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EDU 505B: Justice II: Introduction to Culturally Responsive-Sustaining Pedagogy (CRSP)
Winter 2023 Syllabus
1.5 units

*“Sometimes we are blessed with being able to choose
the time, and the arena, and the manner of our revolution,
but more usually
we must do battle where we are standing.”*

~Audre Lorde

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Location: Zoom: <https://zoom.us/j/95847768818>

Course meetings: Thursdays 9:00 am-12:00 pm (asynchronous from 11:15am-12:00 pm)

COURSE DESCRIPTION

This course is designed to support candidates in developing and deepening their practice as liberatory educators working in culturally and linguistically diverse classrooms. The core course learning outcomes are as follows, with a focus on building on the foundation developed in EDU 505A to dive deeply into the third outcome (application):

1. *Awareness:* Candidates will continue to develop deep understandings of how race and racism have shaped--and continue to shape--our society, our schools, and our own positionalities.
2. *Appetite:* Candidates will continue to develop enduring commitments to undertaking anti-racist work in the context of their classrooms, schools, and lives.
3. *Application:* Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in anti-racist work in the context of their classrooms, in particular the interrelated frameworks known as culturally responsive-sustaining pedagogy (CRSP).

By design, this course will involve a blend of theory and practice. Course readings and activities will be selected to help candidates understand the historical, theoretical, and empirical warrants for engaging in anti-racist work (the “why”), while weekly Put It to Practice assignments will be designed to support exploration and application (the “what” and “how”). Candidates will participate in thematic book clubs as well as taking a deep dive into the neuroscience and practices associated with CRSP. There will also be a mini-project which asks candidates to interrogate their intersectional identities in relation to their beliefs and practices as educators. In alignment with best practices in teacher education as well as HTH’s values, the key theories informing this work will be those of critical pedagogy, critical constructivism, and culturally responsive pedagogy.



As a full sequence, the Equity courses will support candidates in developing and demonstrating *novice-level proficiency* of specific California Teaching Performance Expectations and also will introduce them to several GSE Program Learning Outcomes (see below for TPEs and PLOs). Gateway II, to be completed in May, will serve as assessment evidence for the latter two portions of the course (505B and C).

ESSENTIAL QUESTIONS

- How do we cultivate classroom and community culture that engenders healthy relationships on all levels (admin-to-teacher, teacher-to-teacher, student-to-teacher, family-to-school relationships)?
- How can we design curriculum and instruction that represents, elevates, honors, and integrates students' cultural and linguistic background and cultural ways of being?
- How can we provide opportunities for students to surface, challenge, and change societal inequities by thinking critically and acting empathetically?
- How can we facilitate learning experiences that allow students to engage in productive struggle and cognitive conflict so that they can move from dependent learners to independent learners who are capable of utilizing cognitive routines to problem solve?

LEARNING OUTCOMES

PROGRAM LEARNING OUTCOMES

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for all students. This shared vision is articulated in our Institutional Learning Outcomes for all HTH GSE students:

Practice Thoughtful Inquiry & Reflection (IR)

- **Reflective Practice (IR1):** Reflect on and critically analyze their own practice to guide future action.
- **Connection (IR2):** Synthesize and connect relevant theory and scholarship to their practice.
- **Scholarly Inquiry (IR3):** Design, conduct, and share inquiry that addresses essential questions from their practice.



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Design Equitable Learning Environments (D)

- **Instructional Design (D1):** Design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.
- **Authentic Assessment (D2):** Design reflective, dialogical approaches to assessment, both formative and summative, to assess student learning and guide instruction.
- **Differentiation (D3):** Design learning experiences that honor student voice and choice and are responsive to cultural, linguistic and neurodiversity in the classroom.

The curriculum for this course is based on the above-listed essential questions and program learning outcomes, as well as a corresponding set of course-level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

Course Learning Outcomes mapped to program learning outcomes	Activities/Products
<ul style="list-style-type: none"> ❖ <i>Awareness:</i> Candidates will develop deep understandings of how race and racism have shaped--and continue to shape--our society, our schools, and our own positionalities. (IR1) ❖ <i>Appetite:</i> Candidates will develop enduring commitments to undertaking anti-racist work in the context of their classrooms, schools, and lives. (IR1, IR2) ❖ <i>Application:</i> Candidates will encounter, practice, refine, and reflect on pedagogical tools which allow them to engage in anti-racist work in the context of their classrooms. (IR2, D1) 	<ul style="list-style-type: none"> ➔ Online discussion forums; in-class seminars ➔ Discussions and P1TP assignments ➔ Discussions and P1TP assignments

ALIGNMENT WITH THE CALIFORNIA TPEs

This course, in conjunction with clinical practice, will support candidates in learning, applying, and reflecting on the competencies specified by the California Teaching Performance Expectations (TPEs). As part of this process, candidates will receive feedback from program faculty on weekly “Put it to Practice” (P1TP) assignments. P1TP assignments ensure that coursework supports fieldwork experiences. Each assignment is aligned to specific TPEs and is designed to measure and provide feedback on a candidate's ability to plan, teach, assess and redesign. Additionally, cooperating teachers and fieldwork supervisors align their coaching and feedback to the theory and practice being explored concurrently through the coursework.

