



A FREE
SELF-PACED
ASYNCHRONOUS
COURSE

NOV 2021 -
FEB 2022

Centering Black Brilliance through Adapting Standards-Aligned Literacy Materials

*Join us in a design sprint to build classrooms
where ALL students thrive*

HOSTED BY

STUDENT
ACHIEVEMENT
PARTNERS

an invitation

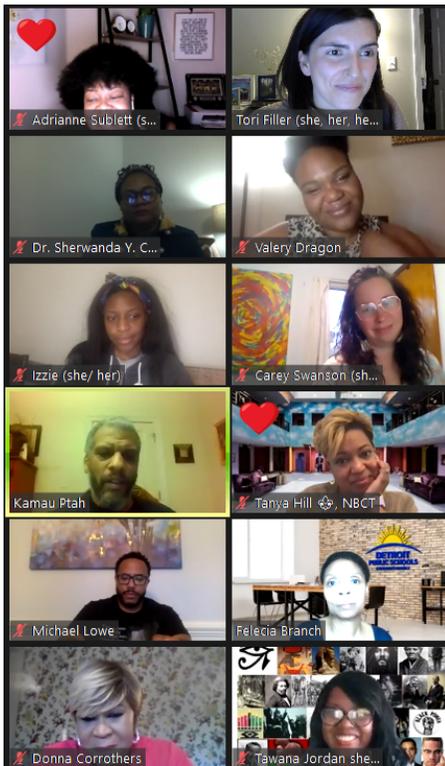
Are you interested in engaging with other educators around centering Black students' brilliance, histories, identities, and cultures in the classroom? Are you looking to move from learning about culturally relevant pedagogy to putting that knowledge into action? Do you have college- and career-ready standards-aligned ELA materials, but know they aren't enough? 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!



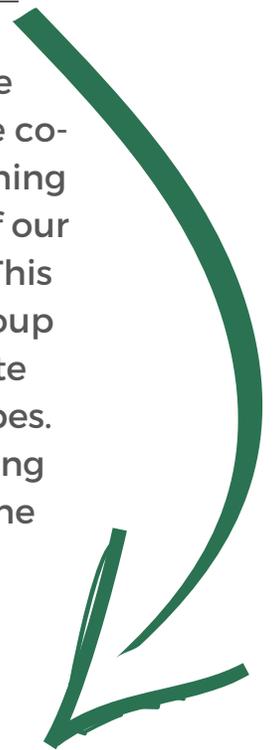
WHO SHOULD SIGN UP?

- K-12 literacy teachers (and those who support teachers)
- Educators who are committed to cultivating the genius (Muhammad) of all students, and in particular, of Black students

How we got here



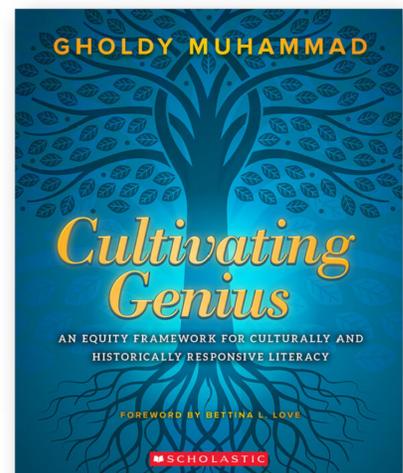
This past winter a group of educators from around the country engaged in a virtual book club of the powerful text Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy by Dr. Gholdy Muhammad...and no one wanted our time to end! After reading, we co-designed prototypes that applied our learning to the instructional materials members of our team are using with students everyday. This summer, we worked alongside a new group teachers during a pilot seminar to create additional materials adaptation prototypes. Now, we're inviting you to join our growing team through a flexible, self-paced online course option!



