“All of us should first define ourselves not as teachers or researchers but as persons who teach, read, write, discuss, and research (among other things), and learn from each other in the process of doing so. Consequently, we enter more easily into an interactive and interpretive learning community.”  Ken Kantor

“Antiracist educators must constantly negotiate between two antiracist impulses in deciding their everyday behaviors toward students: they must choose between the antiracist impulse to treat all people as human beings rather than racial group members, and the antiracist impulse to recognize people’s real experiences as racial group members in order to assist them, understand their situation better, and treat them equitably.”  Mica Pollock

Cultural competence is active, developmental, an ongoing process and is aspirational rather than achieved. A culturally competent individual is one who:
- is actively in the process of becoming aware of his or her own assumptions about human behavior, values, biases, preconceived notions, personal limitations.
- actively attempts to understand that our worldviews and identities are socially located and made and how it is that some worldviews and identities have become dominant and others, marginalized.
- actively attempts to understand the worldview of culturally diverse populations, in particular, the values, assumptions, practices, communication styles, group norms, biases, experiences, and perspectives students, families, communities and colleagues.
- is in the process of actively developing and practicing appropriate, relevant, and sensitive strategies and skills in working with students, families, communities and colleagues.
- advocates on behalf of their students, families, colleagues they work with. They take action in their workplace, community and society to create a culture of respect and equity.

COURSE DESCRIPTIONS

EDUC 628
The central work of this course is to center race as a lens for understanding miseducation in American schooling. Through shared reading discussions, students will begin the ongoing process of confronting and unlearning socialized assumptions about race and how these manifest in their own racial identities. Students will reflect on classroom teaching and learning experiences to develop and apply strategies and action steps that promote racial equity in learning contexts.

Together, we will consider the following questions:
   a. How do I define my racial identity?
   b. What does it mean to “unlearn” socialized assumptions, beliefs, and practices about race?
   c. How does the systemic racism in education manifest in my students’ and their families’ experiences?

Required Texts – The primary text of this course is The Guide for White Women who Teach Black Boys. As an additional resource, we will use Critical Practices for Anti-bias Education. Any additional readings and resources will be made available on Canvas (https://pugetsound.instructure.com).

EDUC 629
This seminar uses reflective analysis to explore and reconsider pedagogical practices, curricular thinking, cultural competency, and teacher identity dilemmas specifically related to culturally responsive teaching and issues of racial identities and inequities. We will ground our reflective analysis in your experiences related to two overarching themes: Culturally Responsive Teaching and Centering Race/Unlearning Racism. This seminar asks you to consider how these themes impacted your actions, and beliefs about teaching and learning and how they may influence your future practice, relationships with students and community, and developing teacher identity. We will consider the following questions:

1. Culturally Responsive Teaching
   a. What does it mean to be a culturally responsive practitioner?
   b. How do my experiences and intersectional identities impact my cultural responsiveness?
   c. How does my approach to teaching and learning reflect a culturally responsive stance?

2. Centering Race/Unlearning Racism
   a. To what degree do I center race in my teaching practice?
   b. How do I define my racial identity and its impact on my teaching practice?
   c. How does the systemic racism in education manifest in my students and their families’ experiences?

Required Texts – The primary texts of the seminar will be seminar participants’ original writing. Articles, book chapters, and master’s projects are available on Canvas (https://pugetsound.instructure.com). Resources will be selected to support our collective inquiry. In addition, you will research and locate readings that relate directly to the topic of your inquiry.
COURSE OBJECTIVES (EDUC 628 & 629)

A goal of the M.A.T. program is to prepare educators who continue to grow and make informed professional decisions about the conditions and practices that sponsor learning in all students. In this seminar you will use lesson and unit plans, student work, educational research, journal entries, and discussion to inquire and reflect. In this seminar you will:

- Cultivate strong habits of inquiry into your own teaching practice.
- Identify and develop tools and collaborative practices to support your own and colleagues continued growth in your future practice.
- Develop culturally responsive and antiracist teaching practices
- Explore ways in which you can engage the varied strengths and needs (academic, social, emotional, cultural, etc.) of all students.

