

# January Meeting

Tuesday, January 08, 2013  
10:40 AM

*OBJECTIVE: CMWBAT articulate how their identity impacts planning; CMWABT discuss constructivist teaching methods and why they are essential for CRT.*

## **Intro, Objective, Agenda (5 min)**

Go over objectives and agenda; connect to past meetings

We've talked about units, we've talked a little about lesson planning (if you came to the webinars) -- I want to dive in deeper to the meat of lesson planning.

Connect to all-corps (CRT is transformational teaching) and share where the objectives for this particular session come from (CRT working group; strand 4 in ECRT)

## **PART 1 - Identity and Planning (50 minutes)**

### **A. Perceived and Hidden Identity (10 min)**

Take a few moments to fill in this t-chart.

### **B. Mini Socratic Seminar Simulation (30 min)**

*\*We aren't thinking about teaching yet. We're doing a close, scholarly reading for ourselves.*

*\*While this is set up to mimic a potential classroom lesson, do not pretend to be fourth graders.*

PRE-READING (10 minutes)

Webster's Dictionary offers this definition of morality: *conforming to a standard of right behavior*

Let's unpack that. What do we mean when we say a "standard" of right behavior?

How would you define morality?

Is there an absolute good? An absolute evil? Who decides?

READING (10 minutes)

Directions: Read this interview with Dr. Vanderwagen from 1924. As you read, consider the discussion we just had on morality. What conclusions can you draw about Mr. Vanderwagen? About the Zuni people? Brainstorm 2-3 "thick" questions for the group, based on your reading.

Example: What assumptions does Vanderwagen make about the Zuni people? Do you agree or disagree with him, and why?

(Briefly review "thick" questions - thick questions ask for someone's opinion; ask people to explain why; connect to the pre-reading discussion)

POST-READING: SOCRATIC DISCUSSION (10 minutes)

Volunteer asks the first question. Teacher guides discussion, but doesn't participate.

### **C. Simulation Debrief (10 min)**

How did your identity impact your understanding of the article? What role did your identity play in

discussing the article?

## **PART 2 - Constructivist Teaching (20 minutes)**

Lesson planning guidelines from Educating Culturally Responsive Teachers

### **A. Reading (10 minutes)**

Continuum in ECRT

### **B. Synthesize (10 minutes)**

What are your initial reactions to this reading?

What kind of school did you go to? How does that impact your teaching?

We've talked about the role our identity plays in understanding content AND some guidelines for culturally responsive teaching methods. What does are the implications for lesson planning?

What role does your identity play in lesson planning?

What role does your identity play in lesson execution?

*If I want to be truly culturally responsive, that means I must adopt constructivist views of knowledge. And if I want to co-construct knowledge with my students, rather than disseminate it to them, I have to plan for that. When I look at my objective, I don't think "what am I going to tell my students about this objective?" I consider "how are my students and I going to discover this objective together?"*

*I am not the arbiter of knowledge; I am a learner. My perspective isn't "right" -- it is derived from my identity and experiences. I have to remember this both while I am reading and while I am teaching.*

## **PART 3 - Closing (5 minutes)**

Review objectives & Issue Challenge: No more PowerPoint in reading. Use shared reading format.