We are indebted to Dr. Muhammad's Historically Responsive Literacy framework as the backbone of this work. The four interconnected goals, or learning pursuits, that drive Dr. Muhammad's framework are:

- **"Identity development;** defining self; making sense of one's values and beliefs
- **Skill development;** developing proficiencies through reading and writing meaningful content
- **Intellectual development;** gaining knowledge and becoming smarter
- **Criticality;** developing the ability to read texts to understand power, authority, and oppression"*

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



Read more about the HRL framework [here!](#)

This course will focus on adapting K-12 standards-aligned literacy materials for cultural responsiveness.

the course



Module 1

Identity & The Why



Module 2

Analyzing Instructional Materials



Module 3

Designing Materials Adaptations



Module 4

Refining & The Work Ahead

MODULE 1

IDENTITY & THE WHY

- Explore the histories of Black culture related to teaching and learning.
- Identify the 5 components of Dr. Gholdy Muhammad's Historically Responsive Literacy (HRL) framework and the instructional shifts in literacy and describe why they are important for high-quality, equitable instruction.
- Explore and name how my individual identity and the identities of my students and colleagues impact my practice.
- Make connections between the 5 components of the HRL framework and my personal "why" for pursuing this work.

MODULE 3

DESIGNING MATERIALS ADAPTATIONS

- Explore design innovations of Black educators.
- Identify areas in which my biases, or the biases inherent in my school system, may impact my design.
- Explain the add/adjust/substitute approach to designing materials adaptations.
- Design a prototype of instructional materials adapted to align with the HRL framework and the Shifts that I can implement in my school context.

MODULE 2

ANALYZING YOUR INSTRUCTIONAL MATERIALS

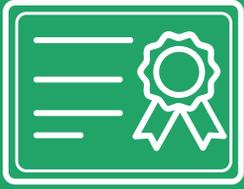
- Explore instructional materials created and curated by BIPOC (Black, Indigenous, and People of Color) and compare/contrast them to my own materials.
- Identify and describe the principles underlying the design sprint process.
- Analyze instructional materials for alignment to the HRL framework and the Shifts in order to identify opportunities for adaptation.
- Identify ways in which my identity and bias impact my analysis of instructional materials and take steps to address their influence.

MODULE 4

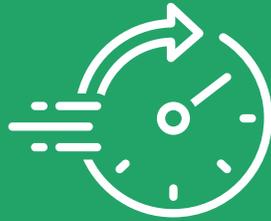
REFINING & THE WORK AHEAD

- Explore inclusive approaches to feedback, revision, and continuous improvement and apply them to my prototype.
- Make a plan for eliciting feedback on my prototype from students, colleagues, and/or families.
- Share my prototype and communicate my biggest takeaways and challenges from the design sprint process.
- Reflect on my learning from the course and identify sustainable ways to share this work with others, and keep the work going.

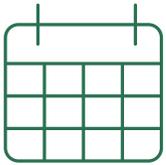
The details



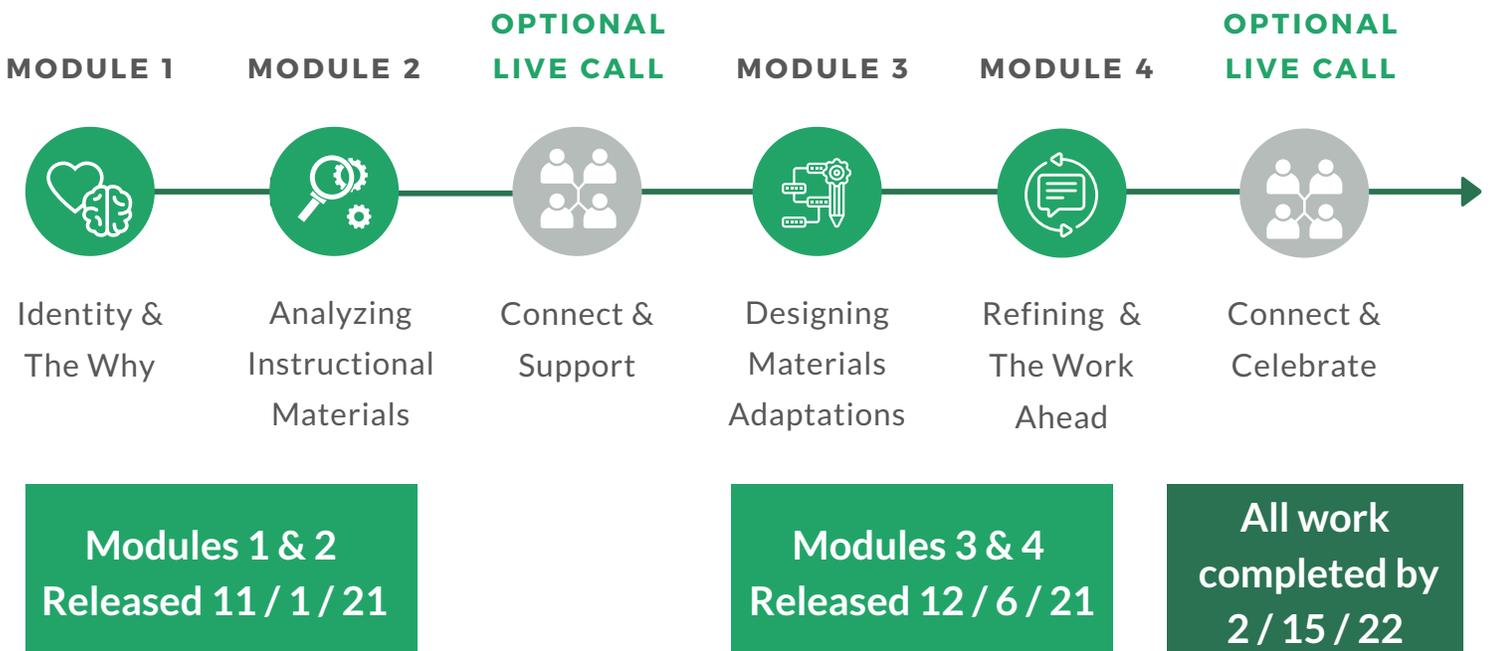
12 hour professional learning certificate*



