APPENDIX V – 295
THEMES

Introduction (Module 1)
- Overview of achievement disparities, biases, student belonging, identity, and asset-based practices (cultural knowledge, language, and curriculum).

Biases (Modules 2 and 3)
- Teacher expectations are informed by biases that impact teacher behavior which negatively impact minoritized students that results in the self-fulfilling prophesy of underachievement.
- Socially transmitted messages that influence beliefs versus those that reflect quality of instruction
- The role of stereotype threat on historically marginalized students serves to perpetuate academic underachievement.
- Microaggressions impact minority students frequently in the classroom and create a cumulative negative effect that could result in minoritized student disengagement and academic underachievement.

Attachment and Belonging (Modules 3 and 4)
- Attachment Theory can inform the importance of caring relationships between teacher and students that is critical for academic engagement.
- Establishing a sense of belonging by building caring relationships serves to foster community in classrooms.
- Authentic caring relationships are critical for student academic success.
- Reciprocal relationships are created as a result of authentic caring in a classroom between teacher and students which transform the relationship dynamic.

Identity (Modules 5 and 6)
- The development of an academic identity is critical for historically marginalized students to result in increased academic achievement.
- The development of an ethnic identity serves as a counter to the typical dominant identity that is imposed on marginalized students.
- Perceived discrimination
- Role of facets of identity on achievement and other historically minoritized student outcomes

Asset-Based Practices (Modules 7 and 8)
- Power and stratification
- Cultural knowledge is used as a foundation from which to build and co-construct curriculum.
- Home language that students come to school with is an asset students possess.
- Asset-based pedagogies are essential for increased academic achievement of historically marginalized students.

ESSENTIAL QUESTIONS:

BIASES
- Why do we all have biases?
- What are our biases regarding historically marginalized students?
- How are biases informed?
- How do socially transmitted messages influence our beliefs and behaviors?

ATTACHMENT AND BELONGING
- How do students develop attachment and a sense of belonging across the developmental trajectory spanning early childhood to late adolescence?
- How do contexts provide students with socially transmitted messages that hinder attachment and belonging?

IDENTITY
- What are the different facets of historically marginalized students’ identities?
- How do students’ identities develop across the K-12 context?
- What are the specific influences of cultural and social identities, as well as historical-social identities, on the development of academic identity?
Curriculum Map for Culturally Responsive Practices

- How do various facets of identity promote or hinder academic motivation and achievement?

**ASSET-BASED PRACTICES**
- How does power promote cultural deficit beliefs and perpetuate stratification?
- What are the differences and advantages of various asset-based approaches related to:
  - students’ cultural knowledge
  - family
  - language
  - the curriculum

**ACTIVITIES AND READINGS**

**Biases**
- Reading(s):
  - Think-Pair-Share: What accounts for the persistent “gap?”
  - Personal reflection: expectations that I have for my students
  - Examine the skills that students and teachers expressed in high versus low tracks in Jeannie Oakes’ study; have a discussion about the skills students are learning in low track classes and they types of opportunities they will be successful in with those skills
  - Personal inventory of biases that reside in our psyche
  - Examine how socially transmitted messages influence beliefs about historically marginalized students. What messages do images convey?
  - Video clip analysis Claude Steele’s explanation of stereotype threat: [https://www.youtube.com/watch?v=failvROnrY](https://www.youtube.com/watch?v=failvROnrY)
  - Video clip analysis of Frontline’s *Eye of the Storm*. What happens to students’ performance when they belong to the “deficit” group? [https://www.youtube.com/watch?v=ASDzcvyatgw](https://www.youtube.com/watch?v=ASDzcvyatgw)
  - Examine microaggressions as reported by students: Reflect on why the messages are denigrating
  - Reflect on the labels we use in education: ELL, at-risk, achievement gap. How do these labels perpetuate deficiency? How can we revise descriptions to reflect assets?

**Attachment and Belonging**
- Reading(s):
  - Video clip analysis on attachment [https://www.youtube.com/watch?v=_O60TYAIgC4](https://www.youtube.com/watch?v=_O60TYAIgC4)
  - Examine the role of attachment in classroom settings: Emotional support, authentic caring, reciprocal relationships.
  - Think-Pair-Share: How does attachment relate to authentic caring? How does attachment theory apply to schooling?
  - Video clip analysis and examination of “abstract commitment to ideas or practices that purportedly lead to achievement”: [https://www.youtube.com/watch?v=zDZFcDGpL4U](https://www.youtube.com/watch?v=zDZFcDGpL4U)
  - Discuss teachers’ view of students in comparison to students’ views of teachers from Valenzuela’s book.
  - Video clip analysis on teacher relationships: [https://www.youtube.com/watch?v=l0jgcyfC2r8](https://www.youtube.com/watch?v=l0jgcyfC2r8)

**Identity**
- Reading(s):
  - Examine how achievement identity, ethnic affirmation, dual ethnic identity, and perceived discrimination contribute to historically marginalized students’ outcomes.
### Curriculum Map for Culturally Responsive Practices

- Examine how stereotypes have negatively impacted identity formation of marginalized students.
- Examine student internalization of stereotypes and its impact on identity formation.
- Personal reflection: Have you had issues of negative sense of self?
- Examine the importance of establishing an academic identity with historically marginalized students.
- Examine the importance of utilizing culturally relevant materials that positively represent marginalized student identity.
- Examine the role of resistance of minoritized students in educational settings.

### Asset-Based Practices

**Reading(s):**

- Examine how various asset-based pedagogies views students’ culture as strengths.
- Personal reflection on how to incorporate students’ cultural knowledge into the curriculum.
- Examine the academic impact that asset-based pedagogies have had on historically marginalized students.