



**The SISTAN C. ALHAMBRA<sup>1</sup>  
FILIPINO AMERICAN EDUCATION INSTITUTE**

*www.filameducation.com*

Department of Curriculum Studies  
EDCS 640M: Seminar on Interdisciplinary Teaching (CRN # 4130)  
Summer 2010

**Instructor:** Dr. Patricia Espiritu Halagao, Ph.D.  
Associate Professor  
Everly Hall, Suite 225B  
956-9295, [phalagao@hawaii.edu](mailto:phalagao@hawaii.edu)

**Office Hours:** Before or after class; by appointment

**Pre-requisite:** Instructor approval

**Credits:** 3 credits\*

\*EDCS 640M qualifies for ELL credit and an academic credit for teacher reclassification credit from the Department of Education; however, the course needs to be pre-approved by the principal for reclassification purposes.

**Schedule:**

<b>Date</b>	<b>Time</b>
Monday, June 28, 2010	8:30 – 12:30 pm
Wednesday, June 30, 2010	8:30 – 2:30 pm
Thursday, July 1, 2010	8:30 – 2:30 pm
Wednesday, July 7, 2010	8:30 – 2:30 pm
Friday, July 9, 2010	8:30 – 2:30 pm
Monday, July 12, 2010	8:30 – 2:30 pm
Wednesday, July 14, 2010	8:30 – 2:30 pm
Friday, July 16, 2010	8:30 – 12:00 pm (potluck to follow)
October 2010	4:30 – 7:00 pm
November 2010	4:30 – 7:00 pm

**Location:** UH College of Education (Wist Hall 233)  
Exception: Wed, June 30, 2010 (Castle Memorial 119)

**Catalog Description:** Study in trends, research, and problems of implementation in teaching field (Interdisciplinary Education).

**Sponsors:** US Department of Education “Improving Teacher Quality” Grant and partially funded by the UH SEED Diversity and Equity Initiative.

---

<sup>1</sup> The Institute is named after the first Filipina school teacher hired at a Hawaii public school in 1924 and later principal of Hawaii’s first private Kindergarten school, Fairyland Kindergarten.



## **College of Education**

**College Vision:** “Preparing professionals to contribute to a just, diverse, and democratic society. Our vision guides the direction and work of the College in and beyond Hawai‘i and is informed by **a sense of purpose and a sense of place.**”

This course is designed to support the core values of the College of Education. The course will support you in becoming knowledgeable, effective and caring.

### **Knowledgeable**

Teachers are knowledgeable about content, pedagogy, and professionalism; human growth and development; and the physical, mental, emotional, and social needs of students with diverse backgrounds and learning needs.

### **Effective**

Teachers have the professional experience and skills to teach so that all children can learn.

### **Caring**

Teachers care about students and their families and communities, teaching and learning, and their own professional development.

M Ed Curriculum Studies Program Objectives (*goals listed below are examples taken from program objectives*)

Through this course, students will meet the following M Ed Program objectives:

- Increased knowledge in one or more areas of inquiry
- Reflect on practice
- Learn about new issues and trends in their fields.
- Increase understanding of educational issues related to diversity
- Enhanced ability to implement culturally responsive teaching practices
- Increased versatility in using a variety of teaching strategies

## **Standards-Based Education**

This course is designed to support the Department of Education Hawaii Content and Performance Standards, particularly in the content areas of English/Language Arts, Social Studies, and Visual and Performing Arts. Each teaching module will directly address the standards they meet.

In addition, the course addresses the following TESOL / NCATE Program Standards in the domains of language, culture, instruction, assessment and professionalism. The following standards will be integrated throughout the course:

### ***Domain 1: Language***

*Standard 1.a. Describing Language (1.a.5, 1.a.8*

*Standard 1.b. Language Acquisition and Development (1.b.1-1.b.5, 1.b.7,1.b.8,1.b.13)*

### ***Domain 2: Culture***

*Standard 2.a. Nature and Role of Culture (2.a.1-2.a.4)*



*Standard 2.b. Cultural Groups and Identity (2.b.1-2.b.5)*

**Domain 3: Planning, Implementing, and Managing Instruction**

*Standard 3.a. Planning for Standards-Based ESL and Content Instruction (3.a.1.-3.a.4)*

*Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction (3.b.1-3.b.3, 3.b.5-3.b.8)*

*Standard 3.c. Using Resources Effectively in ESL and Content Instruction (3.c.1-3.c.4)*

**Domain 4: Assessment**

*Standard 4.c. Classroom-Based Assessment for ESL (4.c.1)*

**Domain 5: Professionalism**

*Standard 5.b. Partnerships and Advocacy (5.b.1-5.b.3)*

*Standard 5.c. Professional Development and Collaboration (5.c.1-5.c.4)*

**Course Goals and Conceptual Framework**

*“In order to teach you, I must know you.” ~ Lisa Delpit*

Filipino Americans represent the second largest ethnic group in Hawai‘i’s public schools (21%) and hold the negative distinction of being ranked second to bottom on Hawai‘i State Assessments (HSA) in reading and math achievement. We must act to reverse this trend with innovation and collaboration.

The mission of the Filipino American Education Institute is to critically engage university professors from the UH College of Education, Arts & Sciences, Leeward Community College, partner DOE teachers, and the community on how to meet the academic, social, cultural, and language needs of ELL (English Language Learners), immigrant and local-born Filipino American students. This grant sets the foundation for professional learning communities to coordinate a literacy and social studies curriculum across complex schools to improve the educational outcomes of Filipino American students.

The Institute draws on twenty partners comprised of the nation’s foremost experts on Philippine and Filipino American history, culture, languages, and literature and pedagogy coupled with the valuable perspective of practicing teachers to deliver a research-based, standards-based, rigorous and technologically cutting-edge graduate course/professional development program to serve the reading needs of Filipino American students.

The Institute is organized around three phases: curriculum-making, curriculum-exchanging, and curriculum-applying. During curriculum-making, representatives from each of the partner schools collaboratively developed five modules around the themes of: arts, culture and identity; language, literature and culture; memories, perspective & history; immigration, local identity, culture and perspective; and contemporary issues, pop culture, and social action. What developed is a rich, interactive experience that weaves storytelling, music, identity, critical thought, action and vibrant interpretations of “color” throughout all of the modules. In the end, we hope to foster a deeper and more holistic understanding of the Filipino American children in your classroom.

During the three-week summer period, teachers primarily from the Farrington Complex will experience the curriculum and diverse pedagogy while exchanging ideas on how to implement it in their classroom. Finally, teachers will develop multicultural, interdisciplinary curricular plans to apply their knowledge in their professional setting with guided assistance and reflection. Participants will examine the impact of their new content and pedagogy on their students through an inquiry project. We look to our partner schools and you to be life-time models and advocates for Filipino American students.



### **Class Objectives:**

By participating in this course, teachers are expected to:

- Understand the main theories and pedagogical strategies of multicultural education, English language learning (ELL), and critical culturally responsive pedagogy
- Gain critical content knowledge on Philippine and Filipino American history, culture, language, and issues and apply it to core areas of English, Language Arts, and Social Studies, Visual and Performing Arts;
- Understand the learning needs of Heritage Learners and the different types of English Language Learners
- Connect the educational experiences and perspectives of Filipino American students and other ethnic groups in Hawaii;
- Develop and implement a curricular plan that is standards-based, multicultural, and interdisciplinary
- Increase their repertoire of teaching practices, including ELL practices (i.e. scaffolded reading), culturally relevant practices and technology strategies, and resources (community-based, literature) that address the HCPS III standards “to meet the diverse needs and learning styles of students”;
- Implement activity and arts-based instruction that encourages the development of student critical thinking skills of Philippine and Filipino American content and;
- Engage in reflective teacher inquiry by developing a research question, collecting and analyzing data that examines the impact their teaching and curricula (unit and lesson plans) has on the educational outcomes of their Filipino American students

### **Course Readings and Resources**

1. Course Readings will be available online through our [www.filameducation.com](http://www.filameducation.com) website

Teacher Kit (worth \$200.00)

1. Malong (outfit)
2. Kubing (jawharp musical instrument)
3. *Two Friends, One World* by Ramon Sunico
4. 1. Cary, S. (2007). *Working with English language learners: Answers to teachers' top ten questions* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.
5. Pinoy Teach Kit (student textbook, activity booklet, teacher manual)
6. iJeepney Kit (My Balangay, Teacher Curriculum & Resource, 4 Posters)
7. \$50.00 worth of other resources (children books, maps, DVDs. Videos, literature, etc)

