

CULTURAL AWARENESS AND STRATEGIES FOR CLOSING THE ACHIEVEMENT GAP: A SERIES OF SEMINARS FOR EDUCATORS

This course is designed for teachers, specialists and administrators in grades K-12 in Eugene 4j and Bethel 52 School Districts. The course consists of five two-hour seminars that address the topic of diversity awareness and strategies to eliminate achievement gaps. Participants may sign up for:

- 1) Education for All (Feb. 2 and Feb. 16) OR
- 2) CARE (Feb. 23, March 2 and March 9) OR
- 3) ALL five seminars (dates listed above) **You must be pre-registered through Julie Otis by phone at 345-0338 or emailing: julie.otis@oregoned.org by January 26th.**

WHEN:

Winter, 2011

Dates for seminars as listed. All seminars are from 4:00 to 6:00 PM

WHERE:

2815 Coburg Road, Eugene, OR 97408

CREDIT OPTIONS/COURSEWORK REQUIREMENTS:

1 graduate credit (pass/no pass) from U. of O. or 4j or Bethel 52 credit

Cost:

District: Free (only valid on 4j/Bethel salary schedules)

University of Oregon: \$68 per graduate credit (pass/no pass)

Required:

- Attend an orientation session on Feb. 2 at EEA; 6:00 to 6:15.
- Attend all five seminars.
- Pay \$68 dollars by check at the orientation session if taking the seminars for university credit
- Complete required readings and written reflection of readings

COURSE DESCRIPTION:

February 2

EDUCATION FOR ALL: PART ONE

Understanding Diversity (Module 1) is designed to increase understanding and appreciation of diversity that exists in the workplace and among our students and their families. Understanding this diversity is important to all aspects of our work from getting along with co-workers to improving student achievement.

Developing Cultural Identity (Module 2) is designed to explain the depth and breadth of diversity, to identify the relationship between core values and behavior, to demonstrate the impact of values, beliefs and self-concept on behavior, to explore assumptions made about others and to demonstrate how prejudices and biases are formed.

FEBRUARY 16

EDUCATION FOR ALL: PART TWO

Module 3 is designed to explain feelings and reactions to prejudice, power and entitlement and to explore methods to enhance communication and alleviate miscommunication when differences exist.

Module 4 is designed to explore options for ensuring that individual and group diversity is valued throughout the educational community.

FEBRUARY 23

C.A.R.E. PART ONE: THEME INTRODUCTIONS

Culture-Abilities-Resilience-Effort: Strategies for Closing the Achievement Gaps: A brief orientation to the C.A.R.E. themes is given that underscores their importance in effectively closing the student achievement gaps, defines each theme, and references what research has been identified as key factors in that theme. Understandings that we want to be sustained in the classroom are drawn from research on effective pedagogy for teachers of low-income and/or culturally and linguistically diverse students.

MARCH 2

C.A.R.E.: PART TWO

This section of the training describes the knowledge and skills that educators of low-income and/or culturally and linguistically diverse students need in order to be most effective. Participants will complete a self-assessment that includes a series of questions that will help provide reflection on individual practices.

MARCH 9

C.A.R.E.: PART THREE

This section consists of learning experiences to help educators a) develop a culturally competent learning community in their classroom, b) recognize and strengthen student's abilities, c) promote student's resilience and d) engage student motivation and effort.

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