



## 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:** Growing the Critically Consciousness Classroom

**Course Description:** In this course participants will be introduced to the concept and theory of Critical Consciousness and how it can be applied to classroom instruction to directly affect student outcome and success. Participants will be encouraged to think about their own perspectives, working within a diverse environment and implementing culturally responsive instruction. The focus of this course will be on how to infuse the mindset of critical consciousness within our students with also infusing cultural responsiveness in our daily instructional practices. Throughout the course, participants will be encouraged to reflect on their own and student's complex identities. This will be done with questioning leading to self-reflection and keen observation of our students and interactions between students and teacher and student. Further, participants will be provided time to reflect upon their own understanding of what it is to be critically consciousness which will help in modeling for students. The key components of both theories will be introduced, discussed and implemented within a variety of instructional techniques and daily classroom interactions that promote and support a brave learning community. Being able to engage diverse student population has a strong and direct effect on student development and varied tolerance. As educators we need to design and implement activities that lessons that encourage students to share multiple perspectives but also feel confident in speaking out against social injustices, thus creating a brave learning community. Using a language of critique in regards to presented information, media presentations and opinions of others. Additionally, as the classroom teacher and facilitator we have the responsibility to create a classroom environment along with lesson design that engages students from multiple backgrounds and interests so that we are reaching as many students as possible and integrating topics and language that is of interest to them and that they are also able to relate to personally – it is increasing important for us to make students aware of the world around them and how they can relate what they are learning to real-life experiences, and we must first understand this concept ourselves and embody the vision. This course will also train participants to teach all students to understand and promote diversity. Further, participants will discuss how to appropriately integrate critical consciousness with their students, adopting the mindset, have dialogue within the classroom, and to encourage students to reflect upon their own complex identities, and to question practices that may lead to inequity. Additionally, student grouping, instructional practices, etc., regarding cultural responsiveness will be discussed as well. This course is also beneficial to all educators that work in the school, not just the traditional classroom, but counselors, psychologists, and those working within the small group and/or alternative settings

### **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><b>Objectives</b></p>	<p>Participants will</p> <ul style="list-style-type: none"> <li>• Introduce themselves to the class including teaching experience and any prior knowledge or thoughts regarding critical consciousness</li> <li>• Reflect upon their own perception of critical consciousness along with their own beliefs and complex identities and how it is reflected in their own lives</li> <li>• Identify the diversity in their classroom (culture, religion, gender, sexuality, socio-economic background, etc.)</li> <li>• Define critical consciousness and how it relates to daily classroom interactions and instruction</li> <li>• Identify our own social location and that of our students</li> <li>• Brainstorm how this mindset can be practiced daily in our classrooms through interaction and instruction</li> <li>• Identify various aspects of critical consciousness in interactions with their students</li> <li>• Promote positive peer interactions using online platforms during distance/remote learning</li> <li>• Define cultural responsiveness</li> <li>• Learn how cultural responsiveness is necessary in today's classroom and the need to have students question inequity along with creating a brave learning community.</li> <li>• Identify aspects of cultural responsiveness and how it engages all students in all grades, levels, and content areas.</li> </ul>
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Personal introductions</li> <li>• Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants</li> <li>• Reflection of self and personal bias, social location and perspectives and how it may affect our instructional practices and interactions with students</li>   <li>• Theory and identifying critical consciousness</li> <li>• Theory and identifying cultural responsiveness</li> </ul>
<p><b>Application to Instruction &amp; Student Learning</b></p>	<p>Educators will</p> <ul style="list-style-type: none"> <li>• introduce themselves and learn about educational experiences of all course participants</li> <li>• know the theories of both critical consciousness and cultural responsiveness</li> <li>• promote students to question their own beliefs and complex identities</li> <li>• reflect upon their own social location and biases</li> <li>• know how to identify various means of diversity among students and how to best serve them</li> <li>• consider social locations of students and how to best facilitate a brave learning community.</li> <li>• Facilitate classroom discussions, lessons and projects that encourage students to share beliefs, experiences and cultural expectations</li> <li>• build classroom rapport and the mindset of both critical consciousness and cultural responsiveness to engage learners and provide meaningful instruction and feedback.</li> </ul>

## Session II

<b>Objectives</b>	Participants will <ul style="list-style-type: none"> <li>• identify key components culturally responsive reflection</li> <li>• identify key components of a brave learning community</li> <li>• Reflect upon own experiences of developing this mindset and our approach towards students, etc.</li> <li>• Create connections between personal lives and experiences and that of critical consciousness and cultural responsiveness</li> <li>• Create connections between these components and personal perspective and cultural beliefs</li> <li>• learn how to integrate components of the critically consciousness classroom in our daily interactions with students and methods of promoting self-reflection</li> <li>• design and integrate communication skills in the classroom that support a brave learning community</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Classroom components of critical consciousness and cultural responsiveness</li> <li>• Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants</li> <li>• Diversity in our classrooms</li> <li>• Components of critical consciousness</li> <li>• Components of cultural responsiveness and self-reflection</li> <li>• Why educators should be embracing the brave learning community and encouraging students to speak up against social injustices</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	Educators will <ul style="list-style-type: none"> <li>• Reflect upon views of student to teacher and student to student interactions and how it supports a brave learning community</li> <li>• understand the mindset behind these theories and encourage this mindset to our students through daily interactions and time to reflect upon personal beliefs and assumptions.</li> <li>• Promote positive interactions and self-reflection for both educators and students</li> <li>• know how using culturally responsive techniques will aid in student development academically and socially</li> <li>• know how to develop both a culture and language of critique within their classroom</li> <li>• encourage students to speak out against social injustices and question internal and external assumptions.</li> <li>• teach students how effectively communicate in diverse situations</li> <li>• reflect upon their current teaching practices and how they embody this mindset specific area for improvement.</li> </ul>