Throughout EDU 505A and upon course completion, the following TPE competencies are introduced (I), practiced (P) and/or assessed (A):

- ❖ **TPE 1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning. (P, A)
- ❖ **TPE 2.1** Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. (P, A)
- ❖ **TPE 2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (P, A)
- ❖ **TPE 2.3** Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (P)
- ❖ **TPE 6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (P, A)

COURSE MATERIALS

Course Texts (to be distributed in class and/or on the course Powerschool Learning site):

- Alexander, M. (2016, April 13). The warm demander: An equity approach. Edutopia. Retrieved January 12, 2022, from <https://www.edutopia.org/blog/warm-demander-equity-approach-matt-alexander>
- El-Amin, A., Seider, S., Graves, D., Tamerat, J., Clark, S., Soutter, M., Johannsen, J., & Malhotra, S. (2020, December 10). Critical consciousness: A key to student achievement. kappanonline.org. Retrieved December 23, 2021, from <https://kappanonline.org/critical-consciousness-key-student-achievement/>
- Farmer, G. (2021, April 19). How schools and teachers can get better at Cultural Competence. Education Next. Retrieved December 23, 2021, from <https://www.educationnext.org/how-schools-teachers-can-get-better-cultural-competence/>
- Hammond, Z. (2014). *Culturally Responsive Teaching & The Brain*. Thousand Oaks, CA: Corwin.
- Ladson-Billings, (1995). "But That's Just Good Teaching: The Case for Culturally Relevant Pedagogy," *Theory into Practice*, 34:3, 159-165.
- Muhammad, G., Love, B. L., & Scholastic Inc.,. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*.

Paris, D. (2012). "Culturally Sustaining Pedagogy," *Educational Researcher*, 41:3, pp. 93-97.

Sriram, R. (2020, April 13). The neuroscience behind productive struggle. Edutopia. Retrieved December 28, 2021, from <https://www.edutopia.org/article/neuroscience-behind-productive-struggle>

Tara J. Yosso (2005) Whose culture has capital? A critical race theory discussion of community cultural wealth, *Race Ethnicity and Education*, 8:1, 69-91, DOI: 10.1080/1361332052000341006

Book club options:

Darder, A. (2015). *Culture and power in the classroom: Educational foundations for the schooling of bicultural students* Routledge.

Delpit, L. (2012). *Multiplication is For White People: Raising Expectations for Other Peoples' Children*. New York, NY: The New Press.

Emdin, C. (2021). *Ratchetdemic: Reimagining Academic Success*. Beacon Press.

Feldman, J. (2018). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Corwin Press.

Harvey, J. (2017). *Raising White Kids: Bringing Up Children in a Racially Unjust America*. Nashville: Abingdon Press.

Love, B (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Boston, Beacon Press.

Ochoa, G.(2013). *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap*. Minneapolis: University of Minnesota Press.

Shalaby, C. (2017). *Troublemakers: Lessons in Freedom from Young Children at School*. New York, NY: The New Press.

Valenzuela, A. (1999). *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany, NY: State University of New York Press.



COURSE ASSIGNMENTS and ACTIVITIES

There will be two categories of assignments per week: 1) reading assignments to be completed outside of candidates' time in the classroom, and 2) a "Put It To Practice" (PITP) assignments to be implemented in the context of their teaching fieldwork and/or life work. In addition, each week candidates will be required to upload a post to the assignment-specific discussion forum on the course website. These posts will be about *either* the week's reading *or* the PITP assignment; course instructors will indicate which one is required each week. Candidates are encouraged to respond to each other's commentaries as well as to post their own. **Discussion posts must be uploaded to the Powerschool Learning site no later than noon on the Wednesday before class.**

The final assignments for this course involves an exhibition in which candidates will a) teach each other key learnings from their book club books and b) exhibit the artifacts created for their "Mind♥Body♥Soul" project. In both cases, candidates will co-construct criteria for success and revise their work in response to critique.

EXPECTATIONS & ASSESSMENT

"If something is worth doing, it is worth doing well." ~ Proverb

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a "student-led comment" format, where the participant presents a self-assessment and the instructor responds. Contributions to discussion forums are not assessed formally, but are assessed for completion and serve as an essential component of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass: Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final assignments must "meet" or "exceed" the criteria stated on the rubric and students will be required to revise their work if they "approach" the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail: The student makes little to no progress toward completing course assignments, and fails to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final assignments are missing,



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incomplete, or fails to meet the assignment parameters and/or the standards set by the class. If a candidate misses more than 2 class meetings, she/he will be required to take the course the following year; this means that the candidate cannot be recommended for his/her Preliminary Credential at the end of year 1. In extreme cases, please talk to the instructors if you must miss class or need an extension.

