



## Bring the Ratchet Lesson Plan and Facilitator Guide

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### **APA citation:**

Umoja Community Education Foundation (2022) *Bring the Ratchet* [Lesson Plan and Facilitator Guide]. <http://umojacommunity.org>



## Learning Experience Title

### **Bring the Ratchet**

## Description

Chapter three of Dr. Chris Emdin’s book, *Ratchetdemic*, examines how current classroom pedagogy is not designed for learners to come into the space authentically. Instead, expressions of self or in response to oppression is considered “ratcheted”. Using reflection, discussions, and logic puzzles, this lesson will allow us to identify our ratchet gifts and examine how it influences our behaviors, perceptions, and experiences individually and collectively.

It is recommended that this lesson is carried out over the course of 1 week.

## Curriculum Area/Skills Developed

- Curriculum Areas
  - Mathematics
  - Social Sciences
- Skills Developed
  - Ubuntu
  - collective work
  - problem solving
  - reasoning
  - researching
  - sharing/contribution of gifts

## 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 3 of Dr. Emdin’s text, *Ratchet As A Tool*.

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

<b>Objective</b>	<b>Alignment to Umoja Curriculum Goals</b>
<b>Obj 1:</b> Apply Umoja practices to collective work efforts and problem solving	Goal 1/Obj 1, Obj 2
<b>Obj 2:</b> Identify our individual ratcheted gifts	Goal 2/Obj 1, Obj 3
<b>Obj 3:</b> Solve problems by utilizing reasoning skills and collective work principles	Goal 2/Obj 2 Goal 4/Obj 1, Obj 2
<b>Obj 4:</b> Examine the impact that our ratchet has on the social, academic, ethical, and cultural considerations in the classroom	Goal 2/Obj 1, Obj 3
<b>Obj 5:</b> Examine the transference of problem-solving skills to multiple academic and community areas.	Goal 3/Obj 1, Obj 2, Obj 3

## Alignment to Umoja Curriculum Goals

Select the goal and objectives that the learning objectives are aligned to. The experience should align to at least one Umoja Curriculum 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 2: Prepare the scholar for learning African-centered content

- OBJECTIVE 1: To construct a view informed by African-centered content where the learner is the subject not the object
- OBJECTIVE 2: To create relevant, current knowledge collaboratively with others
- OBJECTIVE 3: To locate oneself within the African-centered framework

GOAL 3: Become interdependent, communal, and scholarly learners:

- OBJECTIVE 1: To create cultural and navigation capital
- OBJECTIVE 2: To participate in the Umoja learning community
- OBJECTIVE 3: To demonstrate a standard of Black Excellence

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

- **Ubuntu**
  - is a Nguni Bantu term meaning "humanity". It is sometimes translated as "I am because we are" (also "I am because you are"),
- **Ujima**
  - pronounced oo-JEE-mah, means "collective work and responsibility. It is the third principle of Kwanzaa
- **Ratchet (device)**
  - A mechanical device that allows movement in only one direction. (Emdin, Christopher. Ratchetdemic (p. 52). Beacon Press. Kindle Edition.)
- **Ratchet (tool)**
  - Metonymic name for a socket wrench incorporating a ratcheting device. (Emdin, Christopher. Ratchetdemic (p. 52). Beacon Press. Kindle Edition.)
- **Ratchet/Ratchedness**
  - The embodying of all "negative" characteristics associated with lowbrow culture. Characteristics thought to be possessed by backward people of particular ethnic, racial, or socioeconomic status. Identified by ways of talk, dress, and overall disposition outside of societally established norms. (Emdin, Christopher. Ratchetdemic (p. 52). Beacon Press. Kindle Edition.)
- **Authenticity**
  - The quality of being true and genuine
- **Identity**
  - distinguishing characteristics or personality traits that define a person.

## Uplifted Umoja Practices

- Acceleration
- Tapping African American Intellectual, Spiritual, and Artistic Voices
- Live Learning
- Gifting
- Mattering
- Communal Intelligence/Community Building



## The Mbongi

The lesson is designed to be facilitated for 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 that space 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 in large and small groups.

- 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 opportunity to engage with interactive data resources during the session.
- Interactive resources will be integrated to support learning experiences and as examples
- For small group activities, the use of breakout rooms or separate virtual spaces are encouraged.



## 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 group work and/or discussions. The lesson is not sequential and where noted, learning segments may be re-arranged. Refer to the appropriate facilitator’s guide for more detail about the learning segments.

