



Conquering Imposter Syndrome: *Exploring and Defining Your Ratchet* Lesson Plan and Facilitator Guide

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Lesson Title

Conquering Imposter Syndrome: Exploring and Defining Your Ratchet

Description

Chapter ten of *Ratchetdemic*, takes a critical look at the internal and external motivations of participating in higher education. Dr. Emdin claims that in order to get to graduation students must frequently leave behind parts of themselves, or their Ratchet, in order to gain acceptance. Dr. Emdin offers an alternative perspective to education calling students and teachers to let their Ratchet shine and elevate their genius. The goal of this lesson plan is to help students identify ways in which they authentically show up in academic spaces and how their identities have been accepted or rejected over the years.

Curriculum Area/Skills Developed

- Curriculum Areas
 - Guidance Counseling
 - English
 - Creative Writing
 - College and Career Counseling
- Skills
 - Self-Efficacy and Self Love
 - Sharing/contribution of gifts
 - Identifying Educational Trauma

What We Know About the Learners

It is anticipated that the learners will primarily be current Umoja students who are participating in Umoja programming. Learners who are not part of the Umoja community may be unfamiliar with community language and practices.

It is expected that the learners will have access to the *Ratchetdemic* book and/or are reading the book as part of their learning experience. It is also expected that students will draw very personal connections to race and culture when discussing their understandings of language chapter 10 of Dr. Emdin's text, *TOWARD HEALING A Cure for Impostor Syndrome*

It is anticipated that the learner is a self-identified African American Scholar or student of color and is often the minority in most academic settings outside of Umoja.



Objectives

Objective	Alignment to Umoja Curriculum Goals
Obj 1: Identify our individual ratcheted gifts and identities	GOAL 1
Obj 2: Identity and articulate educational experiences that accept or deny a student’s full identity	GOAL 1, GOAL 2
Obj 43 Examine social, academic, ethical, and cultural considerations and impacts of being ratchet in the classroom and their connection with Imposter Syndrome	GOAL 1 , GOAL 4, GOAL 3

Alignment to Umoja Curriculum Goals

Select the goal and objectives that the curriculum is aligned to. The experience should align to at least one goal/objective.

GOAL 1: Affirm Pan-African racial and cultural identities

- OBJECTIVE 1: To develop a shared language and understanding
- OBJECTIVE 2: To generate a shared purpose and vision related to agency and identity

GOAL 4: Empowered as change agents in their families, campuses, and communities:

- OBJECTIVE 1: To develop leadership skills and capabilities
- OBJECTIVE 2: To engage with institution and community

Language

- Educational Trauma
 - According to psychologist and author Dr. Lee Ann Gray Educational Trauma is the inadvertent perpetration and perpetuation of harmful systemic and cyclical practices in schools (Gray 2016)
- Ratchet
 - A piece of who one is that reflects a raw element of ones authentic self that one is forced to hide for the sake of acceptance (Emdin, Ratchetdemic pg 68)
- Imposter Syndrome
 - "Imposter Syndrome is mostly experienced by high functioning people from historically marginalized groups in academic and professional spaces that were not necessarily designed for them." (Emdin, Ratchetdemic)
- Authenticity
 - The quality of being authentic and true to ones self despite the environment or social pressures to be accepted.
- African Centered



- The critical analysis and interpretation of culture, economy, history, language, philosophy, politics, and society from a conceptual, methodological, and theoretical framework that centers Africa and privileges the agency of Africans and persons of African descent (Jackson & Hogg, 2010, Mazama, 2001).

Uplifted Umoja Practices

- Gifting
- Mattering
- Language As Power
- Ethic of Love
- Encircling Diversity

The Mbongi

The lesson is designed to be facilitated in both an in-person or virtual learning environment.

In- person Learning Space

Learning space will consist of a room that will allow for small group activities. Desks or tables should be arranged to allow for teams of learners to work together, engage in discussions, and share resources.

- Whiteboards and/or chart paper should be available to encourage idea generation and documentation.
- Resources should be available in both print and interactive form to support learners' preferences.
- If external space outside of the primary learning space is available (i.e. other room, outside, etc) learners are encouraged to use for small group activities

Virtual Learning Spaces (Hybrid/Hyflex/Online):

Learning space will consist of a virtual meeting room that will allow for small group breakouts, verbal communications, text chats, file sharing, screen sharing, and polling. Participants will be encouraged to turn on their cameras during the session to build community and engagement as well as to allow for non-verbal communication.

- Both verbal and text chats will be used during the session to allow multiple ways to participate.
- Session resources will be made available online. Links to the resources will be included in the text chat.
- Participants will be given the opportunity to engage with interactive data resources during the session.
- Interactive resources will be integrated to support learning experiences and as examples



Community Knowledge Building

Live Learning Engagement Strategy and Outline

This lesson can be divided into smaller learning modules to encourage deeper reflection and increase time for teamwork and/or discussions. The lesson is not sequential and where noted, learning segments may be re-arranged.

Learning Segment	Alignment to Learning Objectives	Facilitation Strategies	Learning Activities and Practice	Feedback and Progress Assessment	Learning Resources	Learning Styles Addressed
Community Agreements and Uplifting Our Umoja Practices	1, 4	Presentation reviewing outcomes, shared language, Umoja practices and Community Agreements	Reflection and large group share out on the meaning/ understanding of highlighted Umoja practices Creating community agreements for lessons and group activities.	<ul style="list-style-type: none"> Noted observation of group's discussion and questions Alignment of Community agreements to Umoja values and practices 	<ul style="list-style-type: none"> Umoja Practices Umoja Living Glossary 	Verbal/Linguistic Reflective/Interpersonal
Who stole my Ratchet?	1,2,3	Large Group Discussion of Chapter 10 - Identifying Key Takeaways	Individual Reflection and Mindmapping Activity Part A: How and why do I hide my ratchet in academic settings?	<ul style="list-style-type: none"> Completion of mindmap with identified internal or external reasons students hide their ratchet. 	<ul style="list-style-type: none"> Ratchedemic by Dr. Chris Emdin UCEF Mindmapping Handout/ Template 	Visual Verbal/Linguistic Reflective/Interpersonal



