



LILIE, LLC Course Information

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**More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request*

Title of Course: Amplifying Cultural Competency & Student Voice

Course Description: Student voice refers to the expression of ideas, perspectives, values, and beliefs of our learners. In this course, teachers will learn how to engage their students in self-expression and how to amplify their students' voices. Participants will define and analyze the many facets of student voice and they will learn how to create a variety of opportunities for their students to be heard. Throughout the course, social emotional learning, culturally responsive teaching, and social justice will be discussed and analyzed. Research based strategies will be evaluated as a means to helping students develop and promote their own unique voice. Participants will synthesize and share lesson plans and faculty presentations that are realistic and practical for immediate use. Participants will have ongoing opportunities to reflect and discuss equitable practices for all students. Participants will also reflect upon experiences and perspectives of non-dominant racial and cultural groups.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Session I

<p>Objectives</p>	<ul style="list-style-type: none"> • Understand and identify the characteristics of student voice. • Understand and begin to plan for student engagement as opposed to student compliance. • Formulate strategies to amplify the voices of all students and are inclusive of divergent pathways of thinking. • Synthesize presentations that promote key elements of increasing SEL competencies with student voice. • Research remote sources that enable virtual capabilities to brainstorm, plan, and implement opportunities for amplifying student voice. These sources may include, but are not limited to: Flipgrid, Schoology, Remind, Nearpod, Canva, Google Classroom, Speakpipe, and Zoom.
<p>Topics</p>	<ul style="list-style-type: none"> • What is Culturally Responsive Teaching and how does it address the need for incorporating equitable practices for all students? • What are the four conditions necessary for Culturally Responsive Teaching and how does that increase equitable practices for all students? • How can educators foster equitable practices as it relates to increasing intrinsic motivation via constructivism and multiple intelligences? • Do we expect our broad, diverse population of students to be compliant rather than engaged? Are we approaching all of students in an inclusive manner that promotes divergent pathways of thought? • How can we take an inclusive approach to amplify all of our students' voice including traditionally marginalized students? • How do we reach students who may have experienced trauma? How do we empower a broad, diverse population of students to find and express their own ideas?
<p>Application to Instruction & Student Learning</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • Educators define and understand the concepts of student voice. • Educators will evaluate their own contribution to their school's "student voice" climate. • Educators will analyze the impacts of amplifying student voice as it relates to an increase in student outcomes. • Educators will identify the characteristics of "student voice" and understand how to move towards a continuum of amplifying student voice. • Educators will know the importance of engaging all students in promoting an inclusive and positive culture.

	<ul style="list-style-type: none"> • Educators will be able to understand the use of Flipgrid, Schoology Conferences, Google Meets, Zoom, and webinars as tools to facilitate virtual teacher-student partnerships to amplify student voice.. The use of Flipgrid will allow educators and students to build working relationships as well as foster community building within the virtual classroom. The use of Schoology Conferences and/or Google Meets will serve as synchronous opportunities to work collaboratively and to continue to cultivate student voice in real time. • Educators will learn about social networking forums that will heighten awareness of student voice initiatives on national and global levels such as E2 Equity Educators, Culturally Responsive Teaching and the Brain, Carnegie Mellon Virtual Civics, LICEE, Generation Citizen Virtual Civics Day. STUDENT • Create choice projects and assessments with attention to amplifying and embracing student voice. • Create respectful and nurturing forums for student expression. • Engage in a wide variety of blended and remote learning opportunities that include, but are not limited to: Virtual Diversity forums, webinars, Generation Citizen Virtual Civics Day, etc. • Utilize a wide variety of blended and remote learning tools that enhance collaboration and sharing of ideas, particularly serving the needs of amplifying student voice. These tools include, but are not limited to: Sway, Microsoft Forms, Schoology Conferences, Polls, and Discussion Threads, Google Classroom, Survey Monkey, Nearpod, etc.
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Session II