M.A.T. PROGRAM GOALS

The Masters of Arts in Teaching program at the University of Puget Sound prepares teachers who are reflective, collaborative and justice oriented, who

- cultivate active critical reflection and questioning—to learn from practice, to improve practice, and to support teacher learning as a life-long process of growth

- create productive and challenging learning environments—to support and assess student intellectual, social and emotional growth, active engagement, and sense of belonging.

- interrogate their own biases and social location—to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.

EVALUATION PROCESS

The School of Education is a graduate professional school and you are being prepared for a professional role, therefore assignments are not given letter grades. Adult learning theory emphasizes responsiveness to feedback and using professional judgment to evaluate the ways you engage in the activities of the profession (e.g., depth of questioning, collaboration, consistency, purposefulness, and intentionality). You will complete a self-evaluation assessing your growth in relation to the goals for this course and giving yourself a grade. The professor will review student performance and the student’s self-evaluation to determine the final grade.
### EDUC 628 CALENDAR & DUE DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Due</th>
<th>Activity / Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6/21 Thursday</strong></td>
<td>Critical Practices for Anti-bias Education. Teaching Tolerance. <strong>(2–7)</strong></td>
<td>Due: Journal</td>
</tr>
<tr>
<td></td>
<td>Due: Journal</td>
<td>Due: Alternative Project Proposal</td>
</tr>
</tbody>
</table>
STUDENT REQUIREMENTS – EDUC 628
Readings and assignments must be completed at the beginning of class on the due date. Make an appointment with the professor in the event that you must submit late work. Late work will not be credited at full value.

Reading Discussion – You and several of your peers will lead a reading discussion on an assigned course reading. You may choose to narrow the discussion to one idea/concept from the assigned reading or broaden the discussion to include multiple ideas/concepts from the reading. The purpose of the reading discussions is to 1) learn (and unlearn) with and from each other about race. 2) Practice centering race in conversations with others. 3) Collectively interrogate long-standing biases.

Expectations for the reading discussion assignment will be provided in class.

Writing Journal – In order to understand the social construct of race, we must begin to see how our own racial identities have influenced who we are today. As part of each class, you will be expected to engage in writing that critically examines, questions, and names your own racial identity and personal history, and identifies an action step you can take as part of this journey to see yourself within the social construct of race.

Journals will be collected twice during the four-week session.

Alternative Project Proposal
Review the sample alternative projects on Canvas. Write a proposal for the alternative format using the proposal writing template. Share the question(s) you plan to explore, your initial vision for the format of your project, and a description of the evidence you will examine. Attach a copy of your evidence.
<table>
<thead>
<tr>
<th>Date</th>
<th>Writing Workshop Focus</th>
<th>Writing Due</th>
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</thead>
<tbody>
<tr>
<td><strong>6/11</strong></td>
<td><strong>Monday</strong></td>
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<tr>
<td>9:00-10:00 a.m.</td>
<td>Artist's Books: Identity &amp; Cultural Competence Archives, Collins Memorial Library</td>
<td></td>
</tr>
<tr>
<td>10:30-12:20 p.m.</td>
<td>Dilemma 1: Sharing Question and Evidence Syllabus and Organization of Project</td>
<td>Draft of Question and Evidence</td>
</tr>
<tr>
<td><strong>6/20</strong></td>
<td>Dilemma 1: Full Draft</td>
<td>Full Draft of Dilemma 1</td>
</tr>
<tr>
<td><strong>6/27</strong></td>
<td>Dilemma 1: Full Draft</td>
<td>Revision of Dilemma 1</td>
</tr>
</tbody>
</table>