Learning Segment	Alignment to Learning Objectives	Facilitation Strategies	Learning Activities and Practice	Feedback and Progress Assessment	Learning Resources	Learning Styles Addressed
			Part B: What does imposter syndrome look and feel like to you?	<ul style="list-style-type: none"> Noted observation of group's discussion and questions 	<ul style="list-style-type: none"> UCEF Discussion Prompts 	
Ratchet or Nah Activity	2,3	Facilitated Large group activity and discussion -Faciliator should keep an eye out for the students reactions and comments to "Ratchetness"	<p>Large group activity: Using Kahoot or.a polling system come up with 10 –15 scenarios and collect feedback from the class whether a scenario is Ratchet or not Ratchet (Nah).</p> <p>Small group activity: Reflect on a time your actions in an academic setting were perceived as Ratchet or inappropriate by a teacher.</p>	<ul style="list-style-type: none"> Noted observation learners' engagement with respective teams and room energy Open Shares and reflections from students 	<ul style="list-style-type: none"> Ratchet or Nah Game Template 	Visual Verbal/Linguistic Reflective/Interpersonal Social/ Interpersonal



Learning Segment	Alignment to Learning Objectives	Facilitation Strategies	Learning Activities and Practice	Feedback and Progress Assessment	Learning Resources	Learning Styles Addressed
I am no Imposter, I was, I am, I will be...	1,3	Small-Group Activity Large Group Share out	Vision Board Activity: Students Create a physical or virtual vision board that represents their past, present, and future identities.			Visual Social/ Interpersonal
Closing	3	Facilitated Large group discussion	Large group share out of key takeaways from the learning experience. Identification of any additional agreements to add as we continue to learn with each other.	<ul style="list-style-type: none"> Noted observation of group's discussion and questions Alignment of Community agreements to Umoja values and practices 	<ul style="list-style-type: none"> UCEF Discussion Prompts 	Reflective/ Interpersonal Verbal/ Linguistic



Summative Evaluation and Impact

Learner Evaluation

Level 1 Satisfaction/Feeling measures the degree to which learners find the experience favorable, engaging, relevant:

- Facilitator observation of individual and team engagement
- Learners' reactions to language, video content and intentions
- Learners ask follow-up questions for more direction
- Learners display confidence when sharing out
- Learners can be heard laughing or seen smiling
- Learners sharing ideas
- Learners can be seen actively reflecting and pondering

Level 2 Learning/Understanding measures the degree to which learners acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the training:

- Completed Learner Mindmap
- Learners offer quotes or passages from *Ratchetdemic* (2021)
- Learners identify shared values and behaviors that comparatively may be deemed ratchet by others in society
- Learners sharing stories that connect

Level 3 Applying/Practicing measures the degree to which learners apply what they learned during the experience when they are in the community; Shared reflections through journals, and recounting of experiences.

- Completed Learner Mindmap
- Facilitator observation of team engagement
- Learners sharing stories that connect

Facilitator/Instructor Evaluation

Level 1 Community Building/Engagement measures the degree to which facilitator/instructor creates a space where learners feel welcome, and open to share, collaborate, and build communal knowledge. Examples include word of mouth feedback, feedback on structure of experience, textual chat in online sessions, perception of learning activities used, facilitator/instructor reflection, small group feedback.



- Large group discussions and feedback
- Learner engagement with activities
- Facilitator completed reflection survey

Level 2 Knowledge Building/Facilitation measures the degree to which facilitator effectively shares new knowledge and creates space for learners to bring share resources, knowledge, skills, and attitudes. Examples include alignment of resources shared, observations, demonstrative activities as part of the learning experience.

- Learner engagement with activities
- Facilitator completed reflection survey
- Facilitator reviewed and supplemented lesson plan resources to support students
- Facilitator provides ample, relevant suggestions for students to draw from

Level 3 Transference/Sharing measures the degree to which learning activities foster transferrable skills that can applied in the community; Examples include observation in role playing/simulations, shared reflections, self-assessments, work plans

- Observation of Learner engagement with activities
- Facilitator completed reflection survey
- Facilitator revisits resources throughout the learning experience and emphasizes their function
- Facilitator schedules a follow-up discussion to set a short-term plan and write out one to three goals

Preparation

Umoja Community Instructional Resources

- Umoja Practices Slide Deck
- UCEF Living Glossary
- Facilitator Guide
 - UCEF Mindmapping Handout/Template/Activity Guide
 - Kahoot or Polling Link Access
 - Vision Board Activity Outline
 - Virtual and Physical
- UCEF Engagement/observation guide
- UCEF Facilitator reflection survey

Curated Resources

- Book: Emdin, C. (2021). *Ratchetdemic: reimagining academic success*. Boston: Beacon Press.



Conquering Imposter Syndrome

Facilitators Guide

This document was created to support the facilitation of learning segments by Faculty, Staff, or Umoja Practitioners facilitating lessons connected to Ratchetdemic by Dr. Chris Emdin. This facilitators guide is in reference to the Conquering Imposter Syndrome Lesson Plan which draws from Chapter 10 in the book. For the best impact facilitators and students should read Chapter 10 prior to or throughout the facilitation of this lesson.

Reminder

These lesson plans are not prescriptive. They are examples of how to bring Ratchetdemic into the classroom to discuss critical concepts, model the Mbongi to codify what a live learning, intentional and deliberate Umojafied Classrooms looks like. This helps us verify that OUR STANDARD WORKS.

Community Agreements and Construction Your Mbongi

Description of Learning Segment: The purpose of this learning segment is to establish the learning environment or Mbongi to ensure it is a space the Practitioner and the Scholar feel comfortable in. If you have created community agreements before this will be very similar. If this is your first time creating community agreements be sure to allow yourself and your scholars time to discover what is needed to have a successful learning space.

Language

Key Term	Definition
Community Agreements	Agreements collectively established in a communal space such as a classroom, event , or meeting. These agreements are created to ensure success and group harmony.
Mbongi	A word in the Kikongo (Bantu) language which means "learning place". When people come together to resolve a community problem, the problem-solving meeting is referred to as an Mbongi.” (Association of Black Psychologists) It is a learning and communal space where our community participates in inquiry, exploration, and discussion of important topics, issues and concerns. It removes social, intergenerational and other barriers and encourages and supports, “unguarded interaction” between participants.



Facilitator Outline

1. Introduce the Purpose of Community Agreements
2. Create a Space to Record the Agreements
 - a. Large Post It or Poster paper
 - b. Digital Tools
 - i. Jamboard
 - ii. Word Cloud
3. Open up the space for Community Agreements
4. Ask leading questions to help drive contributions (This can also be done as a silent activity)
 - a. What do you need from your professor/counselor to be successful?
 - b. What do you need from your peers to be successful?
 - c. What do you need from yourself to be successful?
 - d. What are thoughts or actions that hinder your successful?
5. What Umoja Practices do we want to uplift in this space?
 - a. Choose 2-3
6. Review Community Agreements aloud and make sure the class can agree to them.
7. Refer back to Community Agreements as needed.

