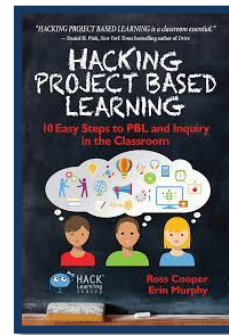
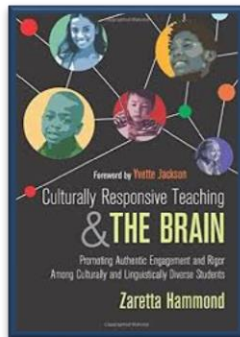
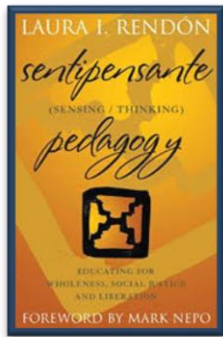


Closing the Equity Gap: Culturally Responsive Teaching and Project Based Learning



Fall 2018 Professional Development Course:
 San Diego State University Extended Studies
 For SDCCD and GCCCD Employees
Credit or Non-Credit Available, 2 Units \$160
FOUR great options to choose from!

Location	Day and Time	Dates	Required Texts	Facilitators
Cuyamaca	Mon 3 pm – 4:30 pm Hybrid Course	Aug 27 - Dec 10 Class meets selected Mondays	<i>Culturally Responsive Teaching & the Brain</i> , Zaretta Hammond	Donna Hajj
City	Tues 2:30 pm - 5:30 pm	Sept 4 - Nov 27 Class meets every other Tues	<i>Culturally Responsive Teaching & the Brain</i> , Zaretta Hammond OR <i>Hacking Project Based Learning</i> , Ross Cooper and Erin Murphy.	New PD Coordinator Anna Rogers, Jennifer Boots, Christy Ball
Miramar	Fri 9:30 am -12:30 pm	Aug 31 -12-7 Class meets every other Friday	<i>Sentipensante</i> , Laura Rendon	Dr. Carmen Carrasquillo Jay
Mesa	Fri 1 pm – 3 pm	Sept 14- Dec 7 Class meets every other Friday	<i>Hacking Project Based Learning</i> , Ross Cooper and Erin Murphy	Jason Kalchik

Course Description: Community colleges are being asked to close the achievement and equity gap for some of the most historically marginalized communities. Since students spend most of their college experience in the company of their teachers and fellow classmates *in the classroom*, it is imperative that teachers create the most engaging, culturally relevant and supportive learning experiences possible. The environment and learning experiences created by the instructor is arguably one of the most important keys to student success. Teaching is complex and change is hard. This course provides participants the time and opportunity to explore culturally responsive and project-based teaching practices that challenge us to change the way we teach. In collaboration with colleagues across disciplines and departments, we will form communities of practice around one book and design and implement a more thoughtful, deliberate approach to teaching that results in true learning partnerships with our students to insure their success.

Cuyamaca College
Professional Development Course Offering

Facilitator: Donna Hajj, donna.hajj@gcccd.edu, 619-660-4440

Required Textbook: [Culturally Responsive Teaching and the Brain- Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students](#), Zaretta Hammond ISBN 978-1483308012

Learning Outcomes: Participants will be able to:

1. Understand the connection between brain-based science and culturally responsive instruction to implement rigorous instructional practices that support all students.
2. Design and implement “brain-compatible” culturally responsive instruction.
3. Create dynamic, relevant, and interconnected learning experiences for students of color and other marginalized populations to improve persistence and student success.
4. Redesign current lesson plans to include student-centered and project-based learning experiences.
5. Effectively implement project and inquiry-based learning as a student-centered practice.
6. Establish a culture of inquiry, creativity and collaboration in the classroom and in the workplace.

Course Requirements for those registered for SDSU Units:

To receive SDSU grade and credit you must:

1. Register with the SDSU College of Extended Studies and pay the registration fee of \$160.00, (\$80 per unit, maximum 2 units [30 hours]). Course Reference # [ED 0997.153](#), Closing The Equity Gap. Registration deadline: **Sept 21, 2018.**
2. Complete course work as follows:
 - **Attendance:** Participants must come on time and stay until the end of all classes to receive the full 10 points for attendance. You will get ONE “pass card” “freebie” before it will negatively impact your grade **(10 points each 70 Points Total).**
 - **Assignments:**
 1. Online Activities
 - a. In Canvas, complete a weekly journal entry reflecting on and responding to assigned reading. **(10 Points per journal entry, 70 points max. Graded weekly.)**
 - b. Post to discussion board based on prompts given in Canvas **(10 Points per week, 70 points max. Graded Weekly.)**
 2. Projects/Written Paper
 - a. Personal cultural autobiography, **Due October 22, 2018 (50 points)**
 - b. Develop a Play Book based on the assigned readings, data analysis, and supplemental materials needed for implementation. **(100 points)** This project will be shared with class members for discussion and input. **Due December 3, 2018**
 3. Attend an approved professional development event. Complete your reflection and observation notes and submit in Canvas. **(40 points) Diversity Dialogue, Kognito, TedTalk (see handout) Due December 3, 2018**