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, 5	Presentation reviewing outcomes, shared language, Umoja practices and Community Agreements	Reflection and large group share out on the meaning/ understanding of Umoja practices  Creating of community agreements for lesson and group activity.	<ul style="list-style-type: none"> <li>Noted observation of group’s discussion and questions</li> <li>Alignment of Community agreements to Umoja values and practices</li> </ul>	<ul style="list-style-type: none"> <li>Umoja Practices</li> <li>Umoja Living Glossary</li> </ul>	<ul style="list-style-type: none"> <li>Social/ Interpersonal</li> </ul>
A Thing called Ratchetedness	1,2, 4	Large Group Discussion of Chapter 3 - Identifying Key Takeaways	Individual Reflection and Mindmapping Activity Part A: What is My Ratchet?	<ul style="list-style-type: none"> <li>Completion of mindmap with identified ratchet gifts.</li> </ul>	<ul style="list-style-type: none"> <li>Ratchedemic by Dr. Chris Emdin</li> <li>UCEF Mindmapping</li> </ul>	<ul style="list-style-type: none"> <li>Verbal</li> <li>Visual/ Spatial</li> <li>Reflective/ Intrapersonal</li> <li>Social/ Interpersonal</li> </ul>



Learning Segment	Alignment to Learning Objectives	Facilitation Strategies	Learning Activities and Practice	Feedback and Progress Assessment	Learning Resources	Learning Styles Addressed
				<ul style="list-style-type: none"> <li>Noted observation of group's discussion and questions</li> </ul>	Handout/ Template <ul style="list-style-type: none"> <li>UCEF Discussion Prompts</li> </ul>	
Bring the Ratchet	3,5	Facilitated Large group discussion of Ubuntu	Small group activity: Collective work and problem solving	<ul style="list-style-type: none"> <li>Noted observation learners' engagement with respective teams and room energy</li> <li>Completed problems with solutions by teams</li> </ul>	<ul style="list-style-type: none"> <li>UCEF Puzzle Activity</li> </ul>	<ul style="list-style-type: none"> <li>Logical/ Mathematical</li> <li>Social/ Interpersonal</li> </ul>
Where did I Place My Ratchet?	1,4,5	Facilitated large group discussion of collective work activity. Sharing of collective experience and how we create solutions.	<ul style="list-style-type: none"> <li>Small group share out of solutions</li> <li>Individual Reflection and Mindmapping Activity Part B: My Ratchet in Community</li> </ul>	<ul style="list-style-type: none"> <li>Team sharing of work process</li> <li>Noted observation of large group discussions, connection to book takeaway, and Umoja practices</li> </ul>	<ul style="list-style-type: none"> <li>UCEF Mindmapping Handout/ Template</li> <li>UCEF Discussion Prompts</li> </ul>	<ul style="list-style-type: none"> <li>Verbal</li> <li>Visual/ Spatial</li> <li>Reflective/ Intrapersonal</li> <li>Social/ Interpersonal</li> </ul>



Learning Segment	Alignment to Learning Objectives	Facilitation Strategies	Learning Activities and Practice	Feedback and Progress Assessment	Learning Resources	Learning Styles Addressed
Closing	4,5	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"> <li>• Noted observation of group’s discussion and questions</li> <li>• Alignment of Community agreements to Umoja values and practices</li> </ul>	<ul style="list-style-type: none"> <li>• UCEF Discussion Prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Reflective/ Intrapersonal</li> <li>• Social/ Interpersonal</li> </ul>



## 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 learning experience:

- Completed Learner Mindmap
- Learners offer quotes or passages from *Ratchetdemic* (2021)
- Learners can paraphrase Emdin's concept of ratchetedness
- 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 includes 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 fosters 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/Activity Guide
- [UCEF Puzzle Collection](#)
- UCEF Live Learning Observation Resource
- UCEF Facilitator Reflection Resource

### Curated Resources

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



# Facilitator Guide – Bring the Ratchet

## Community Agreements and Uplifting Our Umoja Practices

Time: 10 minutes

- Welcome Umoja scholars to learning experience. Take a moment to remind of any logistic items (e.g., technology expectations and support).
- Discuss learning objectives for session.
- Review Community Agreements and have additional agreements as needed.