Umoja Practices

- Encircling Diversity
- Live Learning
- Community Building – Communal Intelligence
- Ethic of Love

Resources Needed

- Large Post it or Poster Paper
- Small Post its for students to write on
- Markers/Pens

Facilitation Time

15-20 minutes

Facilitator Observation and Assessment

1. Are scholars participating in the creation of agreements?
2. How do students react when they hear the suggestion agreements of their peers?
3. Are scholars holding themselves accountable to the agreements?
4. Are scholars holding the facilitator accountable to the agreements?



Who Stole My Ratchet?

Description of Learning Segment: This is an individual and large group reflecting activity with the purpose of revealing educational traumas that may have occurred in the classroom that prevent students from bringing their authentic selves to the classroom.

Facilitator Outline

1. Introduce Class to the Topic and Book
2. Define the word Ratchet
 - a. Collect thoughts from students on their definition/concept of ratchet
 - b. Use the text to highlight Dr. Emdin's definition/concept of ratchet
3. Ratchetdemic Mindmap Activity (Large group or Individual)
 - a. Resource Will be provided
 - b. Guiding question for Mindmap
 - i. What are behaviors, actions, or traits you feel comfortable revealing at home?
 - ii. What are behaviors, actions, or traits you feel comfortable revealing in academic spaces?
 - iii. Where is the common ground?
4. Facilitate Large Group Discussion using the questions provided below. Umoja Practitioners may use these leading questions to guide the conversation. Feel empowered to add your own questions after reading the text and allowing space for Live Learning within the classroom.
 - a. What are the benefits and costs or pros and cons of being Ratchet?
 - b. How are the concepts of Ratchet and Code Switching connected?
 - c. Where are places you feel your Ratchet Identity is welcomed?
 - d. Where are places you feel your Ratchet identity is unwelcomed?
 - e. Is maintaining your ratchet important? Why or why not?

Umoja Practices

- Live Learning
- Community Building – Communal Intelligence
- Ethic of Love

Resources Needed

- Ratchetdemic Book
- Supplemental Presentation for Visuals to aid discussion
- Ratchetdemic Mindmap

Learning Styles

- Visual
- Verbal/Linguistic
- Reflective/Interpersonal



Facilitation Time

1 – 1.5 Hours

Facilitator Observation and Assessment

1. Do scholars pull from their prior life experiences to define the concept of Ratchet?
2. Are scholars able communicate their thoughts and experiences to their peers?
3. How scholars engage in the discussion of self-regulating their own Ratchet?
4. What needs to be adjusted for next time?



Ratchet Or Nah

Description of Learning Segment: This is a large group activity highlighting the experiences of the students and their perception of ratchet. The goal of this activity is to build communal intelligence around the concept of ratchet and allow an open discussion between scholar and practitioner.

Facilitator Outline

1. Introduce the Learning Segment
2. Collectively Define Ratchet
 - a. Use Ratchetdemic to help define Ratchet
3. Divide Classroom into groups of 7-9
4. Small Group Discussion (20 minutes)
 - a. Describe a time you have used your Ratchet as a tool to support your academic journey.
 - b. Describe a time you have felt mistreated and left out for being your authentic self.
 - c. Has there ever been a time you or someone you knew misused their ratchet?
5. Large Group Discussion (10 – 15 minutes)
 - a. Scholars bring their small group discussion to the large group
6. Large Group Activity: Ratchet or nah
 - a. Use the Jeopardy Labs Template provided to have a discussion.
 - b. Show Jeopardy Webpage on the screen or Projector
 - c. Add the appropriate number of teams to the Jeopardy game
 - d. Scholars should pick a category and point amount
 - e. Using the defined definition of Ratchet inspired by Ratchetdemic for each question students should discuss if the action was Ratchet or Nah

Umoja Practices

- Live Learning
- Encircling
- Language As Power
- Community Building – Communal Intelligence
- Ethic of Love

Resources Needed

- Jeopardy Labs Template
 - A template is provided but each class can use the website to create their own based on the answers collected by their students.
 - Link - <https://jeopardylabs.com/play/umoja-ratchetdemics-ratchet-or-nah>
 - Password for this already created Jeopardy game is - umojaratchetornah

Learning Styles

- Visual
- Verbal/Linguistic



- Reflective/Interpersonal

Facilitation Time

1 Hour

Facilitator Observation and Assessment

1. Are scholars grasping the difference between the Ratchetemic definition of Ratchet and the colloquial definition of ratchet?
2. Do you see or hear students reflecting on their personal experiences in and outside of the classroom?
3. How are students reacting to the stories of their peers?
4. As an instructor do you see an patterns in the stories shared by the scholars?
5. What needs to be adjusted for next time?



I was, I am, I will be...

Description of Learning Segment: This is a self-reflecting activity meant to affirm the past, present, and future of our umoja scholars. According to African Philosophy time is not linear, it is viewed as a force or experience we are in harmony with. How can our past experiences and future visions come together in present time?

Facilitator Outline

1. Introduce the learning Segment
2. Distribute Activity Worksheet to students
 - a. Umoja Ratchetdemic: I am, I was, I will be
 - b. Document provided
3. Provide students with 15-20 minutes to complete worksheet
 - a. Prompt: Using any combination of words and/or drawings how would you describe yourself today, as a child, and ten years from now?
 - b. Instrumental Jazz, Lofi Hip Hop, or drums playing in the background
 - c. Students may draw or write
4. Large Group Discussion – We are, We were, We will be.. (20 – 30) Minutes
 - a. Bring students back to the group space and discuss the activity. This is a community building activity to find connections between experiences.
 - b. Create a Mindmap or visual representation from the group discussion
 - i. Template provided
 - ii. If at least two students share a word or image place that word or image on the collective Mindmap
 - c. Guiding Questions (Allow students to affirm shared thoughts)
 - i. What are some words or images that came up for describing who/what/why/how you are today?
 - ii. What are some words or images that came up for describing who/what/why/how you were as a child?
 - iii. What are some words or images that came up for describing who/what/why/how you will be in ten years?
 - iv. Is there a change between who were and who you will be?
 - v. What are the factors causing change? Good or bad?