CREDIT HOURS

This is a 1.5 credit course (6 weeks). Each credit represents 45 hours of learning, for 135 total hours. There will be 36 hours of face-to-face instruction, either in class or virtually, 27 hours of out-of-class instructional time (via online forums and tutorial instruction) and 72 hours of out of class work (e.g. readings, assignments, final product, digital portfolio maintenance).

COURSE SCHEDULE

The schedule below outlines the important deadlines to meet throughout the course. More detailed weekly agendas will be distributed at course meetings and posted on Powerschool Learning. *Please note that for each week, the assignment about which candidates should post online is marked with a triple asterisk.*

Session 1: January 20th Cultivating C.A.R.E. Culture	
<p>Reading Due Today***:</p> <p>Technically no reading due because they did not give me your email addresses in time and I did not think it was fair to assign it, but this is what it would have been in case you are up for it!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring book for Book Club Meeting #1 <input type="checkbox"/> Challenge Option: “But That’s Just Good Teaching: The Case for Culturally Relevant Pedagogy.” by Gloria Ladson-Billings <input type="checkbox"/> Challenge Option: “Whose culture has capital? A critical race theory discussion of community cultural wealth” by Tara Yosso 	<p>Put It To Practice due today: N/A</p>
Session 2: January 27th Nurturing Cultural Competence	
<p>Reading due for session 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Book club book meeting #2! 	<p>Put It To Practice due for session 2:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Try: Do something that cultivates one of the



<ul style="list-style-type: none"> <input type="checkbox"/> Hammond, Z. (2014). <i>Culturally Responsive Teaching & The Brain</i>, chapter 3. Thousand Oaks, CA: Corwin. <input type="checkbox"/> Challenge Option: How Schools and Teachers Can Get Better at Cultural Competence 	<p>C.A.R.E. Characteristics.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collect: How will you know it is working? <input type="checkbox"/> Reflect: What did you learn? <input type="checkbox"/> Mind♥Body♥Soul Project!
<p>Session 3: February 3rd Navigating Critical Consciousness</p>	
<p>Reading due for session 3:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Book club book meeting #3! <input type="checkbox"/> “A Barrio Pedagogy.” by Romero, Arce, and Cammarota <input type="checkbox"/> Challenge Option: Critical consciousness: A key to student achievement 	<p>Put It To Practice due for session 3:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Try: Design and facilitate a lesson that authentically integrates Cultural Competence or Identity into your content area. <input type="checkbox"/> Collect: How will you know it is working? <input type="checkbox"/> Reflect: What did you learn? <input type="checkbox"/> Mind♥Body♥Soul Project!
<p>Session 4: February 10th Nourishing Cognitive Capacity Development</p>	
<p>Reading/Watching due for session 4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Book Club meeting #4! <input type="checkbox"/> Culturally Responsive Teaching & The Brain, chapter 8. by Zaretta Hammond <input type="checkbox"/> The Learning Pit Video by James Nottingham <input type="checkbox"/> Challenge Option: The Neuroscience Behind Productive Struggle by Rishi Sriram 	<p>Put It To Practice due for session 4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Try: Design and facilitate a lesson that integrates Critical Consciousness into your content area. <input type="checkbox"/> Collect: How will you know it is working? <input type="checkbox"/> Reflect: What did you learn? <input type="checkbox"/> Mind♥Body♥Soul Project!
<p>Session 5: February 17th Learning Partnerships and the Art of Being a Warm Demander</p>	



<ul style="list-style-type: none"> <input type="checkbox"/> Book club meeting #5 -- finish the book! <input type="checkbox"/> <i>Culturally Responsive Teaching & The Brain, chapter 5</i> by Zaretta Hammond <input type="checkbox"/> <i>Warm Demander: An Equity Approach</i> by Matt Alexander (super short!) 	<p>Put It To Practice due for session 5:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Try: Design and facilitate a lesson that thoughtfully incorporates Cognitive Capacity Development by incorporating Ignite-Chunk-Chew-Review or one of the Intellect/Skills exercises. <input type="checkbox"/> Collect: How will you know it is working? <input type="checkbox"/> Reflect: What did you learn? <input type="checkbox"/> Mind♥Body♥Soul Project!
<p>Session 6: February 24th Book Club POL!!!</p>	
<p>Reading due for session 6:</p> <p>NO REQUIRED READING OR POSTS!</p>	<p>Put It To Practice due for session 6:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Try: Design and facilitate a lesson using this CRSP Starter!. <input type="checkbox"/> Collect: How will you know it is working? <input type="checkbox"/> Reflect: What did you learn? <input type="checkbox"/> Be ready to present your book club book! <input type="checkbox"/> Be ready to exhibit your Mind♥Body♥Soul Project!