



CULTURALLY & HISTORICALLY RESPONSIVE EDUCATION PROFESSIONAL DEVELOPMENT PLAN FOR VIRTUAL LEARNING

OLENTANGY SCHOOL

OVERVIEW OF SERVICES

The professional development virtual session(s) included in this description will provide interactive and foundational experiences of culturally and historically responsive education to teachers and leaders. The session(s) (held via Zoom) will blend history, theory and practical/engaging approaches for understanding and implementing CHRE instructional practices. Dr. Gholdy Muhammad (lead facilitator) will demonstrate researched-based equity practices and offer pedagogical examples of lesson and unit plans.

BACKGROUND OF CHRE

Over the past 20 years, culturally responsive education (CRE) has gained attention by researchers and practitioners in schools across the United States. Defined as a theory and model that centers the cultural and linguistic diversity of youth, culturally responsive pedagogy was initially promoted to advance the achievement of youth of color who have been historically underserved. Specifically, CRE teaches (1) academic success, (2) cultural competence, and (3) sociopolitical consciousness (Ladson-Billings, 2014). The first goal in CRE teaches students the skills and knowledge related to each content area. Cultural competence involves helping all students to appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture. Lastly, sociopolitical consciousness is a goal of education that involves moving beyond the confines of the classroom and using school knowledge and skills to identify, analyze, and solve real-world problems (p. 75). While these are worthwhile approaches to education, typically state standards, curriculum, instruction, assessments and teacher evaluation are embedded to address one of the three approaches—skills. Yet, time and time again, educators find that skills are not enough to navigate the inequities in society and schools.

The learning within CRE is student-centered and the cultural identities of youth are used as resources for teaching, learning and leadership. CRE is a sound approach for student achievement, yet teachers often struggle to fully understand its origins. They also deeply struggle with practical classroom application. For example, teachers across the nation wrestle with how equity and CRE look in lesson plans. Similarly, school principals and teacher leaders also struggle with culturally responsive leadership and supporting teachers to teach in equitable and CRE ways. In response to these issues, Dr. Muhammad's research examines the historical roots of CRE and provides a clear,

practical and equitable model that extends original CRE research. From Dr. Muhammad's research examining abolitionists and 19th century education among communities of color, she found that early Black readers, writers and thinkers held four goals or pursuits for learning. This approach extends CRE and is historically responsive education. These four pursuits include:

1. **Identities**— Teaching students to know their histories and identities while also learning the truth and knowledge about others who are different from their own identities. This also involves teaching students to make sense of their own values and beliefs.
2. **Skills**— Skills and proficiencies are often measured on quantitative assessments. Skills are central to ways in which we “do school” today and typically define achievement standards. Skills are also central in designing the learning standards that govern teaching and learning in schools. Each content area has its own descriptions and set of skills that youth are expected to master and teachers are expected to teach.
3. **Intellect**— the capacity for knowledge—is what we learn or understand about various topics and ideals. Intellect is knowledge into action and involves learning to think deeply.
4. **Criticality**—the ability to understand power, oppression, anti-racism and anti-oppression. Criticality calls for teachers and students to understand the ideologies and perspectives of marginalized communities and their ways of knowing and experiencing the world.

These four standards are call the **HILL Model** because they respond to students' **H**istories, **I**dentities, **L**iteracies and **L**iberation. Literacy is centered when teaching these standards because students must read, write, speak, listen and think throughout each content areas. These standards are universal for every child and this model becomes culturally and historically responsive education in action.

Drawing upon rich and excellent histories and upon the research of several critical CHRE researchers such as Geneva Gay, Gloria Ladson-Billings, Carol Lee, Django Paris and Alfred Tatum, as well as rich urban educational research, this professional learning plan will engage educators in an intellectual framework of learning that supports and honors the identities, cultural knowledge, literacies and resources of youth and teachers. The lead researcher, Dr. Gholdy Muhammad has published research on this model and has received substantial grant funds to study this model from the U.S. Department of Education (see Dr. Muhammad's [CV](#)).

PARTICIPANTS

K-12 Educators, Librarians, Administrators, Students, Community Members

CONTACT

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SESSSION(S) & DATES

May 8, 2021

Virtual Session

COST PER SESSION

\$4,000.00

Rate includes (1) pre-planning meetings, (2) post-planning meeting, (3) development of materials and activities, (4) summary, synthesis, and reporting of evaluations and (5) sharing of CHRE materials and resources (articles, books, links, book lists etc...). Rate for in-person would be adjusted to include flight and hotel accommodations.

TOTAL: \$4,000.00

SESSION(S) DESCRIPTION

Keynote - "Cultivating Healing and Joy Through Culturally and Historically Responsive Pedagogy"

Outcomes:

1. Educators will gain an understanding of culture, equity, anti-racism, joy, and culturally & historically responsive instruction (CHRE);
2. Educators will learn why youth and teachers need CHRE to advance equity and excellence;
3. Educators will learn how CHRE can be used to improve and advance pedagogical practices;
4. Educators will learn the difference between "good teaching" and CHRE; and

Description:

In the virtual, foundational session, Dr. Gholdy Muhammad will present for 30 minutes clearly defining culture, equity, anti-racism, joy, and culturally & historically responsive education. Together, culture will be explored and revisited in deep, multifaceted ways. We will consider our own cultural identities and approaches to learning the cultures/identities of students. By the end of this session, the educators will understand culture and will be charged to engage in self-identity work. The facilitator will also introduce educators to the model of culturally and historically responsive education. Educators will learn a brief history of CHRE and the power of education among communities of color in the United States. In addition, educators will be introduced to a four-layered equity model for teaching and learning (1) identity, (2) skills, (3) intellectualism and (4) criticality. Exemplar CHRE lesson and unit plans across the contents and grade levels will be shown and discussed. The participants will engage in 30 minutes of questions and answers.

Signatures Required Below:

Name of School/District/Organization Representative _____

Date _____

Signature of School/District/Organization Representative _____

Name of HILL Pedagogies Representative **Dr. Gholnecsar Muhammad**

Date 12/1/2020

Signature of HILL Pedagogies Representative

