



**SELF-PACED, ASYNCHRONOUS  
ONLINE COURSE**

# **LEVERAGING DIVERSE AND COMPLEX TEXT IN THE CLASSROOM**

**Course Dates:  
October 26, 2022 -  
January 9, 2023**

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**STUDENT  
ACHIEVEMENT  
PARTNERS**

# Learning that fits your busy schedule

What you can expect:

- Three bite-sized modules (totaling roughly 5-hours).
- Opportunity to learn how you can leverage diversity and text complexity in your classroom.
- A professional learning certificate upon completion of all three modules in the course.
- Access to a growing resource of bank to support instruction in the classroom.
- Opportunity to asynchronously share strategies with other course participants



## Module 1 | Know Yourself; Know Your Students: How identity impacts text selection and instruction

In this module, participants will closely consider how identity shows up in the classroom. They will consider how their own identity, the identities of their students, and the identities of the authors of the texts used for instruction impact text selection and use, and why this matters in the classroom. You will:

- Build knowledge on how identities impact authorship, text selection, and text use with students.
- Identify ways in which the author's identity impacts the texts that they write through looking at sample resources.
- Determine what you know (or don't know) of your students' varied identities in the classroom and how you know it.
- Reflect on your own identity markers, how they intersect with your students, and how they differ.



## Module 2 | Text Analysis: Analyzing text for complexity and cultural relevance

In this module, participants will be introduced to the anchor resources for this process, qualitative and quantitative text complexity resources and the pillars of what Gloria Ladson-Billings defines as culturally relevant pedagogy. You will:

- Identify the components of qualitative and quantitative complexity. Identify the pillars of culturally relevant pedagogy (academic excellences, cultural competence, and critical consciousness) and how they offer opportunities and cautions in text selection and use.
- Use two components of the text-analysis toolkit with an anchor text.
- Share ways that this process varies from other planning/analysis work you've done with text, and why that matters.
- Identify a key takeaway from the resources that you commit to doing in practice.



## Module 3 | Text Examples: Text specific examples of analysis and the implications for instructional planning

In this module, participants will identify the ways in which careful analysis of text for complexity and cultural relevance can be used to direct instructional planning. Participants will be given access to a small resource bank of complete analysis and planning guides. They will have the opportunity to annotate the samples, and provide feedback about use and impact. You will:

- Determine concrete moves for instructional planning, based on text analysis.
- Review and analyze sample planning guides. Complete course with a menu of culminating activities, including options to sample lesson guides, provide feedback on resources, or suggest modified tools based on teacher feedback.
- Reflect on current planning practices and consider how the text analysis toolkit enhances/shifts your current approach.
- Identify various strategies that can be used to help sustain your newly modified planning approach over time.