

Professional Development Course Proposal Form



Please read through the following procedures and expectations for offering professional development in PSD. To access the PSD Professional Development Procedures and Expectations within the PSD Website, please click [HERE](#).

Course Proposal Submission

- In addition to PSD Lane Change credit, CSU credit will be offered for any courses that consist of increments of 15 hours. Course proposal **must be received 30 days prior** to the start of the first class in order to meet CSU's timeline for course submission through Continuing Education. If the proposal is not received 30 days prior to the start of the first class, we may not be able to offer CSU credit to participants.
- Courses may not be retroactively created; credit will not be available for any classes that occur before the course proposal is approved and entered into the PD Online Catalog.

Name of Person Submitting Proposal: [REDACTED]

School or Department: Language, Culture and Equity

Email Address: [REDACTED]

Phone Number: [REDACTED]

Title of Course: PSD Culturally Sustaining Pedagogy Professional Learning
(Culturally Responsive Teaching) FALL COHORT 2021

Date of First Meeting: 9/15/21

Course Logistics: Please note - choosing "School-site Only" will **only** allow staff from your site to view this course. If you have staff that are assigned to multiple sites, please choose District-wide.

School-site Only District-wide Other:

Audience - Required: (Please select all applicable boxes. Staff in groups not selected will not be able to see the course in the catalog)

All PSD Employees Any Interested Participant (including guests)
 PSD Licensed PSD Classified
 PSD Administrators Substitutes

Additional Notes about Audience: [Click here to enter text.](#)

Type of Course – choose one

- Mandatory (class mandated by law/policy or rule specific to job responsibility)
 District Required (class required due to direct tie to district goals or initiatives)
 Job Specific Strongly Encouraged (class specific to a certain role and associated duties)
 Optional (participant's choice to attend)

NOTE: Mandatory and Required courses are not available for PSD Lane Change Credit or Classified Professional Growth Credit. Mandatory or Required course transcripts will show the hours for CDE License Renewal only.

Approval (Both Required)

I approve this course proposal and funding source.

Approved. *Robert B.* Date: 8-24-2021
Principal or Department Director

I approve this course proposal and associated credit. _____

Date: _____
Professional Development Director

Standards-Based Teaching and Learning Dimensions

Framework dimensions addressed by course (Please select all applicable boxes)

<input checked="" type="checkbox"/>	Purpose
<input checked="" type="checkbox"/>	Student Engagement
<input checked="" type="checkbox"/>	Curriculum & Pedagogy
<input checked="" type="checkbox"/>	Assessment for Learning
<input checked="" type="checkbox"/>	Environment & Culture
<input checked="" type="checkbox"/>	Professional Collaboration and Communication

Course Description

Provide a brief overview of the course. State the overall goal of this educational experience and how it relates specifically to the education of educators. (This description will be used for the catalog description.)

In this 2 full day workshop, participants will be able to learn the collaborative power in CSU professors, PSD teachers, and leaders.

Course Objectives

State the main intentions of the course indicating knowledge-based competencies to be gained.

- Foundationally define Culturally Sustaining Pedagogy and Culturally Responsive Teaching in research, theory and action.
- Deep dive into pillars of these concepts through dialogic and inquiry-based learning models
- Contextualize this work in PSD sites + district
- Skill growth in knowledge of concept and actions of enacting the PSD Principles of Community (ex. Courageous interruption of harm, curious questioning, willingness to learn EDI principles and antiracist pedagogy)
- Actionable outcome: Each attendee engages in authentic inquiry-based plan to explore, grow, and commit to shifts in personal and professional practice

Content Outline

Include all major topics and sub-topics to be covered in the course reflected in the scheduled time frame. *If hours include online work, describe the work in detail and how the work will be tracked.*

Meeting #1

- Opening welcome-People s Supper Brave Spaces (pre-survey)
- Equity in Practice Guidelines
- System Needs (current state)
- Foundational learning and shared definition (in workshop model) in CSP and CRT and the differences!
- How Bias is Connected
- Foundational learning and shared definition (in workshop model) of inquiry-based application of learning
- Self Inquiry (Current State + Discussion and Planning for Inquiry Cycle)
 - Reflect and analyze where shifts are happening (Community, District, School, Department, Classroom or Work Space)
- Plan and Application

Meeting #2

- Reground and Welcome in Norms, shared definitions of CSP and CRT
- Written and dialogic reflection on Inquiry Cycle
- 90-minute Breakout Expertise Experiential Workshops (Feed Yourself) Succession of All

Facilitators	Workshop
Kate Stevens and Tiana Song	Investigating Self
Theo McFarland and _____	Identities and CSP/CRT
Vincent Basile	STEM and CRT/CSP or ?
Jessica Jackson	History and CRT/CSP
Ricki Ginsberg	CSP/CRT in an Elementary environment

- Data evaluation of Inquiry Plan + Pivots and Updates in Inquiry Plan
- Feedback closure (post-survey)
- Accountability Options
 - o Coaching
 - o Teaming
 - o Further Follow ups

Supporting Materials

List the resources used in developing this course which may include textbooks, journal articles, software, etc.

Vary depending on topic and level taught

Required Activities – must be completed for all courses

Describe in detail the required student activities, work to complete, and expected collaboration to pass this course.

Combined attendance and participation may not account for more than 20% of the grade.

Course Activity	Possible Points
Attendance and Participation	20
Reflection	60
Inquiry question	20
Click here to enter text.	
Total	100

The participant must earn at least _80_ points for a passing grade.

Section Details:

Number of Participants: Min: 10 Max: 40

Course Location: Floats around the district (for equity in access)

Note: schools are responsible for reserving locations if the class is school-site only.

- I have contacted Customer Support to reserve this location for the class.
- I would like Professional Development to reserve this location.

Lead Instructor Contact Information

The lead instructor listed must attend every session of the class.

Instructors cannot earn PSD credit for teaching a class.

Exceptions for book studies and Summer Institute classes must be approved by the Director of Professional Development. The lead instructor's current resume must be on file with the PSD Professional Development office or attached to this Course Proposal form.

Instructor Name: [redacted] Email: [redacted]
[redacted] [redacted]

Work Phone Number: [redacted] Highest Degree Earned: __Masters__

[Click here to enter text.](#) _____

Presenter: CSU: Ricki Gi Flo King, Jessica Jackson Vincent Basile Staff Facilitators:
[redacted] [redacted]

Additional Support: The following person(s) should have access to this class in the PD Online Catalog.

Name: [redacted] Email: [redacted]

Number of Course Contact Hours: 16

CSU credit will be offered for increments of 15 hours. Online hours and interaction must be described in detail as part of the Content Outline below. If the course is over 15 hours but CSU credit is NOT requested, please describe why: [Click here to enter text.](#)

Course Dates and Meeting Times

List the specific dates with start and end times. For full day classes, include *AT LEAST* a half-hour lunch or indicate if a working lunch is involved.

Meeting Date	Start Time	End Time
9/15/2021	8:30a	3:30p
10/5/21	8:30a	3:30p
Click here to enter text.		

Online Course Dates and Times

List the specific due dates with start and end times.

Due Date	Start Time	End Time	Tracking Platform (Google Classroom, Blackboard, etc.)
10/5/21	3:30p	7:30	Google Classroom SELF PACED INQUIRY CHECK IN and FORUM