### Discussion Prompts:

- Choose some of the Umoja practices and give an example of what you currently understand about the practice. Read the practice and complete the one of the following sentences.
  - When I read the practice, it reminds me of the time when I \_\_\_\_\_
  - I agree with/understand the practice because in my own life \_\_\_\_\_
  - I don't understand the practice because in my own life \_\_\_\_\_
- What other community agreements do we need to uplift as we begin our work?

### Facilitator Notes:

Select practices that are aligned to the learning experience. For sharing, allow learners to contribute in many ways depending on modality. For example, sharing can happen thru student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note common themes and examples shared.



## A Thing called Ratchedness – Mind mapping and Discussion

### Discussion Prompts:

- “It is in this process of finding for ourselves that we find our ratchet and can begin using it to construct what we want and need.” (Emdin, Christopher. Ratchedemic (p. 57). Beacon Press. Kindle Edition.)
  - What role does “being a college student” have in the process of finding ourselves? Explain?
  - How are we using what we know of ourselves to construct what we want and need? Explain by giving an example of who you are and how that is helping you to construct what you need and want.

### Facilitator Notes:

- For sharing, allow learners to contribute in many ways depending on modality. For example, sharing can happen thru student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared.
- Give student several minutes to reflect on the questions and form a response.
- Consider having the discussion prompts as writing prompts/journal entries prior to the in-class discussion.

### Instructions for Mind mapping Reflection:

The goal of the activity is to allow learners to reflect on what their ratchet looks like, name it, and describe how it shows up (or doesn't) in their behavior and interactions.

Using paper or a digital platform (google doc, padlet, miro, etc.). Place the words “My Ratchets” on the workspace/paper and brainstorm what your ratchets are.

Below are some idea prompts that can be reflected on as learners explore the types of ratchets they have and how it shows up in different spaces.

- What is your ratchet(s)? Do you see any similarities or relationship between your ratchets?
- Why is/are your ratchet(s) important to you?
- Which ratchets do you use with family? At work? At School?
- What are some reasons why /when you choose to use your ratchets?

### Facilitator Notes:

- Identify and share stories about your ratchets to give examples of how it may look in various settings, past and present.



## Bring the Ratchet – Small Group Activity

### Facilitator Notes:

Introduce the small group activity by uplifting and discussing the principle of Ubuntu. For sharing of Ubuntu examples, allow learners to contribute in many ways depending on modality. For example, sharing can happen thru student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared.

### Discussion Prompts:

- Ubuntu means “I am because we are”. How can we apply the philosophy of Ubuntu as a learning community? Share a couple of examples.
- What Umoja practice(s) align to the principle of Ubuntu? Explain.
- How can our ratchets support the practice of Ubuntu?

### Small group activity: Collective work and solution building

The small group activity is an example of the community practicing Ubuntu through collective work and solution building. The goal is to bring your authentic self, through the sharing of your gifts and your ratchetedness, and participate in solving collective problems.

### Facilitator Notes:

1. Randomly place students in small groups
  - a. For virtual spaces, use breakout rooms to allow groups space to discuss and work.
  - b. For physical spaces, ensure there is enough space for teams to work together and discuss work.
2. Each group will work to open the padlock by solving puzzles. There are 3 puzzles, each will give a number code that is part of the padlock combination. All 3 puzzles must be solved to open the padlock. The puzzle is available online at:
  - a. You can also curate your own puzzles for students to solve and give clues to padlock combinations.
3. Give groups some prompts and considerations on how to facilitate their group work
  - a. Identify and share the ratchets that exist in the group. Which ratchets may work best for each puzzle? What other gifts can you bring to the group to help solve the problem?
    - i. How will you contribute to the group as a leader? As a team member?



## Where did I Place My Ratchet? - Individual Reflection and Large Group Share-out's

Individual Reflection and Mind mapping Activity Part B: My Ratchet in Community

**Objective:** to note reflections and ideas about how you worked in community

### Instructions:

Return to your mind map created as part of the activity, A Thing called Ratchetedness, and take note of your experience working with your group by adding your thoughts to the map.

- Which ratchets did you choose to bring to the collective work? Why?
  - What did you learn about yourself? How can you continue to bring your ratchetedemic self to the classroom and community?
- How was the group experience for you?
  - Did you find it valuable? What did you like? What made you uncomfortable/dislike? Explain.

### Facilitator Notes:

- Include any additional guiding questions that students should reflect on.
- For sharing of experiences, allow learners to contribute in many ways depending on modality. For example, sharing can happen thru student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared.

## Closing

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.