**Dilemma 1 DUE on Fri. 6/29 by 11:59 p.m.**

**7/4**  
**July 4 - Holiday**  
Drafting question, evidence, and format proposal for Dilemma 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Writing Workshop Focus</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7/11</strong></td>
<td><strong>TUESDAY</strong></td>
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</tr>
<tr>
<td><strong>7/17</strong></td>
<td><strong>TUESDAY</strong> (Molly’s class only)</td>
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<tr>
<td><strong>7/18</strong></td>
<td><strong>(both sections)</strong></td>
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<tr>
<td><strong>7/25</strong></td>
<td><strong>(with Amy in 201)</strong></td>
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</table>

**Dilemma 2: Centering Race/Unlearning Racism (alternative format)**

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<thead>
<tr>
<th>Date</th>
<th>Writing Workshop Focus</th>
<th>Writing Due</th>
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</thead>
<tbody>
<tr>
<td><strong>7/11</strong></td>
<td>Dilemma 2: Sharing Question and Evidence Alternative Format Proposal</td>
<td>Draft of Question and Evidence</td>
</tr>
<tr>
<td><strong>7/17</strong></td>
<td><strong>TUESDAY</strong> (Molly’s class only)</td>
<td>Alternative Format Proposal DUE</td>
</tr>
<tr>
<td><strong>7/18</strong></td>
<td><strong>(both sections)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7/25</strong></td>
<td><strong>(with Amy in 201)</strong></td>
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**Presenting**

<table>
<thead>
<tr>
<th>Date</th>
<th>Writing Workshop Focus</th>
<th>Writing Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8/1</strong></td>
<td>Presentation Practice</td>
<td>Draft of Poster</td>
</tr>
<tr>
<td><strong>8/3</strong></td>
<td><strong>Friday</strong></td>
<td></td>
</tr>
<tr>
<td>M.A.T. Project Presentations and Celebration in Thomas Hall 10:30 a.m.-12:00 p.m. &amp; 1:00 p.m.-2:30 p.m. 2:30 p.m. Celebration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT REQUIREMENTS – EDUC 629
Assignments must be submitted at the beginning of class on the due date. Make an appointment with the professor in the event that you must submit late work. Late work will not be credited at full value.

Learning Portfolio—You will create a learning portfolio; a purposeful collection of teacher and student evidence to demonstrate and reflect on your growth as an educator. The purpose of the portfolio is to analyze the questions and dilemmas about teaching/learning that have emerged from your student teaching experience, to make connections to readings from the M.A.T. program, and to suggest alternatives for future teaching practice. Your portfolio will be organized into two areas of inquiry:

1. Cultural Responsiveness (see p. 2 for definition of cultural competence)
2. Centering Race/Unlearning Racism

For each area of inquiry you will pose questions, present evidence, reflect on your evidence, and describe your new insights. Below are thinking/writing prompts that may be helpful as you develop your portfolio.

Question Posing (2-3 pages)
- A dilemma I experienced is
- This dilemma is aligned with Standard _____ because...
- This dilemma and/or standard is important to my practice because...
- This dilemma intersects with my developing teacher identity because...

Examining Teacher Evidence and/or Student Evidence (5-7 pages)
- Where and how have I engaged sameness & difference (between myself, my students, and/or my colleagues, between my school and the surrounding community etc.)?
- Where and how have I addressed or witnessed issues related to race and racial inequities?
- What evidence do I have of my own and/or my students’ interactions with difference and culturally responsive practice? What evidence captures missed opportunities or a lack of attention to difference and culturally responsive practice/approach?
- What are the connections between my teacher identity and beliefs about education/teaching and my understanding of culturally responsive teaching, my racial identity, and/or personal and professional assumptions and biases I carry?

Reframing (2-3 pages)
- A framework that can inform my future practice is . . .
- My biggest insight/significant reframing of my thinking is . . .
- The personal and professional issues that are at the heart of this dilemma can be described as . . .
- The commitments I make to engage this dilemma in my future practice are . . .

Presentation – You will present one area of inquiry (cultural responsive practice or centering race/unlearning racism) in a poster session.