<p>Objectives</p>	<ul style="list-style-type: none"> • Educators will reflect on the principles of student voice and begin to apply them to their own lessons and instructional practices. • Educators will create a full lesson plan that incorporates and promotes student voice. • Educators will understand the tenants of creating a school culture that celebrates and amplifies student voice. • Educators will learn about student organizations that promote and foster student voice. • Educators will research remote sources that enable virtual capabilities to brainstorm, plan, and implement opportunities for amplifying student voice.
<p>Topics</p>	<ul style="list-style-type: none"> • Reflect on the quote from the article. Discuss one example from the article that exemplifies Mitra’s outlook on student voice. • Discuss what marginalization and cultural appropriate is and how they impact students. • Are you practicing inclusive techniques that are mindful of a broad array of student values, beliefs, and ideas? Are you practicing techniques that promote student choice and voice? • Midterm • Redesign one of your tried and true lesson plans (on any topic) to establish student voice as the driving force.

	<ul style="list-style-type: none"> • Summarize what you learned about the two organizations and comment on how they could positively impact a broad, diverse population of learners.
<p>Application to Instruction & Student Learning</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • Deepen understanding of the relationship between student leadership and student voice. • Employ various skills to enable the establishment of student voice opportunities. • Construct methods to allow students to create and actively engage in the positive school and classroom culture that supports student voice. • Synthesize and share a formal lesson plan that centers around amplifying student voice. • Utilize student discussions to make ongoing adjustments to increase a positive culture that is inclusive of various student experiences and perspectives. • Design diverse pathways for a wide-range of learners to participate in building positive culture that promotes student voice and attends to students SEL needs. • Educators will be able to understand the use of Flipgrid, Schoology Conferences, Google Meets, Zoom, and webinars as tools to facilitate virtual teacher-student partnerships to amplify student voice.. The use of Flipgrid will allow educators and students to build working relationships as well as foster community building within the virtual classroom. The use of Schoology Conferences and/or Google Meets will serve as synchronous opportunities to work collaboratively and to continue to cultivate student voice in real time. • Educators will learn about social networking forums that will heighten awareness of student voice initiatives on national and global levels such as E2 Equity Educators, Culturally Responsive Teaching and the Brain, Carnegie Melon Virtual Civics, LICEE, Generation Citizen Virtual Civics Day. <p>STUDENT</p> <ul style="list-style-type: none"> • Engage in lessons and activities designed to amplify student voice and promote respect among peers. • Choose and create products that highlight self-expression and interests. • Engage in a wide variety of blended and remote learning opportunities that include, but are not limited to: Virtual Diversity forums, webinars, Generation Citizen Virtual Civics Day, etc. • Utilize a wide variety of blended and remote learning tools that enhance collaboration and sharing of ideas, particularly serving the needs of amplifying student voice. These tools include, but are not limited to: Sway, Microsoft Forms, Schoology Conferences, Polls, and Discussion Threads, Google Classroom, Survey Monkey, Nearpod, etc.