***Accommodations and Disability Statement***



If you feel you need accommodations for a disability, please contact the instructor privately to discuss your needs. Please also contact the KOKUA program (Queen Lili'uokalani Center for Students Services, Room 013, 956-7511), to coordinate reasonable accommodations for students with documented disabilities

***A Note on Ethical Behavior***

Please be aware that all work you submit as yours must include proper documentation and crediting of the source. Failure to properly introduce and document paraphrased material or a borrowed idea is plagiarism. Plagiarism will result in sanctions. A discussion of Academic Dishonesty may be found in the *UH General and Graduate Information Catalogue* under "Student Regulations". Also see the *UH Student Conduct Code* for specific guidelines.

**Course expectations, requirements and procedures:**

Since this is a professional course, we assume your professional interest will motivate you to actively pursue the experiences and knowledge you need to fulfill your goal of becoming a more effective teacher. All written assignments must be typed with attention to spelling and grammar. All assignments should be handed in on time on the date specified. Late work will not receive full credit unless you have prior approval or there are extenuating circumstances. Your assignment grade drops 1 full grade when work is submitted late.

**Attendance:**

You are expected to attend eight full-day sessions in the summer and subsequently two seminar dates in October and November. Five points will be deducted from your participation grade for unexcused absences. If you are absent due to an emergency or illness, please notify me before the class you will miss. Timeliness is also important. 1 point will be deducted for tardies.

**Participation:**

Participation is based on your contribution to building a positive classroom climate and community. You will be evaluated on your disposition of openness and active participation in dialogues and discussions. Aim to elevate critical inquiry into the topics discussed in class. This does not mean that you have to agree with the instructor or your classmates, but that you conduct yourself in a manner that is positive and constructive rather than negative, demeaning or confrontational. Written responses in your comment folder will also be taken into account.

**Computers:** Bring laptop computers to class.

**Comment Folders:**

Good instruction depends on feedback between instructors and learners. Each of you will be given a comment folder on which you may write a brief reaction or comment daily during our class. Comments will be read after each class meeting. Your feedback will help us monitor and adjust our instruction accordingly. This folder will also serve as the vehicle to turn in assignments and a record of grades and of your attendance for each class session; please record the date, initial, and return the folder at the conclusion of each class.

**Course Assignments & Grading:**

---



1. Readings & Pre-Module Response Activities/ Papers (6)	18 points
2. Post-Module Comments (6)	12 points
3. Draft Multicultural Curricular Plan Inquiry Project	30 points.
5. Participation/ Attendance	30 points
	50 points
<hr/> TOTAL	<hr/> 140 points

Your final grade will be computed as follows:

90% and above of <b>140</b>	A	60% and above of <b>140</b>	D
80% and above of <b>140</b>	B	Below 60%	F
70% and above of <b>140</b>	C		

### **Major Course Assignments**

#### **1. Pre- Module Readings and Response Papers**

**Due: Variable**

You are required to read assigned materials and respond to readings prior to class so that you will be prepared to contribute to class discussion. There are 6 Pre-Module Response Activities/ Papers listed for each online module. Response Papers should be 1-2 pages and worth 3 points. They are evaluated on 3 criteria: 1) draws on literature to address response question 2) makes personal connection 3) raises critical thought and questions.

#### **2. Post-Module Reflection**

**Due: Variable**

Write a comment on the website after you've completed experiencing each module. Due by 11:55 pm after the conclusion of module. What did you learn? What did you think about it? How will you apply what you learned in your personal and professional life? How will you use the content and pedagogy in your classroom? (Think about your unit plan, curricular plan or inquiry project). What questions do you have? Password protected: *filameducation*

#### **3. Draft Multicultural Curricular Plan**

**Due: July 16, 2010**

Throughout the Institute, teachers and resource professionals will apply what they have learned to their own classroom, pedagogy or profession. During the seventh session, participants will "put everything together". Most of you will be teachers, who will have the option of individually or collaboratively developing a minimum 2-week multicultural unit plan focused on a particular theme or concept of a content area(s). Unit plans must address the elements of standard-based learning. It must be interdisciplinary covering content standards in a minimum of 3 curriculum subject areas, cover broad understandings, driving questions. Unit plans are divided into 3 sections: building the background, deepening the understanding, and applying the learning through a culminating activity.