Resources Needed

- I am, I was, I Will be Worksheet
- We are, We were, We will be worksheet

Learning Styles

- Visual
- Verbal/Linguistic
- Reflective/Interpersonal



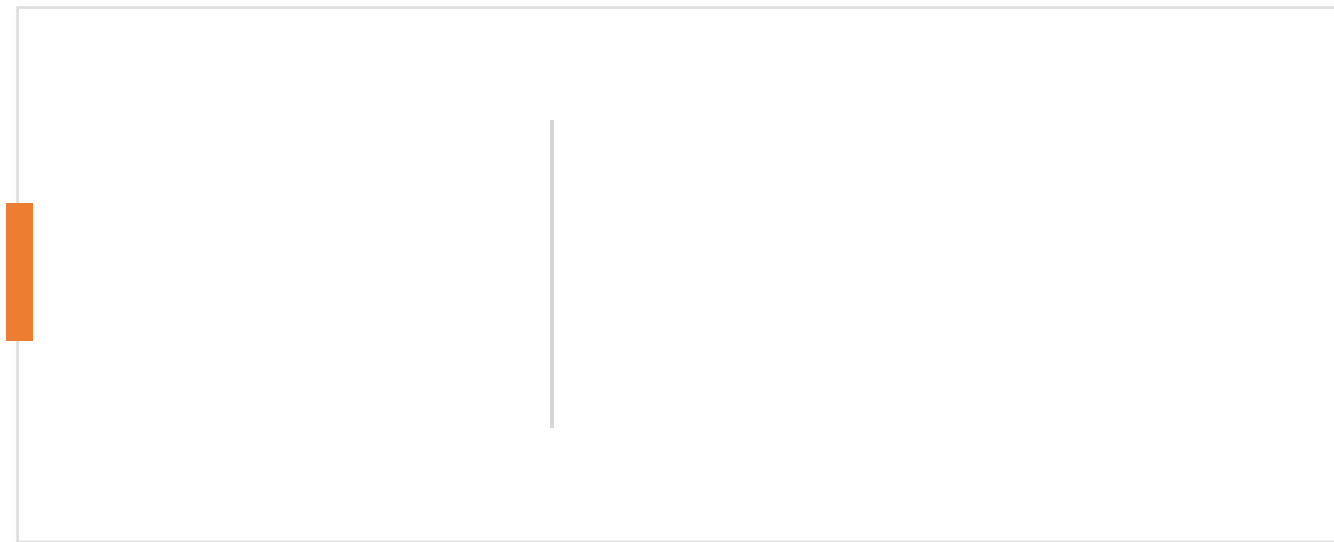
Facilitation Time

1 Hour

Facilitator Observation and Assessment

1. Are scholars able to critically self-reflect on their past experiences and future desires?
2. How are scholars communicating their experiences or the experiences of others?
3. What patterns do you see in your scholar's reflections?

