relevant instruction from Week 1. Do you still think that this definition is accurate? Why or why not?</li><li>3. Look back through our course results from the identity explorations (summary of results in Week 6). In relation to these results, do you consider yourself privileged? Why or why not?</li><li>4. How are your beliefs about your diverse students shifting?</li><li>5. Look at the course "Criteria for Work." At which areas are you succeeding, and on which areas do you need to focus?</li></ol>
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<p>Week 7</p>	<p><b>More Than Instruction: Relationships, Management, Institutional Context</b></p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• <u>Define</u> critical caring and understand its central role in culturally relevant practice.</li> <li>• <u>Analyze</u> school structures and systems from a culturally relevant perspective.</li> </ul>	<p><i>Activity 1: Analysis of a Behavior/Management System</i></p> <p>(1) One concept in culturally relevant instruction that is crucial to how we view classroom management is the notion of critical caring. Please read the following pieces on critical caring:</p> <ul style="list-style-type: none"> <li>• Geneva Gay, "The Power of Culturally Responsive Caring"</li> <li>• Carl Grant, "Becoming Socially Critical and Fostering a Caring Community"</li> <li>• Angela Valenzuela, "Subtractive Schooling"</li> </ul> <p>(2) Select one of the following management or behavior systems on which to focus:</p> <ul style="list-style-type: none"> <li>• Love &amp; Logic</li> <li>• No Excuses management</li> <li>• Positive Behavior Intervention &amp; Support (PBIS)</li> <li>• Response to Intervention (RTI)</li> <li>• Responsive Classroom</li> <li>• Tribes</li> <li>• Another system that you use or plan to use in your classroom</li> </ul> <p>(3) In a three- to four-page paper, you'll be analyzing this system using a framework of critical caring. Some questions you will want to address:</p> <ul style="list-style-type: none"> <li>• Is this system culturally relevant? Why or why not?</li> <li>• What beliefs about diverse students underlie this system? Where do you see evidence of deficit thinking and/or high expectations?</li> <li>• How would a critically caring teacher approach this system? What would he or she keep, and what would he or she discard?</li> </ul> <p><i>Activity 2: Discussing Institutional Context</i></p> <p>(2) Please read three pieces that address a broader institutional context for teaching:</p> <ul style="list-style-type: none"> <li>• Jeffrey Sapp, "How School Taught Me I Was Poor"</li> <li>• Dorothy Franklin, "More Than a Statistic"</li> <li>• Definitions of institutional racism and hegemony from <i>Dictionary of Multicultural Education</i></li> </ul> <p>(2) Please post a comment in the forum discussion that answers the following questions:</p> <ul style="list-style-type: none"> <li>• What are institutional racism and hegemony? How do we see these at work in Sapp and Franklin's scenarios?</li> <li>• What a culturally relevant and critically caring approach look like in these two scenarios?</li> <li>• Where are educators' power and privilege playing out in these scenarios to make learning culturally <i>irrelevant</i> for students? Where do we see evidence of deficit thinking?</li> </ul> <p>(3) Read and comment on at least two of your peers' posts. Please also respond to any comments that peers make on your original posting.</p>
<p>Week 8</p>	<p><b>Reflection on Growth</b></p> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• <u>Analyze</u> policies for deficit thinking and present alternative ways of thinking</li> <li>• <u>Reflect</u> on</li> </ul>	<p><i>Activity 1: Deficit Thinking</i></p> <p>(1) In addition to rewatching the video on deficit thinking from week 2, please read the following articles:</p> <ul style="list-style-type: none"> <li>• Jeffrey Duncan-Andrade, "Note to Educators: Hope Required When Growing Roses in Concrete"</li> <li>• Lois Weiner, "Challenging Deficit Thinking"</li> </ul> <p>(2) Consider an educational policy that you think is built on deficit thinking. It may be a public policy, school policy, or even classroom policy. In this forum, describe how that policy could be reframed to instead set high</p>

	<p>growth during the semester and articulate changes in thinking</p>	<p>expectations and to demonstrate a belief in students' resiliency and strengths. After adding your post, please read over your peers' posts and respond to at least two.</p> <p><i>Activity 2: Reflection on Growth</i></p> <p>(1) Review the "Criteria for Work" from the first week and then reflect on your work throughout the course.</p> <p>(2) In 2-3 pages, please answer the following questions:</p> <ol style="list-style-type: none"> <li>1. In what ways has your thinking changed this semester?</li> <li>2. How do you plan to share what you learned in this course with your colleagues?</li> <li>3. What do you see as the primary components of culturally relevant instruction?</li> <li>4. To what extent do you think you met the expectations laid out in the criteria for work?</li> </ol> <p><i>Activity 3: Final Skype with the Instructors</i></p> <p>(1) Please select a Skype time.</p> <p>(2) In order to prepare for this conversation, think about how you have changed over this course. What have you learned? What do you hope to share with others? What did you most appreciate about the course? What would you have changed? You may want to refer to Learning Activity #2 from this week as you reflect.</p>
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## READINGS

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## DISCUSSION ETIQUETTE

All participants must be respectful of other participants. Should inappropriate comments occur, the instructor would intervene as he/she monitors any dialogue in a course. The instructor will remove inappropriate content and may recommend disciplinary action be taken by the university.

Participants and instructors should be guided by common sense and basic etiquette. The following are a few fundamental guidelines:

- Make a personal commitment to learning about, understanding, and supporting other participants.
- Assume the best of others in the class and expect the best of them.
- Acknowledge the impact of sexism, racism, ethnocentrism, classism, heterosexism, ageism, and ableism on the lives of classmates.
- Recognize the value of experiences, abilities, and knowledge each person brings to the class. Value the diversity of the class.
- Participate actively in the discussion, having completed readings and thought about the issues.
- Pay close attention to what other participants write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.

- Think through and re-read your comments before posting.
- Never make derogatory comments toward classmates.
- Disagree with ideas, but do not make personal attacks.
- Be open to being challenged and confronted on your ideas or prejudices.
- Challenge others with the intent of facilitating growth, not to demean or embarrass them.

### **ACADEMIC INTEGRITY**

Participants in this class have the right to expect that their fellow participants are upholding the academic integrity of this university. Academic dishonesty is a serious offense at the university because it undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism.

### **SPECIAL ACCOMMODATIONS**

We wish to fully include persons with disabilities in this course. Please let us know if you need any accommodations in the curriculum, instruction, or assessments of this course to enable your full participation. We will try to maintain the confidentiality of the information you share with us. Students with special needs are encouraged to contact the McBurney Disability Resource Center, 905 University Avenue (263-2741), for further information.