Unit plans must also address the key elements of a multicultural curriculum, culturally responsive and ELL pedagogy that meets the needs of Filipino immigrant, ELL and/or local-born students. Unit plan must be transformative; it addresses a problem/issue in their classroom and deliberately incorporates diverse and marginalized perspectives in language arts and social studies. Culminating activities should reach the social actions approach. Curriculum development will consist of 4 parts:



Part I. Audience/ Standards/ Unit Concept/ Webbing/ Generalizations/ Driving Questions  
Part II. Culminating Activity/ Building the Background, Hook (Starter Activity)/ Backward Mapping/Backward design  
Part III. Deepen the Understanding/Data retrieval chart/ Applying the Learning/ Draft Unit Plan  
Final Unit Plan

Resource specialists, curriculum and student service coordinators will have the option of developing a curricular plan that supports their profession. Plans may include developing culturally relevant parent workshops, school-wide curricular planning, or multicultural student services. Plans must cover similar parts above.

In the final session, teachers will share their “draft” unit plans for everyone to examine and critique. A critical discussion around each unit plan will be conducted in class.

#### **4. Inquiry Project**

**Due: November 2010**

---

Good teaching requires the cyclical process of reflection, knowledge, and action (Critical Praxis). Teachers will have many opportunities to experience critical praxis during the Institute by setting and revisiting their goals and purposes for the course. Teacher will also identify issues and problems they would like to address through their curricular plans.

At the conclusion of the Institute, teachers will conduct an Inquiry Project in order to assess student outcomes in relation to student engagement, achievement and behavior. Teachers or resource specialists will raise questions/issues they want to explore in their classrooms i.e. “Does integrating Filipino American content and pedagogy raise student learning and engagement?” or “How can I bridge interaction among ELL, immigrant and local-born students?”

After the conclusion of the summer Institute, teachers will journal observations and gather data from students on their question to examine the impact their new teaching practices have on Filipino American student outcomes.

In October and November, we will hold a reflective seminar for teacher participants to evaluate their curriculum and pedagogy implementation. We will also discuss implications and recommendations from their Inquiry Project and ways they will be teacher-leaders who advocate for Filipino American students in their school.

#### *Five Components of Inquiry Project*

*(adapted from Dr. Rhonda Nowak’s Hawaii Writing Project):*

##### 1. Introduction & Context:

- Overall reflection of learning during the summer institute, ending with your inquiry.
- The reason behind the importance of the question/issue to you.
- A prediction describing what you think might happen during and as a result of the classroom research project.
- The relationship of the question to your school’s improvement, content-based plan and the HCPS III grade level standards/benchmarks.



- Description of your school, classroom context, and students (e.g. grade level, size, ethnicity, gender, ELL, Local-born, SES, other pertinent information);
2. Final Multicultural Curricular Plan
  3. Student Artifacts
    - 5-10 student sample work during curricular implementation (daily assignments or culminating assessment work, photos, artwork, learning logs or any relevant artifact)
    - Each learning artifact must have a caption. Captions transform documents into evidence and assist teachers in articulating their thought. A caption is a statement attached to each learning artifact that describes:
      - *What the document is*
      - *What it is evidence of*
      - *Why it is evidence*
  4. Teacher Reflection Journal
    - Daily handwritten or typed journal with on-going observations and experiences in the classroom pertaining to your inquiry and implementation of curricular plan. Free-write about challenges, successes, questions, next steps.
    - Final entry should include a teacher Reflection of student learning/ phenomenon based on observations and student artifacts. Reflection should include the following:
      - Why did it happen? What contributed to the outcome (school setting, needs of learners, lesson plan, supporting steps, etc)?
      - What might it mean? How does the evidence collected inform my teaching?
      - What are the implications for my continued practice? How might my practice change given any new understandings that have emerged from my research question? What new insights occurred? What new questions or inquiries has this prompted?
  5. Leadership: Making an impact beyond your own classroom
    - This final section shows ways you have or will apply your learning from the Filipino American Education Institute and your Inquiry Project beyond your individual classroom. This part must include a description of activities related to the content, which show you in a leadership role in promoting improved practices and learning to other school members.
    - Leadership roles may include: demonstration in a teacher's classroom, grade-level/departmental meeting or faculty meeting; coordinating a teacher study group; presenting at a local/state/national meeting or conference, advocating for ELL student, starting a Filipino, ELL club, or organizing activities around Filipino American History Month (October).