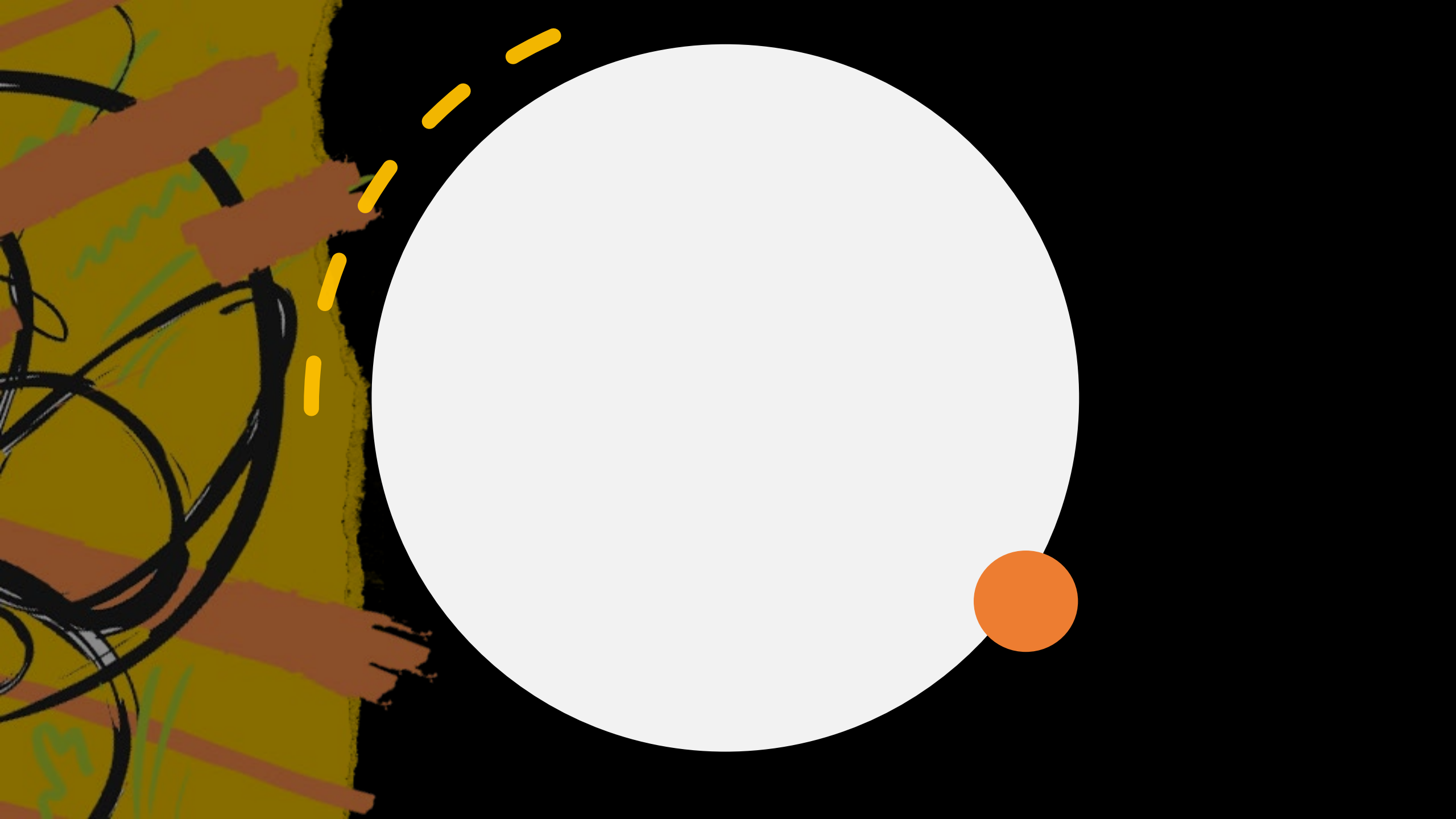
Presentation Template





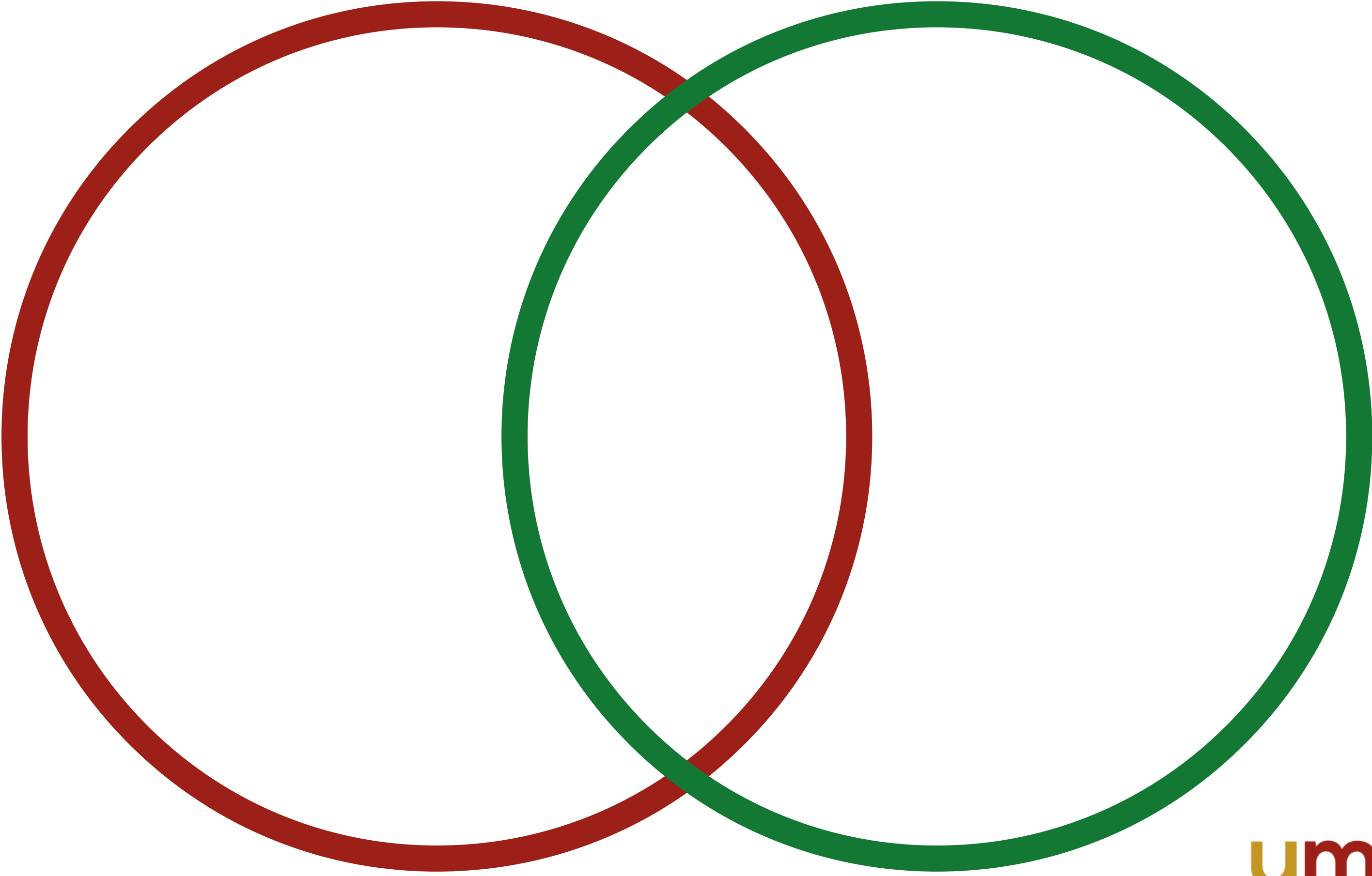








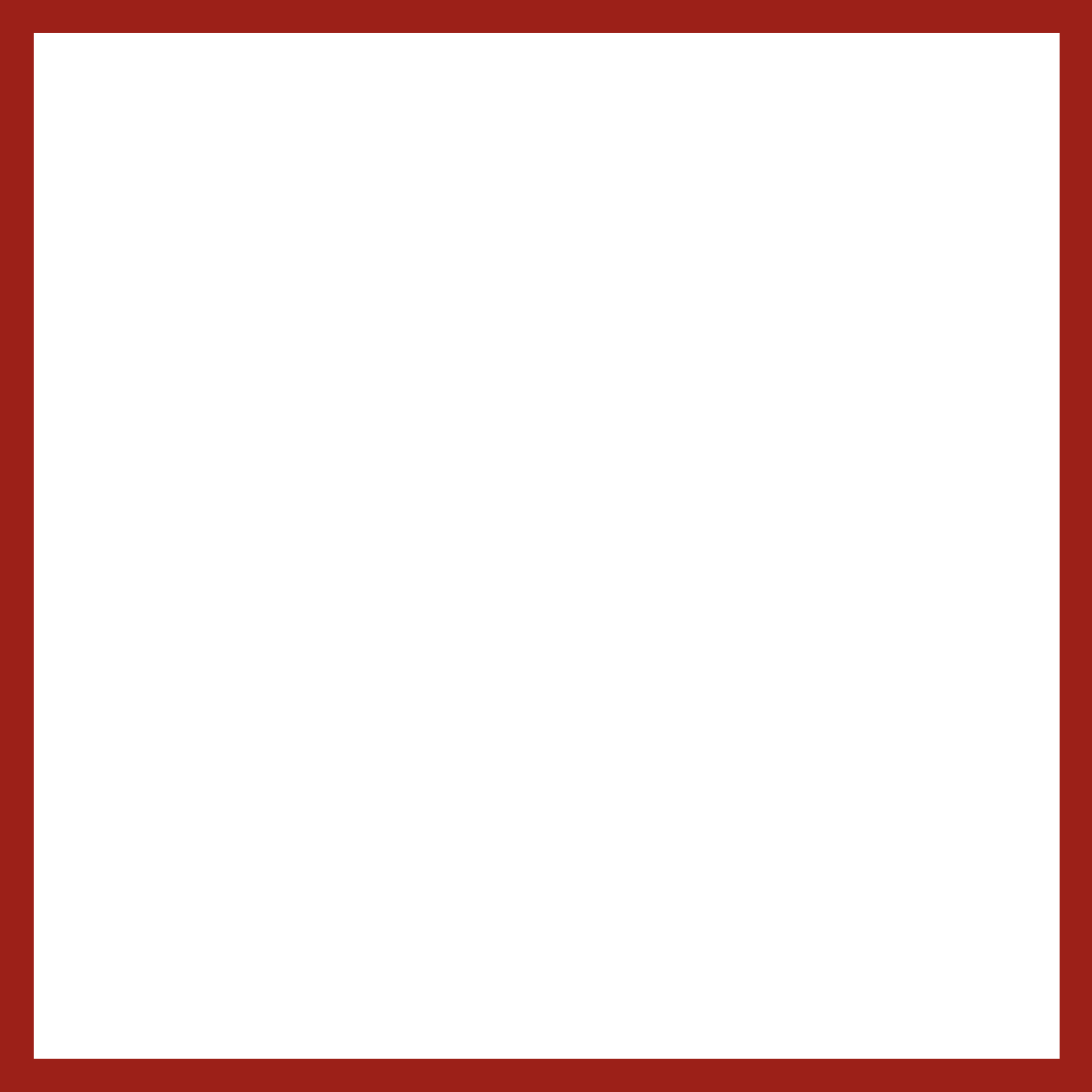
