



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: Habits for Building the Identity-Conscious Educator

Course Description:

In this course, participants will focus on the importance of identity for both their students, themselves as educators as well as the classroom community. Habits for an identity-conscious educator center on fostering inclusivity, equity, and culturally responsive practices. These habits empower educators to create learning environments where all students feel seen, heard, and value – which adds the well-being of both teachers and students alike. These habits will be presented and shared will ultimately educate participants in how to put these habits into action within a variety of learning environments. Some of these habits include reflective practice, intentional relationship-building, inclusive curriculum design, equitable classroom practices, and finally advocacy and allyship This includes challenging inequities and advocate for policies that support marginalized students and addressing microaggressions. Additionally, educators should strive to be a visible ally, modeling inclusive language and behavior. Further, this course will help educators to acknowledge the emotional labor of identity-conscious work and prioritize their own self-care as well. By cultivating these habits, educators can create transformative learning experiences that honor and affirm the diverse identities of their students.

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 n 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>	<p>Educators will:</p> <ul style="list-style-type: none"> • Personal introduction to the course • Learn and understand what it means to be identity- conscious and how it may affect overall success • Consider diverse learning populations and needs and allow for new ideas and deeper personal connections • Discuss how reflecting upon your own school experiences helps you relate to your students • Compare and reflect upon personal journey of building identity-consciousness and awareness • Develop classroom practices and routines based upon integrating more awareness of identity for both educators and students • Consider and discuss approach to being identity-conscious and identity blind • Understand microaggressions what it means to students and the learning environment and what is your personal participation • Learning to be open and aware of the need for difficult conversations • How to shift our mindset from avoiding conflict to inviting a challenge in order to abolish negative behaviors and ensure all students are heard and seen • Equal contribution to the brave learning space by educators and students alike. • Understand goals and criteria of peer-to- peer responses/ interactions and postings and practicing tenets of Brave Learning • Understand goals and expectations for responses to discussion board assignments
<p>Topics</p>	<ul style="list-style-type: none"> • Personal Introductions • Creating brave learning spaces • Understand identity-conscious vs Identity blind • Acknowledging the need to support and guide students into reflection of a complex identity • The role of microaggressions • Shifting perspectives in avoiding conflict to inviting challenge
<p>Application to Instruction & Student Learning</p>	<p>Educators will:</p> <ul style="list-style-type: none"> • Learn how being identity-conscious increases a students overall social and emotional well-being and academic performance • Encourage themselves to reflect upon their own experiences and teachers creating space for them in the classroom • Reflect upon views of conflict and personal experiences and how it can be made into positive situations. • Recognize and acknowledge microaggressions in the classroom and how to best respond and direct student conversation

	<ul style="list-style-type: none"> • Help and have willingness to create brave space in the classroom for difficult conversations and how to best facilitate this dialogue among diverse student populations.
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Session II

Objectives	<p>Educators will:</p> <ul style="list-style-type: none"> • Understand the major assignments for course; midterm and final • Examine the tenets of culturally responsive teaching and how we use this to help students to explore their identities as well as our own. • Analyze and formulate actions to build an inclusive curriculum along with the brave learning community by understanding race and not being blind to it • Share and discuss various ways to facilitate dialogue about race, gender, sexual orientation, class, and disability • Recognize student identity and infuse these needs into our curriculum and teaching strategies that best align with these needs • Reflect on personal experiences and individual student needs for our underserved or marginalized student populations • Model and facilitate student dialogue and interactions that lead to critical thinking and inclusivity as it relates to race, class, gender, and sexual orientation • Discussing and recognizing how all of these various identities can intersect. • Consider how we can build awareness of these identities in our classroom through instruction and interactions. Participants will share ideas and experiences • Share ideas in how to ensure all students feel safe and heard within the school culture and brave learning community
Topics	<ul style="list-style-type: none"> • Review major assignments • Discussion of complex identities including race, class, gender, and sexual orientation • Creating structured opportunities and facilitating student discussions • Creating an inclusive curriculum • Implementations of culturally responsive teaching among diverse classroom communities • Facilitating and modeling respectful dialogue • Awareness of the complex identity and ensuring all students feel valued and heard.
Application to Instruction & Student Learning	<p>Participants will learn in depth in regard to culturally responsive teaching and learning to recognize a student's complex identity especially as it relates to race, class., gender, and sexual orientations and build awareness of needs so educators can create an inclusive curriculum that is mindful of these various needs. Educators will learn to facilitate dialogue among these students to ensure all students are valued and heard and create considerations for marginalized and underserved student populations. Help students to reflect upon and be aware of how all these identities can intersect and understand all parts of an identity and educators can reflect and share personal experiences as well.</p>