Work at your own pace on our asynchronous platform



calendar



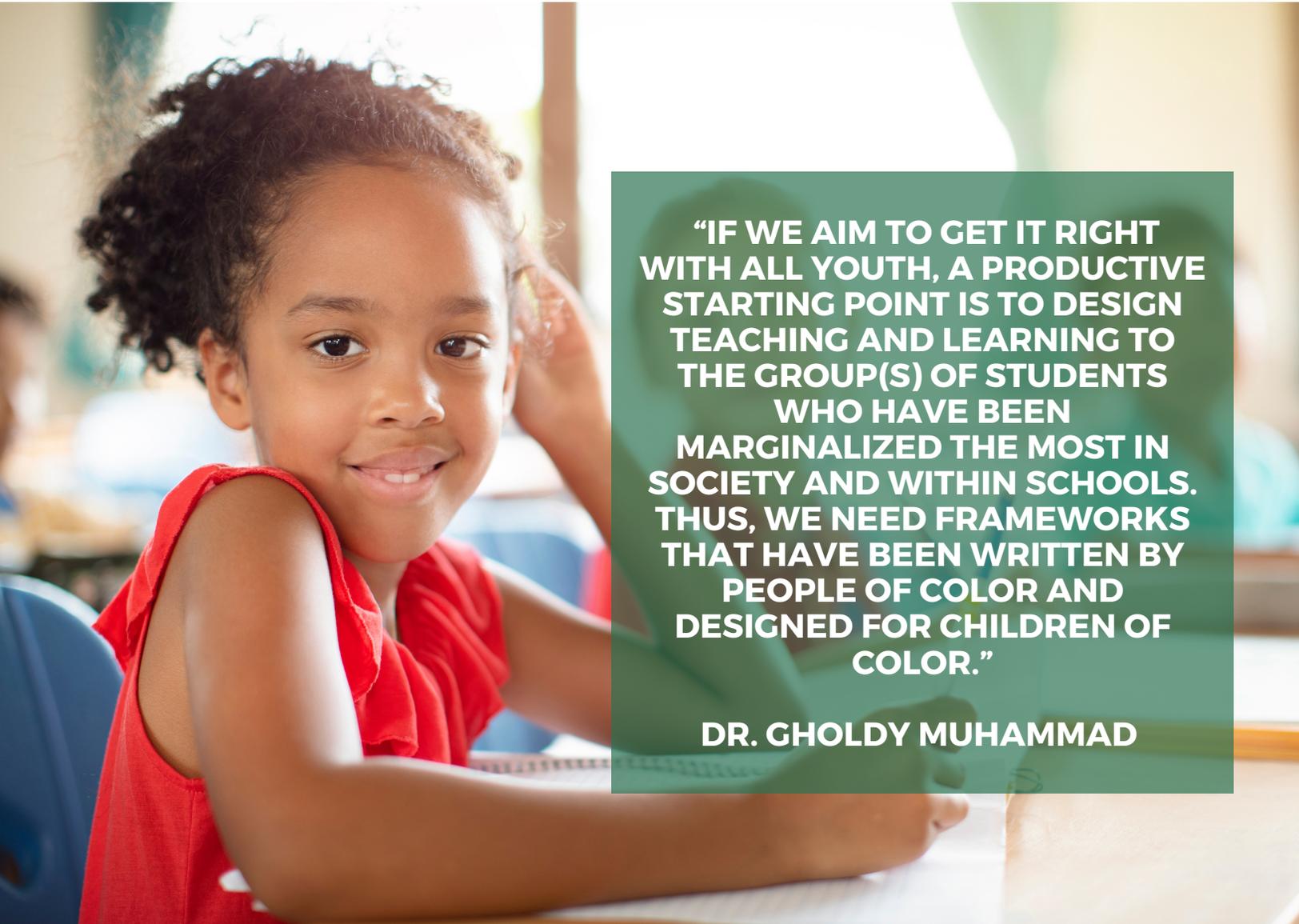
*YOU WILL RECEIVE A 12 HOUR PROFESSIONAL LEARNING CERTIFICATE AFTER COMPLETING ALL FOUR MODULES INCLUDED IN THE ASYNCHRONOUS PLATFORM. ADDITIONAL CERTIFICATES WILL BE AVAILABLE FOR ATTENDING OPTIONAL LIVE EVENTS. PLEASE REACH OUT TO YOUR SCHOOL DISTRICT TO ENSURE THEY WILL ACCEPT THESE CERTIFICATES.