Session III

<p>Objectives</p>	<ul style="list-style-type: none"> • Educators will learn about the barriers to promoting and amplifying student voice. • Educators will learn about the techniques and strategies to meet and mitigate challenges to amplifying student voice. • Educators will understand and analyze how curriculum choices can served to amplify student voice.
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	<ul style="list-style-type: none"> • Educators will reflect on social justice issues and discuss how they can promote student discussions about social justice. • Educators will research remote sources that enable virtual capabilities to brainstorm, plan, and implement opportunities for amplifying student voice.
Topics	<ul style="list-style-type: none"> • What are the barriers of amplifying student voice? • As an educator, how can you help mitigate the barriers to amplifying student voice? • What is your definition of social justice? • In your opinion, why do you think many student gravitate towards social justice issues? • What are the top two social justice issues that you believe your students want to contribute their voices to? • What are two ways that you can create opportunities that will give your students a chance to amplify their voices on social justice issues?
Application to Instruction & Student Learning	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • Educators familiarize themselves with a wide range of social justice issues. • Educators examine the role of amplifying student voice on social justice issues. • Educators understand the principles of culturally responsive teaching. • Educators create culturally responsive lesson plans that afford students the opportunity to amplify their voices. • Educators understand and apply student leadership building that may ultimately lead to increasing student engagement (student voice). • Educators will be able to understand the use of Flipgrid, Schoology Conferences, Google Meets, Zoom, and webinars as tools to facilitate virtual teacher-student partnerships to amplify student voice.. The use of Flipgrid will allow educators and students to build working relationships as well as foster community building within the virtual classroom. The use of Schoology Conferences and/or Google Meets will serve as synchronous opportunities to work collaboratively and to continue to cultivate student voice in real time. • Educators will learn about social networking forums that will heighten awareness of student voice initiatives on national and global levels such as E2 Equity Educators, Culturally Responsive Teaching and the Brain, Carnegie Mellon Virtual Civics, LICEE, Generation Citizen Virtual Civics Day. <p>STUDENT</p> <ul style="list-style-type: none"> • Engage in a wide variety of blended and remote learning opportunities that include, but are not limited to: Virtual Diversity forums, webinars, Generation Citizen Virtual Civics Day, etc. • Utilize a wide variety of blended and remote learning tools that enhance collaboration and sharing of ideas, particularly serving the needs of amplifying student voice.

Session IV

Objectives	<ul style="list-style-type: none"> • Educators will synthesize a presentation that highlights the principles of student voice.
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	<ul style="list-style-type: none"> • Educators will brainstorm methods to amplify student voice in an authentic and practical manner. • Educators will understand the principles of Culturally Responsive Teaching. • Educators will create a presentation that highlights the student outcome benefits of amplifying students voice. • Educators will research remote sources that enable virtual capabilities to brainstorm, plan, and implement opportunities for amplifying student voice.
Topics	<ul style="list-style-type: none"> • Discuss how technology serves to amplify student voice. • What is Culturally Responsive Teaching (CRT)? • Discuss connections you can make between amplifying student voice and CRT. • Design slides for your original student voice presentation (week one)- Think about what you want to communicate to your audience about Culturally Responsive Teaching as it relates to student voice
Application to Instruction & Student Learning	<p>INSTRUCTION</p> <ul style="list-style-type: none"> • Educators identify the ways in which students can extend student voice beyond the classroom. • Educators share and discuss possible barriers to amplifying student voice. • Educators identify avenues in which they can be change agents in the school community. • Educators understand the value of students engaged in civic opportunities. • Educators develop an action plan for ongoing efforts to establish a an inclusive school culture that supports student voice. • Educators will be able to understand the use of Flipgrid, Schoology Conferences, Google Meets, Zoom, and webinars as tools to facilitate virtual teacher-student partnerships to amplify student voice.. The use of Flipgrid will allow educators and students to build working relationships as well as foster community building within the virtual classroom. The use of Schoology Conferences and/or Google Meets will serve as synchronous opportunities to work collaboratively and to continue to cultivate student voice in real time • Educators will learn about social networking forums that will heighten awareness of student voice initiatives on national and global levels such as E2 Equity Educators, Culturally Responsive Teaching and the Brain, Carnegie Melon Virtual Civics, LICEE, Generation Citizen Virtual Civics Day. <p>STUDENT</p> <ul style="list-style-type: none"> • Explore a wide range of social justice issues as well as other issues that are meaningful and authentic to students. • Choose and create authentic student voice presentations and assessments. • Engage in a wide variety of blended and remote learning opportunities that include, but are not limited to: Virtual Diversity forums, webinars, Generation Citizen Virtual Civics Day, etc. • Utilize a wide variety of blended and remote learning tools that enhance collaboration and sharing of ideas, particularly serving the needs of amplifying student voice. These tools include, but are not limited to: Sway, Microsoft Forms, Schoology Conferences, Polls, and Discussion Threads, Google Classroom, Survey Monkey, Nearpod, etc.