Seminar Attendance, Punctuality and Participation – You will take multiple roles in the seminar; engaging in activities such as sharing insights from your teaching experiences, providing feedback on writing, discussing readings, completing in-class writing assignments, and participating as a productive and positive community member. Interpersonal skills (e.g., actively working to build relationship with others, considering other points of view, and considering the time and needs of others), problem solving (e.g., considering multiple perspectives, responding positively to feedback, and asking questions), and work ethic (e.g., consistent attendance, completing work by deadlines, and flexibility) are critical to your development as a professional.
LEARNING PORTFOLIO AREAS OF INQUIRY: STANDARDS FOR TEACHER EDUCATION

The Washington Administrative Code W.A.C. 181-78A-270(1) Standard V identifies three areas for teacher certification: (1) effective teaching, 2) professional development, 3) teaching as a profession. You will describe two teaching dilemmas you experienced and relate each dilemma to one standard for teacher education.

Standard 1 Effective Teaching

Criteria 1 — Using multiple instructional strategies to address individual student needs. Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds.

Criteria 2 — Integrating subjects across content areas. Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.

Criteria 3 — Using a variety of assessments to monitor and improve instruction. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction.

Criteria 4 — Creating a safe, productive learning environment. Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others.

Criteria 5 — Planning curricula for diverse student needs. Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student. Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them.

Criteria 6 — Ensuring cultural sensitivity/competence. Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies.

Criteria 7 — Integrating technology. Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology. Using technology that is effectively integrated to create technologically proficient learners.

Criteria 8 — Involving and collaborating with families, neighborhoods and communities. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society. Informing, involving, and collaborating with families/neighvodoms and communities in each student’s educational process, including using information about student cultural identity, achievement and performance.

Standard 2 Professional Development

Criteria 1 — Utilizing feedback and reflection to improve teaching practice. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.

Criteria 2 — Using standards for self-assessment, plan and implement professional growth

Criteria 3 — Seeking new learning to remain current in field

Standard 3 Teaching as a Profession

Criteria 1 — Advocating for diverse needs of each student

Criteria 2 — Collaborating in and contributing to school improvement. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.

Criteria 3 — Serving in formal and informal leadership roles

Criteria 4 — Providing meaningful feedback to colleagues
LEARNING PORTFOLIOS: Below are resources to support you to develop your learning portfolio.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Web Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Board for Professional Teaching Standards</td>
<td><a href="http://www.nbpts.org">www.nbpts.org</a></td>
</tr>
<tr>
<td>National Center for Research on Teacher Learning</td>
<td><a href="http://ncrtl.msu.edu">http://ncrtl.msu.edu</a></td>
</tr>
<tr>
<td>Rethinking Schools</td>
<td><a href="https://rethinkingschools.org/">https://rethinkingschools.org/</a></td>
</tr>
<tr>
<td>Teaching Tolerance</td>
<td><a href="http://www.teachingtolerance.org">www.teachingtolerance.org</a></td>
</tr>
</tbody>
</table>

RESOURCES


DiAngelo, R. (2016). What does it mean to be white? Developing white racial literacy. Peter Lang Inc.


Race and Pedagogy Institute. (2017). Call for proposals: Radically re-imagining the project of justice:

Narratives of rupture, resilience, and liberation.


https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education
The mission of the Race and Pedagogy Institute is to educate students and teachers at all levels to think critically about race, to cultivate terms and practices for societal transformation, and to act to eliminate racism.

**Teachers and Students Unlearning Racism** – This conference strand focuses on when, where, and how to engage with K-12 students about questions of racial identity, difference, racism and privilege in classrooms. Sessions will focus on the themes of unlearning racism and disrupting the white dominant frame of public schooling. Teachers and students will have opportunities to grapple with questions such as:

- What does it mean to “unlearn” something?
- How do we embrace and foster authentic and critical conversations about race, a topic that is highly uncomfortable to discuss?
- How do we name and learn to address the privilege or lack thereof that comes with our racial identities?
- How can we create inclusive spaces in school settings that typically privilege white middle class norms for acting, speaking, and being?
UNIVERSITY OF PUGET SOUND STATEMENTS AND POLICIES

UNIVERSITY MISSION STATEMENT
As teachers we must think carefully and intentionally about the enduring understandings that will focus learning experiences. The University of Puget Sound has a commitment to enduring understandings for student learning which are reflected in the university statement. “The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and co-curricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university’s graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person’s fullest intellectual and human potential to assist in the unfolding of creative and useful lives.”