We hope you'll join us!

Register today:

<https://bit.ly/CenteringBlackBrillianceCourse>

Limited spots available!



“IF WE AIM TO GET IT RIGHT WITH ALL YOUTH, A PRODUCTIVE STARTING POINT IS TO DESIGN TEACHING AND LEARNING TO THE GROUP(S) OF STUDENTS WHO HAVE BEEN MARGINALIZED THE MOST IN SOCIETY AND WITHIN SCHOOLS. THUS, WE NEED FRAMEWORKS THAT HAVE BEEN WRITTEN BY PEOPLE OF COLOR AND DESIGNED FOR CHILDREN OF COLOR.”

DR. GHOLDY MUHAMMAD



QUESTIONS

I don't teach Black students, should I and can I attend this seminar?

Yes! In the words of Dr. Muhammad, "Why should we use Blackness as THE model for getting it right with all kids? I say, why not? Blackness is beautiful. Blackness is excellent. No one has had our history of joy, oppression and thriving. We are a loving people with genius minds and beautiful hearts." (@GholdyM, June 19, 2020) This seminar aims to use the HRL framework, a framework built on the history of "illustrious African American literary societies"*, to the benefit all students, and especially those who have been historically and/or currently marginalized.

I've read Cultivating Genius, should I attend?

This course will give all participants enough knowledge about the Cultivating Genius framework to try out some adaptations, but it is no replacement for reading the entire Cultivating Genius text...which we highly recommend! If you've already read this book, we welcome your additional knowledge in this learning community as we focus our work together on trying out application of the big ideas from the HRL framework in a design sprint.

What are college- and career-ready standards-aligned materials?

These are instructional materials, or curriculum, that are aligned to college- and career-ready standards and instructional Shifts. In ELA/literacy, these materials engage all students with grade-level complex texts, using text evidence in discussion/writing with standards-aligned questions/tasks, and building knowledge of the world. The CURATE project, EdReports, and Louisiana Believes are resources to support determining whether your materials are standards-aligned.

Can I join the seminar workshop if I do NOT use college- and career-ready standards-aligned instructional materials?

The frame of this course is to use college- and career-ready standards-aligned instructional materials as a foundation for adaptations. If you do not utilize standards-aligned instructional materials, you are still welcome, but may need to consider additional adaptations to ensure all students have access to and are supported to engage with grade-level texts and tasks.

HAVE OTHER QUESTIONS?

PLEASE EMAIL

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