Grading Rubric: Grades are determined by the percentage of total points earned **(Points possible 400)** A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=59% or below

To Receive a Certificate: **No registration fee/no SDSU credit.** A certificate will be awarded to each participant who completes the requirements as outlined under SDSU credit. Auditors are welcome and are encouraged to complete the assigned readings and come prepared to contribute to the discussion.

Flex Credit: All participants who do NOT take this course for SDSU credit will receive flex credit.

SYLLABUS
CULTURALLY RESPONSIVE TEACHING & THE BRAIN

The syllabus is organized around the book chapters. **Sometimes we will read the chapters out of order.* Each session is divided into three study areas.

Activating and Engaging	Pre-reading Reflection. The online prompts in this section help you think about what beliefs and assumptions and experiences shape your understanding of the content. (Canvas)
Exploring and Discovering	Group Discussion. These questions ask us to make connections between the concepts in the texts and our current classroom practices. (In class)
Integrating and Operationalizing	Taking Action. These prompts invites us to take a look at our current practices, think about what we should keep doing, stop doing, or stand doing to be a more effective culturally responsive practitioner.

Course Schedule

Class 1 - August 27, 2018

- Syllabus Overview
 - Gap Analysis Data
- Chapter Assignment
 - Introduction & Chapter 1 Climbing Out Of The Gap: Understanding the Natural of the Achievement Gap
- In class Discussion
 - Recognizing the nature of the Achievement Gap, pp 12-16
 - The marriage of neuroplasticity and Culturally Responsive Teaching, pages 16-20
- Homework: See Canvas for journal entries and discussion board

Class 2 - September 10, 2018

- Chapter Assignment
 - Chapter 2, What's Culture got to do with it?
- Discussion
 - Understanding the roots of culture, pp 21-24
 - Understanding Cultural Archetypes, pp 24 - 28
- Homework: See Canvas for journal entries and discussion board

Class 3 - September 24, 2018

- Chapter Assignment
 - Chapter 3 The is your Brain on Culture & Building the Foundation of Learning Partnerships
- In Class Discussion
 - The Physical structures of the brain and its connection to social-emotional readiness and to active learning pp 36-46
- Homework: See Canvas for journal entries and discussion board

Class 4 October 8, 2018

- Chapter Assignment
 - *Chapter 5, Building the Foundation of Learning Partnerships
- In class Discussion
 - The Need for a Different Kind of Relationship, pp 72-81
 - Assessing the State of Rapport, pp 81-87
- Homework: See Canvas for journal entries and discussion board

Class 5 - October 22, 2018 - Due Personal Cultural Autobiography

- Chapter Assignment
- *Chapter 4, Preparing to Be a Culturally Responsive Practitioner
- In Class Discussion
 - Making the Familiar Strange: Identifying Your Own Cultural Reference Points, pp 53-57
 - Widening Your Aperture to Expand Interpretations, pp 58-66
- Homework: See Canvas for journal entries and discussion board

Class 6 November 5, 2018

- Chapter Assignment
 - Chapter 6, Establishing Alliance in the Learning Partnership
 - Chapter 7, Shifting Academic Mindset in the Learning Partnership
- In Class Discussion
 - Creating a Healthy Feedback Loop in the Learning Partnership, pp 101-106
 - Setting the Stage for a Mindset Shift, pp 114-120
- Homework: See Canvas for journal entries and discussion board

Class 7 November 26, 2018

- Chapter Assignment
 - Chapter 8, Information Processing to Building Intellectual Capacity
 - Chapter 9, Creating a Culturally Responsive Community for Learning
- In Class Discussion
 - The Power of Active Processing, pp 122-127
 - Building Intellectual Capacity, pp 128-140
 - Ethos vs Artifacts, pp. 142-150
- Homework: See Canvas for journal entries and discussion board

Class 8 In lieu of this class attend an approved professional development event. Complete your reflection and observation notes and submit on Canvas.

Final Project & Professional Development Activity Written Observation/Reflection Due: December 7, 2018.