Ratchetdemic Mindmap



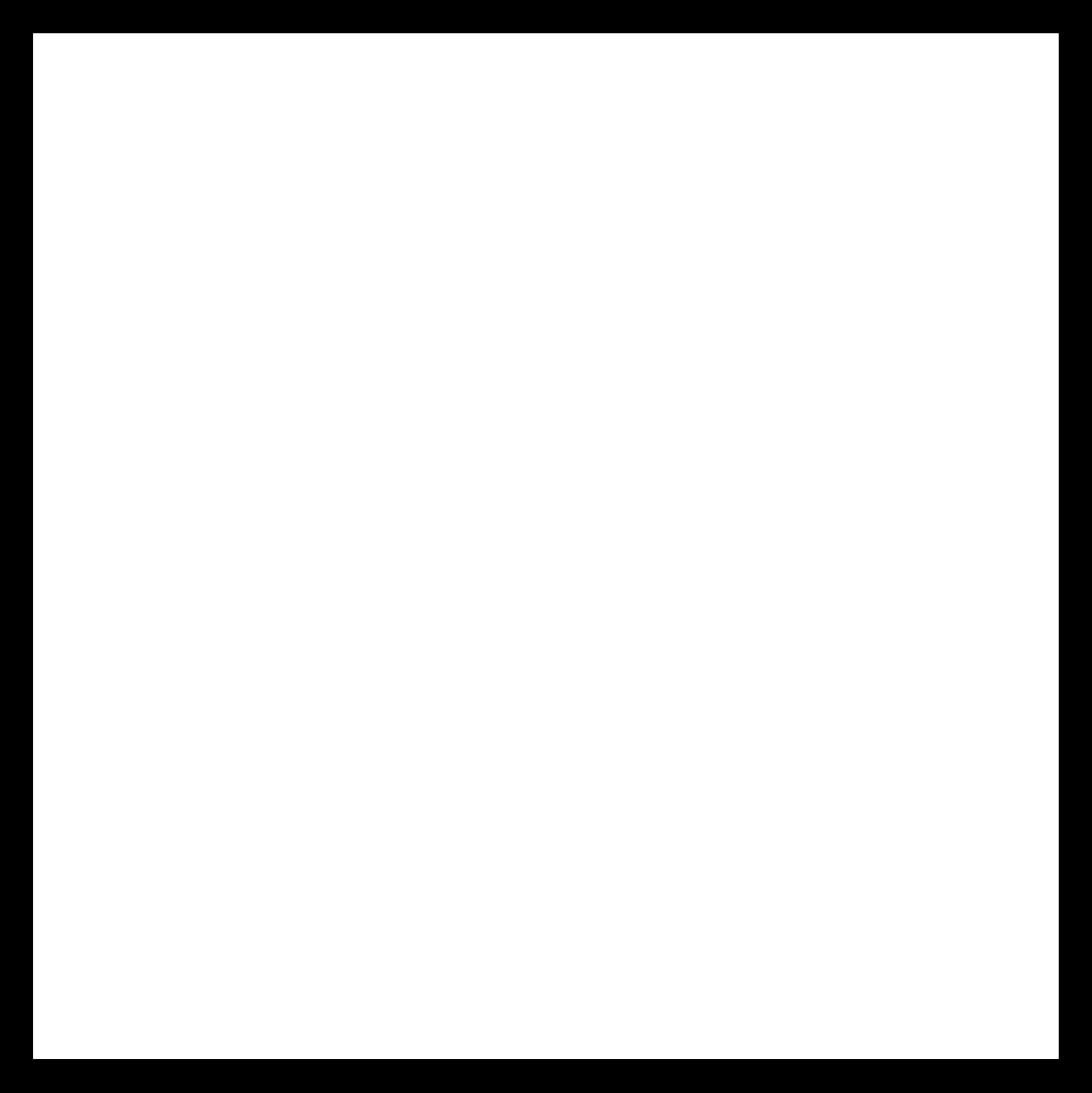
Home

Academic

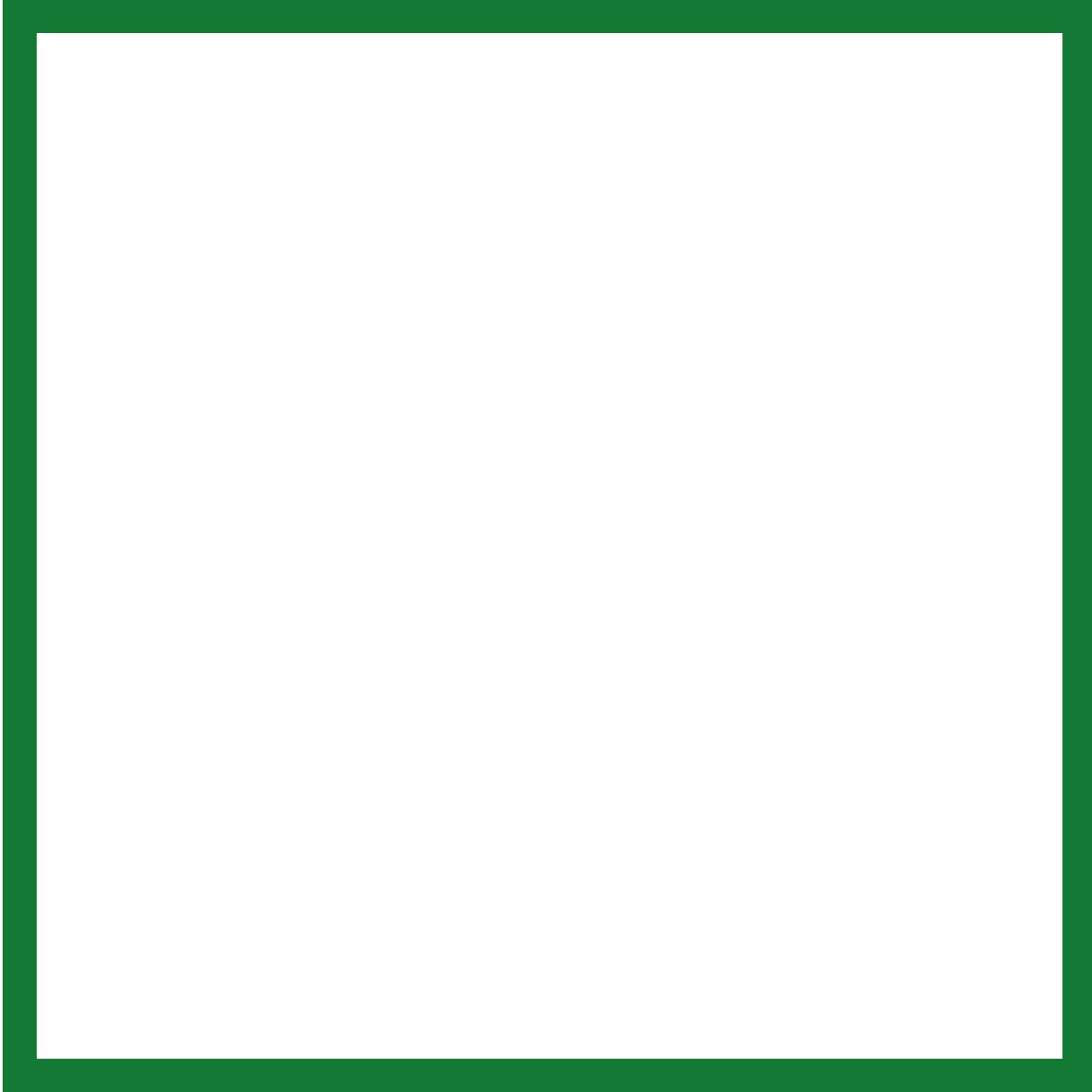
Ratchetdemic Mindmap: We were, We are, We will be...