Session III

Objectives	<p>Educators will:</p> <ul style="list-style-type: none"> • Examine the responsibilities of educators to adopt an abolitionist mindset • Examine the role of an ally in the classroom to our diverse student population • Critique of our on-going learning of becoming identity -consciousness • Help educators to develop further consciousness of identity and learning to speak up and understand others • Educators gaining stronger sense of self identity and awareness • How students can ally with peers and educators to accomplish goals and understand various perspectives
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	<ul style="list-style-type: none"> • Preserving identity and sense of self especially with marginalized students • Create an atmosphere of open speech, shared emotions, and collective agreement in the classroom • Planning and putting into action these theories of ally and abolitionist • Evaluating diverse resources and making sound judgements • Reflection of benefits for students utilizing identity-conscious pedagogy in the brave learning space and beyond through peer comments and course discussion • Becoming more aware of equity and soliciting student feedback on a regular basis
Topics	<ul style="list-style-type: none"> • Amplifying student and educator identity-consciousness and voice in the brave learning space • Building equity awareness • Understanding and utilizing ally and abolitionist instructional and interaction approach • Changing instructional practices and shift in perspective • Implementation of action plan to build -identity -conscious students and educators • Reflection of benefits for students in the brave learning space and beyond • Reflection of teacher role as facilitator and observing students and importance of various stakeholders
Application to Instruction & Student Learning	Participants will learn how to put the pedagogy of the identity-consciousness strategies into action by supporting and empowering our diverse learning populations. Participants will specifically learn how to become an ally to students in supporting beliefs while also integrating an abolitionist mindset in encouraging and helping their students to challenge inequities both in and outside of the classroom. Engaging students to stand together and form a community within the brave learning community.

Session IV

Objectives	<p>Educators will:</p> <ul style="list-style-type: none"> • Learn to move from practitioner to facilitator in regards to identity-conscious pedagogy, mindset, and classroom interactions • Understand how to observe cues from student participation and guide that in our practice • Implementation of difficult and courageous conversations and anticipating challenges • Observing the attitude, behaviors and curiosities of our students in difficult conversations or situations • Using participation cues and our personal reflections to facilitate the brave learning community • Incorporating daily reflection into our own practice to better serve our diverse population of students • Agreements in courageous conversations • Create, brainstorm and share ideas in how we can further build our knowledge on identity-consciousness • Provide reflection, feedback, and suggestions to peers • Increased self- awareness and teacher and student identity in the classroom • Reflection - growth and understanding and how you will make changes to your practice, interactions with students, and continuous improvements to the brave learning space • Reflection of positive effects of identity-conscious strategies that support developing knowledge and big ideas and create shared responsibilities in the classroom among students, teachers and support staff, and becoming further aware of how these identities intersect and shape our students success
Topics	<ul style="list-style-type: none"> • Use of participation cues during difficult and courageous conversations • Moving from practitioner to facilitator • Reflection and brainstorming tools to improve identity-consciousness • How to increase self-identity in the BIPOC population • Final Reflection: How Have You Grown? • Extension of Course

**Application to
Instruction & Student
Learning**

Participants will learn how to move from practitioner to facilitator in regards to implementing various identity-consciousness strategies and that may also change the role of the teacher in the classroom. Participants will learn how to how observe students behavior and attitude and use this to further guide our role in facilitating difficult conversations and situations. Participants will learn how to continually reflect on their own practice in order to help all students to be successful. Educators will share ideas and strategies to further build their knowledge in adopting a identity-conscious mindset and pedagogy.