ACADEMIC INTEGRITY
Teachers in public schools teach not only subject matter content, but also ethics and dispositions. The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Please review the University’s Academic Integrity Policy at http://www.pugetsound.edu/student-life/student-resources/student-handbook/academic-handbook/academic-integrity/.

UNIVERSITY DIVERSITY STATEMENT
As teachers we must critically examine our own educational and life biographies and work to understand students who have had experiences that are both similar and very different from our own. The university shares this commitment to building a learning community based on a respect and appreciation for all persons. We Acknowledge
  the richness of commonalities and differences we share as a university community.
  the intrinsic worth of all who work and study here.
  that education is enhanced by investigation of and reflection upon multiple perspectives.
We Aspire
  to create respect for and appreciation of all persons as a key characteristic of our campus community.
  to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts.
  to foster a spirit of openness to active engagement among all members of our campus community.
We Act
  to achieve an environment that welcomes and supports diversity.
  to ensure full educational opportunity for all who teach and learn here.
  to prepare effectively citizen-leaders for a pluralistic world.
CAMPUS EMERGENCY RESPONSE GUIDANCE
Teachers in public school settings have many responsibilities, including ensuring student safety. The University of Puget Sound, like public schools, takes this responsibility very seriously. Please review university emergency preparedness and response procedures posted at www.pugetsound.edu/emergency. Familiarize yourself with hall exit doors and the designated gathering area for your class buildings. For this class our designated gathering area is in Jones Circle at the fountain. In the event of an emergency remain calm, be prepared to act quickly, and listen for instructions from campus personnel.

ACCESSIBILITY AND ACCOMMODATIONS
As teachers we must personalize instruction to addresses students’ learning strengths and needs. The University of Puget Sound is committed to accessibility for all learners. If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

STUDENT BEREAVEMENT POLICY
As teachers we must be responsive to students’ expressed need for bereavement. Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students’. For more information, please see the Academic Handbook.
### Masters Project Rubric—Summer 2018

<table>
<thead>
<tr>
<th></th>
<th>Question Posing</th>
<th>Examining Evidence</th>
<th>Reframing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Criteria</strong></td>
<td>See meets criteria below. The question/dilemma reflect unique depth and/or complexity.</td>
<td>See meets criteria below. The representation and analysis of evidence is of exceptional quality. Strong connections between author’s identity and practice deepen and enhance the analysis of evidence.</td>
<td>See meets criteria below. The overall analysis and reframing are of exceptional quality.</td>
</tr>
<tr>
<td><strong>Meets Criteria</strong></td>
<td>An authentic question about a dilemma that was experienced in practice is posed. The dilemma connects to issues described in Standard V.</td>
<td>Teacher and/or student evidence drawn from student teaching is strongly connected to the question/dilemma. Evidence is presented, described, and analyzed. The student makes connections between various forms of evidence and identifies how their identity influences their practice.</td>
<td>High quality analysis is grounded in experience &amp; theory. The student shares a significant reframing about culturally responsive teaching &amp; learning and/or racism &amp; equity and teacher identity. The reflection also looks ahead and identifies a course of future professional development.</td>
</tr>
<tr>
<td><strong>Needs Improvement</strong></td>
<td>Question(s)/dilemma are not of sufficient depth and/or complexity.</td>
<td>The teacher and/or student evidence is marginally relevant to the question/dilemma, and/or they are poorly described or analyzed. Connections between author’s identity and practice are superficial.</td>
<td>Analysis is weak and only marginally related to teacher and/or student evidence or theory. There is little or no plan for future professional development.</td>
</tr>
</tbody>
</table>