We were



We are



We will be



Umoja Ratchetdemic: I am, I was, I will be...

I am

Using any combination of words and/or drawings how would you describe yourself today?

I was

Using any combination of words and/or drawings how would you describe yourself as a child?

I will be

Using any combination of words and/or drawings how would you describe yourself in ten years?

Purpose

Umoja Live Learning Observation resource is intended to be used as part of formative evaluation process where we look at how learners and instructors are engaging in the learning space. The goal is to provide faculty with qualitative insight on the impact of the learning experience.

How to Use the Resource

The quality indicator statements in the observation rubric are aligned to core practices that are integrated and uplifted as part of an African-centered Umoja classroom.

These practices are

- Heartbeat Practices, which are foundation to all parts of community and grounds us in how we show up and engage with each other:
 - Ethic of love
 - Language as Power
 - Awareness of Connectedness to African Diaspora
 - Raising Intentional and Deliberate
 - Manifesting
- Core Pedagogical Umoja Practices
 - Acceleration
 - Tapping African American Intellectual, Spiritual, and Artistic Voices
 - Live Learning
 - Gifting

The statement ratings for the observation should be based on observable evidence and not perceptions alone. Each item in the instrument has suggested sources of evidence and reflection questions to guide you. The ratings range is

4 – Excellent: Most behavioral/engagement indicators are seen and supported with evidence.

3 – Effective: A satisfactory number of behavioral/engagement indicators are seen and supported.

2 – Promising: Few behavioral/engagement indicators are seen and/or supported. Learning experience needs to be revised/further developed.

1 – Emerging: None of the behavioral/engagement indicators are seen, or harmful behaviors are observed. Learning experience needs to be revised/further developed.

The use of this resource can also be used to facilitate community dialogue on areas of Umoja faculty support and development. Appropriate individuals to engage include:

- Umoja community faculty as part of peer coaching and development
- Umoja Program coordinators as part of program review and development
- Umoja Regional Coordinators/Umoja Curriculum Developer as part of site visits observations

With a completed observation, you can begin to identify personal and professional opportunities to further your work as an Umoja practitioner. The Umoja website will contain additional resources to assist you, including practical guidance on facilitating and participating in African-centered teaching and learning spaces, upcoming workshops, and webinars.

The Umoja Learning Experience.....				
Is Relationship building and offers different ways for learners to engage and be curious as they access, exchange, and construct knowledge ACCELERATION				
		4	3	2
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> Learners engage with non-graded activities to check progress and provide feedback Learners share evidence and decision-making process as part of learning Learners demonstrate understanding through creation of learning artifacts (presentations, discussions, projects, etc.) Learners practicing through demonstrative activities (labs, projects, experiential learning, service learning, etc) 		<u>Guiding Questions</u> <ul style="list-style-type: none"> How did learners express their understand? What was created? How did learners build intellectual capacity through activities and engagement? Did learners ask questions that extended, critiqued and/or offered alternative explanations to theories, concepts, and principles? 		
Differentiates between Culture vs. Cultural Expression TAPPING AFRICAN AMERICAN INTELLECTUAL, SPIRITUAL, AND ARTISTIC VOICES				
		4	3	2
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> Diverse African intellectual, spiritual, and artistic voices brought into the learning space Learners' expression of understanding displayed in multiple ways Physical and virtual learning space integrates cultural components (visual, auditory, other sensory, etc) Student feedback 		<u>Guiding Questions</u> <ul style="list-style-type: none"> How did learners express and integrate cultural and conceptual knowledge in the learning space? Did learners practice what they learned in multiple ways? How was feedback given and received? Did learners participate in the design of the space? How? 		
Creates Generative Learning and is Performative LIVE LEARNING				
		4	3	2
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> Learners asks questions to clarify, extend, and analyze conversations Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building Learners share evidence and decision-making process Learners participating in group discussions 		<u>Guiding Questions</u> <ul style="list-style-type: none"> Did learners ask questions that extended, critiqued and/or offered alternative explanations to theories, concepts, and principles? Did learners use the Umoja practices as part of the learning experience? How? How did learners participate in decisions? Did learners lead discussions? How did learners facilitate small and large group dialogue? 		
Accounts for each other's gifted communal intelligence to identify what is Most Meaningful and Necessary for Purposes that Uplift the Community GIFTING				
		4	3	2

