



A FREE
SELF-PACED
ASYNCHRONOUS
COURSE

MAR 2022 -
APR 2022

Putting Anti-Racist Literacy Instruction Into Practice

Join us in a mini-course based on the four pillars of #DisruptTexts to help you bring anti-racist, text-based instruction to life in your classroom.

FEATURING

CO-FOUNDER OF #DISRUPTTEXTS

LORENA GERMÁN

STUDENT
ACHIEVEMENT
PARTNERS

an invitation

Are you interested in making your literacy lessons more anti-racist? Are you looking to move from learning about relevant, representative, and equitable instruction to putting that knowledge into action? Do you have college- and career-ready standards-aligned ELA materials, but know they aren't enough? Have you explored the pillars and resources from #DisruptTexts, but aren't sure how to put them into practice? Wherever you are at in your journey toward creating more equitable learning spaces for all students, we welcome you to join us in a new asynchronous course!

WHO SHOULD SIGN UP?

- **K-12 literacy teachers (and those who support teachers)**
- **Educators who are committed to disrupting the canon and growing their instructional practice personally and professionally**



How we got here

Back in the summer of 2020, we ran our first iteration of "Disrupting the Canon" as a live seminar based on the four pillars created by the founders of #DisruptTexts:



**Tricia
Ebarvia**
@triciaebarvia



**Lorena
Germán**
@nenagerman



**Dr. Kimberly
N. Parker**
@TchKimPossible



**Julia E.
Torres**
@juliaerin80

From there, we turned the content into an asynchronous course that brought you through a deep dive of each pillar. We wanted to explore the question of how to disrupt the canon while still centering grade-level texts. Now, our goal is to build upon that foundational work to bring you to putting the four pillars into practice at your grade level.



We are indebted to these founders of #DisruptTexts as the pillars are backbone of this work. The four pillars* are:

- Continuously **interrogate our own biases** and how they inform our thinking.
- **Center** Black, Indigenous, and voices of color in literature.
- Apply a **critical literacy lens** to our teaching practices.
- **Work in Community**; with other antiracist educators, especially Black, Indigenous, and other educators of color.

*As described by #DisruptTexts [here](#).



[Read more about
#DisruptTexts
here!](#)

This course will focus on applying the 4 pillars of #DisruptTexts to more relevant, representative, and equitable text selection and use.

MODULE 1

THE 4 PILLARS & TEXT COMPLEXITY

Overview: In this module, participants will be introduced to the 4 pillars of #DisruptTexts by two of its co-founders, Lorena Germán and Tricia Ebarvia. Participants will draw connections between the 4 pillars and the upholding of grade-level texts to plan relevant and rigorous literacy lessons for students.

Objectives:

- Identify the 4 pillars of #DisruptTexts, including an understanding of what #DisruptTexts is and is not
- Reflect on a text you've taught for connections to the 4 pillars and the shift of text complexity
- Consider the layering on of 'text complexity' as part of the process of selecting texts and planning text-based instruction.



Module 1 featuring
Tricia Ebarvia
& Lorena Germán

MODULE 3

APPLICATION & COMMUNITY

Overview: In this module, participants will apply their understanding of the 4 pillars and text complexity to plan a text-based lesson using text(s) of their choice and contribute to a growing bank of resources for the course community.

Objectives:

- Engage in a planning process for your own text(s) in service of planning anti-racist literacy instruction
- Reflect on your process and connect with other educators to support learning
- Add to and explore the course resource bank

the course



4-hour asynchronous commitment

MODULE 2

BOOK TALKS

Overview: In this module, participants will explore grade-band examples (K-2, 3-5, 6-8, 9-12) that show how the 4 pillars of #DisruptTexts can be applied to grade-band-specific texts, as modeled by Lorena Germán. Participants will be introduced to a #DisruptTexts planning tool to practice selecting texts and creating lessons based on the 4 pillars.