## Session III

<b>Objectives</b>	Participants will <ul style="list-style-type: none"> <li>• engage students through the critical consciousness mindset</li> <li>• integrate classroom management tools that foster students to be both critical conscious and culturally responsive</li> <li>• implement communication skills on a daily basis that allow students to see multiple perspectives and also for them to share their own ideas and perspectives to construct a brave learning community.</li> <li>• engage students through instruction and conversation that is of personal and cultural interest</li> <li>• design a classroom environment this is reflective of student population and its diversity</li> <li>• learn ways to enrich and utilize cultural proficiency through student observation and interactions.</li> <li>• know how to design a comfortable learning environment for all that is reflective of shared authoritative figures, responsibilities, and cultural expectations for all students.</li> <li>• allow for and be flexible in student responses and responding to students with various levels of emotions and control and model this as well for our students.</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Classroom management techniques of critical consciousness and cultural responsiveness</li> <li>• Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants</li> <li>• Diversity in our classrooms</li> <li>• Classroom management styles of critical consciousness</li> </ul>

	<ul style="list-style-type: none"> <li>Classroom management styles of cultural responsiveness</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Educators will</p> <ul style="list-style-type: none"> <li>reflect upon their own cultural competence within their own classroom environment and how they can better get to know their own students and their rich diversity</li> <li>understand how a teacher's cultural proficiency plays a large role within the classroom environment and a student's success</li> <li>Reflect upon and discuss with students how to establish a culturally responsive classroom that values all</li> <li>Integrate the lives and experiences of our students to establish a brave learning community</li> <li>learn how to share/distribute the control appropriately with students in the classroom to exhibit a well- established classroom environment</li> <li>Gather information about student interest through observation, interaction and varied types of surveys</li> <li>design curriculum and activities that are centered around student interest and varied forms of diverse needs</li> <li>allow students opportunities to share cultural expectations within the classroom environment.</li> <li>practice on using flexible and diverse responses based upon varied student needs and cultural expectations.</li> <li>implement strategies to create a comfortable learning atmosphere that encourages positive risk-taking that will benefit a student's overall success.</li> </ul>

#### Session IV

<b>Objectives</b>	<p>Participants will</p> <ul style="list-style-type: none"> <li>Learn and understand what it means to use a language of critique in various forms of interacting for creating a respectful language of critique</li> <li>design lessons and activities that promote students to utilize a language of critique</li> <li>Model a language of critique daily in classroom interactions and discussions.</li> <li>craft class activities that allow students to make personal connections to the curriculum or content</li> <li>utilize lessons and activities that allow for students to share perspectives in multiple formats</li> <li>know how to design and implement a PAR (Participatory Action Research) project</li> <li>understand how creating and integrating critical consciousness helps students to become more tolerant in a variety of environments</li> <li>Establishing a classroom environment where students feel confident in posing questions</li> <li>encourage students to pose questions of inquiry to presented information and model this as well through daily interactions</li> <li>promote positive interactions among students and teacher to student that help to make connections of personal experiences, curriculum and learning standards</li> <li>create clear connections between both critical consciousness and cultural responsiveness that reflect to Danielson Framework and the New Generation Learning Standards</li> </ul>
<b>Topics</b>	<ul style="list-style-type: none"> <li>Design and integrate lessons that encourage methods of the critical consciousness theory</li> <li>Review of course objective – how it will be attained, methodology and philosophy of both instructor and participants</li> <li>Lesson design and implementation critical consciousness</li> <li>Reflection upon implemented lessons and effect on student success and understanding of critical consciousness</li> <li>Why educators should be embracing critical consciousness and cultural responsiveness within their traditional /small group-setting classrooms</li> </ul>
<b>Application to Instruction &amp; Student Learning</b>	<p>Educators will</p> <ul style="list-style-type: none"> <li>Learn about a language of critique and what it means to model and teach students</li> <li>know how to integrate a language of critique within their classroom and among students</li> <li>Allow students the opportunity to speak out and search for common injustices among social groups</li> <li>design and implement lessons that promote students to use a language of critique</li> <li>Teach students how to critique various form of text and information received especially in terms of Google Classroom and distance learning.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• encourage students to critique various texts and resources in which they are presented information</li><li>• present students with information that includes a variety of perspectives, idea and opinions</li><li>• Allow and encourage students to voice opinions and perspectives within the classroom environment</li><li>• promote and facilitate student/cooperative discussion that promote global issues and varied perspectives</li><li>• design and implement PAR activities within the classroom to promote the mindset and active role of critical consciousness</li><li>• make connections between critical consciousness, culturally responsiveness to the New Generation Learning Standards and the Danielson Framework.</li></ul> |
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