Umoja Live Learning Observation

<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> Learners bring in material to present and share as part of the lesson Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building Learners share evidence and decision-making process Learners participating in group discussions 	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> What gifts did learners share as part of the lesson? How did learners receive the gifts that were shared by others? Did learners use the Umoja practices as part of the learning experience? How? 			
<p>Is a Space Where Learners Authentically Belong, and is Open to Share, Collaborate, And Build Communal Knowledge</p> <p>ETHIC OF LOVE</p>				
<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> Physical and virtual learning space integrates cultural components (visual, auditory, other sensory, etc) Community agreements are developed Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building Facilitator and Learners seek feedback 	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> How did learners create and contribute to the community agreements? Were the agreements followed? Did learners seek feedback through questions, statements, and other expressive ways? How was empathy and care express in the classroom? Were learners present in the moment? 			
<p>Is multilingual (academic, standard, Black English, theoretical, symbolic) and develop leaners' confidence in owning and sharing their own experiences and narratives textually, orally, and visually.</p> <p>Language as Power</p>				
<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> Diverse language used by learners to express knowledge and understandings Storytelling Learners share experiential evidence and decision-making process Learners participating in group discussions 	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> How did learners express and integrate cultural and conceptual knowledge in the learning space? How was feedback given and received? Were stories and experiences shared? 			
<p>Understands, articulates, internalizes and practices Afrocentricity</p> <p>AWARENESS OF CONNECTEDNESS TO AFRICAN DIASPORA</p>				
<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> Examples of Black excellence are identified and shared Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building Learners interrogate their understanding beyond the lens of whiteness 	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> How did learners deconstructing and reframing their understanding beyond the lens of whiteness? Did learners interrogate what we would be doing if we had not encountered colonialism and European? Did learners express/reflect on their dreams and how it can be manifested? 			
<p>Encourages a conscious dialogue that informs practices and choices</p> <p>RAISING INTENTIONAL AND DELIBERATE</p>				



Umoja Live Learning Observation

<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> • Learner participation in large and small group discussions • Questions asked during the learning experience • Learners using current, relevant social, cultural, political examples (ie. Social media, news, movies, books, music) 	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> • Did learners participate in deciding discussion topics? • What types of examples did learners use to support their position/decisions? • Did learners ask questions that extended, critiqued and/or offered alternative explanations to theories, concepts, and principles? 								
<p>Is Illuminative and Transformative; it connects what is learned so that it can be reproduced and applied to relevant parts of the learners' lives and within the community</p> <p>MANIFESTING</p>	<table border="1"> <tr> <td colspan="4"></td> </tr> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>					4	3	2	1
4	3	2	1						
<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> • Project based activities • Sharing of experiences/feedback/reflection journals • Participation in community/civic services 	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> • Did learners share how they may apply what they learned to other aspects of their life? What is an example? • Did learners participate in campus or community activities where they can share what the learned? • Did learners apply knowledge from other academic areas to this discipline? How? 								



Umoja Live Learning Observation

Based on your observations and learner feedback, did learners find the experience favorable, engaging, and relevant? Support with anecdotes or examples.

Based on observation and feedback, did learners acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the learning experience? Support with anecdotes and examples of how learners practices and demonstrated their progress towards mastery.

Based on observation and feedback, do learners have dreams, ideas, and strategies of how they can apply what they learned in other spaces (in community, professionally, other academic spaces)? Support with anecdotes and examples of how learners can transfer and manifest.

Purpose

Umoja Faculty Self-Assessment resource is intended to be used as part of the reflective and critical examination process of how we design the learning space and engage with Umoja students. The goal is to provide faculty with reflective insight on (1) areas of strengths (2) areas to continue to develop as faculty, professionally and personally and (2) areas that are important in supporting Umoja students' transformative and emancipatory education.

How to Use the Resource

The quality indicator statements in the self-assessment are based on key skills, attitudes, and practices deemed necessary for African-centered Umoja faculty practitioners (Dugas and Henderson, 2021).

The statements are organized around four functions that faculty should know, understand, and practice as African-centered practitioners. Those functions are:

- Internalize and Practice Afrocentricity
- Differentiate between culture and cultural expression
- Embody the role of a Master Teacher
- Strive for Illumination and Transformation

The statement ratings for the self-assessment should be based on evidence and not perceptions alone. Each item in the instrument has suggested sources of evidence and reflection questions to guide you. The ratings range is

4 – Strength	Most behavioral indicators are seen and supported with evidence.
3 – Effective (Solid)	A satisfactory number of behavioral indicators are seen and supported.
2 - Developing	Few behavioral indicators are seen and/or supported. Function needs to be further developed.
1 – Below Expectations	None of the behavioral indicators are seen, or harmful behaviors are seen. Function needs to be developed.

The use of this resource can also be used to facilitate community dialogue on areas of Umoja faculty support and development. Appropriate individuals to engage include:

- Umoja community faculty as part of peer coaching and development
- Umoja Program coordinators as part of program review and development
- Umoja Regional Coordinators as part of site visits observations

With a completed self-reflection, you can begin to identify personal and professional opportunities to further your work as an Umoja practitioner. The Umoja website will contain additional resources to assist you, including practical guidance on facilitating and participating in African-centered teaching and learning spaces, upcoming workshops, and webinars.

African centered Umoja faculty...					
Understand, articulate, internalize and practice Afrocentricity					
INTENTIONAL AND DELIBERATE		4	3	2	1
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> • Observation: Articulating and contextualizing Umoja practices • Observation: Integrating of African-centered frameworks, theories, & practices to examine, interrogate, and reframe understanding 		<u>Guiding Questions</u> <ul style="list-style-type: none"> • How do you deconstruct and reframe your understanding beyond the lens of whiteness? • How do you see African people/students through the lens of their identity? • How do you interrogate what we would be doing if we had not encountered colonialism and European? 			
Differentiate between Culture vs. Cultural Expression					
AWARENESS OF THE AFRICAN DIASPORA		4	3	2	1
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> • Learning spaces observations of classroom design • Syllabus • Example of learning activity/lessons and feedback plan • Student feedback 		<u>Guiding Questions</u> <ul style="list-style-type: none"> • How are students' cultural and conceptual knowledge being integrated, cultivated, and expressed in the learning space? • How are activities being designed to give students multiple ways to demonstrate mastery of knowledge? • How do you give feedback to students? • How do you design the physical and virtual learning spaces for students? 			
Embody the role of a Master Teacher					
MANIFESTING		4	3	2	1
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> • Learning spaces observations of student and teacher engagement and participation • Professional Development attended • Participating in the Umoja community 		<u>Guiding Questions</u> <ul style="list-style-type: none"> • What types of learning structures exist between the students and teacher? • How are students encouraged to collaborate in the creation of meaning? • How do you continually grow in knowledge of discipline content and pedagogical theory (ways to help and support learning)? 			
Illumination and Transformation Guides the Process					
ETHIC OF LOVE		4	3	2	1
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> • Peer feedback • Student feedback • Action plan based on reflection and feedback 		<u>Guiding Questions</u> <ul style="list-style-type: none"> • How do you actively integrate new ideas and feedback based on what you know and have learned as a teacher? • What guides you to becoming your best self? • How do you "Touch the Spirit" of students? 			

Based on your reflection, what are the top priority Areas to Develop.

What strategies and support are needed to address the listed priorities?

What challenges do you anticipate?