### **Institute Scope and Sequence**

	<b>TOPICAL</b>	<b>PEDAGOGY</b>	<b>COLLEGE</b>	<b>DOE</b>	<b>COLLEGE</b>
--	----------------	-----------------	----------------	------------	----------------



DATE	OUTLINE (THEMES)	SKILLS	OF EDUCATION		OF ARTS & SCIENCES
<b>WEEK 1</b> Monday June 28 8:30-12:30	<b>Introductions</b> Course Content iJeepney.com 	Critical Culturally Responsive Pedagogy	Dr. Patricia Halagao Associate Professor, Curriculum Studies		
Wed June 30 8:30-2:30	<b>Module 1.</b> <i>Weaving the Poetries of Life</i>  Themes: Culture, Arts & Identity	Critical Performance Pedagogy	Dr. Patricia Halagao Associate Professor, Curriculum Studies	Tamara Dijos, Fern Elem M.Ed, Curriculum Studies  Jan Ishikawa Kalakaua Middle, Curriculum Coordinator	Wayland Quintero, MFA Assistant Theatre Manager, Leeward Community College Co, Founder, Mahalohalo Kolintang Ensemble
Thursday July 1 8:30-2:30	<b>Module 2.</b> <i>Ilig Sang Lahi (Flow of our Heritage)</i>  Themes: Language, Literature and Culture	ELL Pedagogy  Heritage Language Learning	Dr. Doris Christopher Assistant Professor, Institute for Teacher Education	Sheri Livingston Kalakaua Middle, Literacy Coach  Julius Soria Gear Up - Farrington High Ph.D. Stu Curriculum Studies	Dr. Pia Arboledo, Assistant Professor, Indo-Pacific Languages and Literature
<b>WEEK 2</b> Wed, July 7 8:30-2:30	<b>Module 3.</b> <i>Know History/ Know Self</i>  Themes: Memories, History, and Perspective	Decolonizing Pedagogy	Dr. Patricia Halagao Associate Professor, Curriculum Studies	Rebecca Hirakami, MA Kalihi Kai  Felicia Flores, Ford Fellow M.Ed. Student, Curriculum	Dr. Aurelio Agcaoili Assistant Professor, Indo-Pacific Languages and Literature  Theresa Navarro, M.A. American



				Studies	Studies
Friday July 9 8:30-2:30	<b>Module 4.</b> <i>Chalook Ensai</i>  Themes: Immigration, Local identity Stereotypes  *Ambrosia*	Local-style Pedagogy	Dr. Jeff Moniz Chair, Secondary Ed Associate Professor, Institute for Teacher Education	Rodrigo Acoba Waipahu Intermediate School Social Studies  Laurie Luczak, MET Farrington High School English	
<b>WEEK 3</b> Monday July 12 8:30-2:30	<b>Module 5.</b> <i>Word. Is Born.</i>  Themes: Pop Culture, Contemporary Issues & Social Action	Critical Pedagogy  Hip Hop Pedagogy  Pinayist Pedagogy	Rayna Higa, Fern Elementary Ph.D Student, Curriculum Studies	Tess Antone Kalihi Kai Elementary	Dr. Rod Labrador, Assistant Professor, Ethnic Studies
Wed, July 14 8:30-2:30	<b>Putting it All Together</b>  *Halo Halo*	Multicultural, Interdisciplinary Curriculum Development	Dr. Patricia Halagao Associate Professor Curriculum Studies	Rayna Higa, Ph.D Stu, Curriculum Studies  Rebecca Hirakami, MA Kalihi Kai	
Friday, July 16 8:30- 12:00 noon	<b>Presentations and Inquiry Project</b>  Ceremony Potluck * Pancit*				
<b>Fall 2010</b> October 4:30-7:00 pm	Inquiry Project  Seminar 1		Dr. Patricia Halagao Associate Professor,		



Filipino American History Month			Curriculum Studies		
November 4:30-7:00 pm	Inquiry Project Seminar 2		Dr. Patricia Halagao Associate Professor, Curriculum Studies		