Objectives:

- Watch at least 1 Book Talk video for the grade-band of your choice and record evidence of the 4 pillars
- Reflect on your own assets, experiences, biases and/or knowledge gaps that may affect the teaching and learning of chosen text and topic

Module 2 and Closing featuring
Lorena Germán



CLOSING

LIVE Q&A WITH LORENA GERMÁN

Overview: In this live closing, participants will have the opportunity to engage in a Q&A with Lorena Germán. Participants will be entered into a raffle for the possibility of receiving Lorena Germán's book [Textured Teaching: A Framework for Culturally Sustaining Practices](#).

Objectives:

- Submit questions for Lorena Germán and SAP facilitators based on your experience in these modules
- Plan for how you will carry this work forward in your own classroom/context and school community
- Attend live Q&A Session with Lorena Germán & SAP: April 27, 2022 @ 7:00-8:00pm EST (Recorded video available for participants who are unable to attend live)

The details

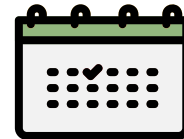


4 hour professional learning certificate*



Work at your own pace on our asynchronous platform

calendar



MODULE 1



The 4 Pillars & Text Complexity

Module 1
Released 03/06/22

MODULE 2



Book Talks (Grade-Band Specific)

Module 2
Released 03/20/22

MODULE 3



Application & Community

Module 3
Released 04/03/22

CLOSING



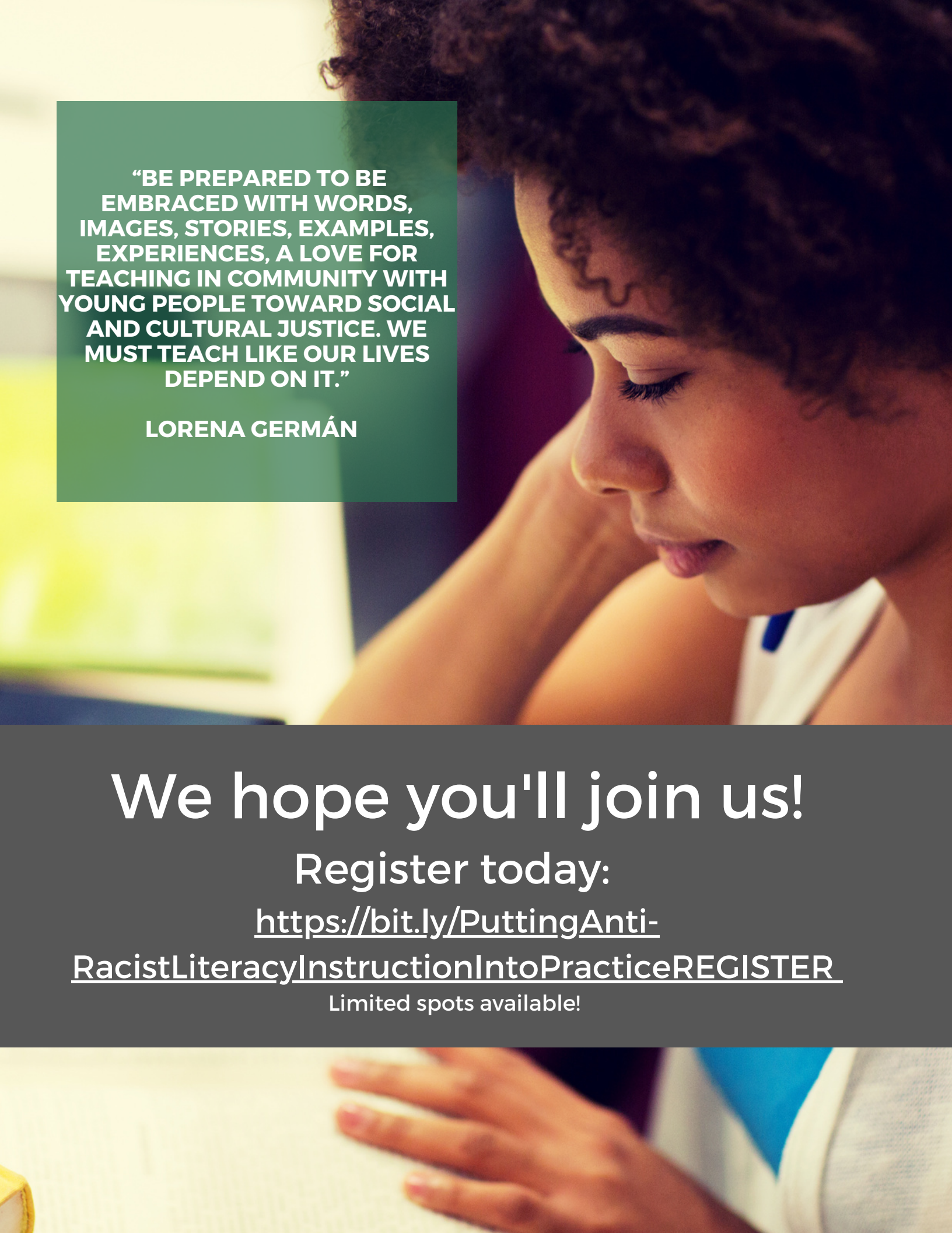
Live Q&A with Lorena Germán

LIVE Q&A!
04/27/22



Course Closes
May 1, 2022

*YOU WILL RECEIVE A 4 HOUR PROFESSIONAL LEARNING CERTIFICATE AFTER COMPLETING ALL THREE MODULES INCLUDED IN THE ASYNCHRONOUS PLATFORM. ADDITIONAL CERTIFICATES WILL BE AVAILABLE FOR ATTENDING OPTIONAL LIVE EVENTS. PLEASE REACH OUT TO YOUR SCHOOL DISTRICT TO ENSURE THEY WILL ACCEPT THESE CERTIFICATES.

A young woman with curly hair is shown in profile, looking down at a book. The background is softly blurred, showing a bookshelf with various books. The lighting is warm and focused on the woman's face and the book she is holding.