### Facilitator Notes - Takeaways, Reflections, and Think-about's:

- As a group summarize some key thoughts and takeaways from the experience
- Include any additional reflections questions and think-about's for learners as they continue to process and apply what they have learned to their academic, professional, and personal lives.
  - What are ways and strategies to help find and use our ratchets?
  - How do you want to use your ratchet in help construct what you need and want?
  - What community agreements do we want to add as it relates to being our authentic, ratchetedemic selves?
  - Reflect on the Umoja practices, do you have a different understanding of the practice and it's application to your academic and life experiences?

### 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"> <li>Learners engage with non-graded activities to check progress and provide feedback</li> <li>Learners share evidence and decision-making process as part of learning</li> <li>Learners demonstrate understanding through creation of learning artifacts (presentations, discussions, projects, etc.)</li> <li>Learners practicing through demonstrative activities (labs, projects, experiential learning, service learning, etc)</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>How did learners express their understand? What was created?</li> <li>How did learners build intellectual capacity through activities and engagement?</li> <li>Did learners ask questions that extended, critiqued and/or offered alternative explanations to theories, concepts, and principles?</li> </ul>		
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"> <li>Diverse African intellectual, spiritual, and artistic voices brought into the learning space</li> <li>Learners' expression of understanding displayed in multiple ways</li> <li>Physical and virtual learning space integrates cultural components (visual, auditory, other sensory, etc)</li> <li>Student feedback</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>How did learners express and integrate cultural and conceptual knowledge in the learning space?</li> <li>Did learners practice what they learned in multiple ways?</li> <li>How was feedback given and received?</li> <li>Did learners participate in the design of the space? How?</li> </ul>		
Creates Generative Learning and is Performative  LIVE LEARNING				
		4	3	2
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> <li>Learners asks questions to clarify, extend, and analyze conversations</li> <li>Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building</li> <li>Learners share evidence and decision-making process</li> <li>Learners participating in group discussions</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>Did learners ask questions that extended, critiqued and/or offered alternative explanations to theories, concepts, and principles?</li> <li>Did learners use the Umoja practices as part of the learning experience? How?</li> <li>How did learners participate in decisions?</li> <li>Did learners lead discussions? How did learners facilitate small and large group dialogue?</li> </ul>		
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"> <li>Learners bring in material to present and share as part of the lesson</li> <li>Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building</li> <li>Learners share evidence and decision-making process</li> <li>Learners participating in group discussions</li> </ul>	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> <li>What gifts did learners share as part of the lesson?</li> <li>How did learners receive the gifts that were shared by others?</li> <li>Did learners use the Umoja practices as part of the learning experience? How?</li> </ul>			
<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"> <li>Physical and virtual learning space integrates cultural components (visual, auditory, other sensory, etc)</li> <li>Community agreements are developed</li> <li>Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building</li> <li>Facilitator and Learners seek feedback</li> </ul>	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> <li>How did learners create and contribute to the community agreements?</li> <li>Were the agreements followed?</li> <li>Did learners seek feedback through questions, statements, and other expressive ways?</li> <li>How was empathy and care express in the classroom?</li> <li>Were learners present in the moment?</li> </ul>			
<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"> <li>Diverse language used by learners to express knowledge and understandings</li> <li>Storytelling</li> <li>Learners share experiential evidence and decision-making process</li> <li>Learners participating in group discussions</li> </ul>	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> <li>How did learners express and integrate cultural and conceptual knowledge in the learning space?</li> <li>How was feedback given and received?</li> <li>Were stories and experiences shared?</li> </ul>			
<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"> <li>Examples of Black excellence are identified and shared</li> <li>Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building</li> <li>Learners interrogate their understanding beyond the lens of whiteness</li> </ul>	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> <li>How did learners deconstructing and reframing their understanding beyond the lens of whiteness?</li> <li>Did learners interrogate what we would be doing if we had not encountered colonialism and European?</li> <li>Did learners express/reflect on their dreams and how it can be manifested?</li> </ul>			
<p>Encourages a conscious dialogue that informs practices and choices</p> <p>RAISING INTENTIONAL AND DELIBERATE</p>				



## Umoja Live Learning Observation

### Possible Sources of Evidence

- 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)

### Guiding Questions

- 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?

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

MANIFESTING

4

3

2

1

### Possible Sources of Evidence

- Project based activities
- Sharing of experiences/feedback/reflection journals
- Participation in community/civic services

### Guiding Questions

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

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?