**“BE PREPARED TO BE
EMBRACED WITH WORDS,
IMAGES, STORIES, EXAMPLES,
EXPERIENCES, A LOVE FOR
TEACHING IN COMMUNITY WITH
YOUNG PEOPLE TOWARD SOCIAL
AND CULTURAL JUSTICE. WE
MUST TEACH LIKE OUR LIVES
DEPEND ON IT.”**

LORENA GERMÁN

We hope you'll join us!

Register today:

<https://bit.ly/PuttingAnti->

RacistLiteracyInstructionIntoPracticeREGISTER

Limited spots available!



QUESTIONS

I have already engaged with Student Achievement Partners' Disrupting the Canon course, is this different?

Yes! The Disrupting the Canon: Moving towards Anti-Racist Teaching with Text Selection and Preparation live seminars and online course were focused on a deep dive introduction to the 4 pillars of #DisruptTexts. This experience is centered on making those pillars come to life in the classroom through application. So, instead of talking just about the ideas, we'll move to applying those ideas to texts for your specific grade-band.

Can I sign up with a team or colleague?

We love how you think! We strongly believe in the power of doing this work in community. If you are taking this class with colleagues, we'd recommend making time to connect on the application you are doing through the course. For example, how can you apply the ideas to an upcoming text or unit you all teach? For registration, you and your team can all register individually. You will also want to decide if you will choose the same grade-band for grade-band-specific work (K-2, 3-5, 6-8, 9-12).

I don't have the autonomy to change the texts that I use. Will this work be applicable to me?

Yes! You can (and should!) use the 4 pillars and habits of mind to think about the ways of approaching a text (and not just selecting of texts). This may also mean selecting paired texts or engaging in students in thinking critically about the perspectives, voices, and knowledge offered. We'll dig into this more in the course.

HAVE OTHER QUESTIONS?

PLEASE EMAIL

MINICOURSES@STUDENTSACHIEVE.NET