

National Urban Alliance Minnetonka Leadership Institute June 15, 2015

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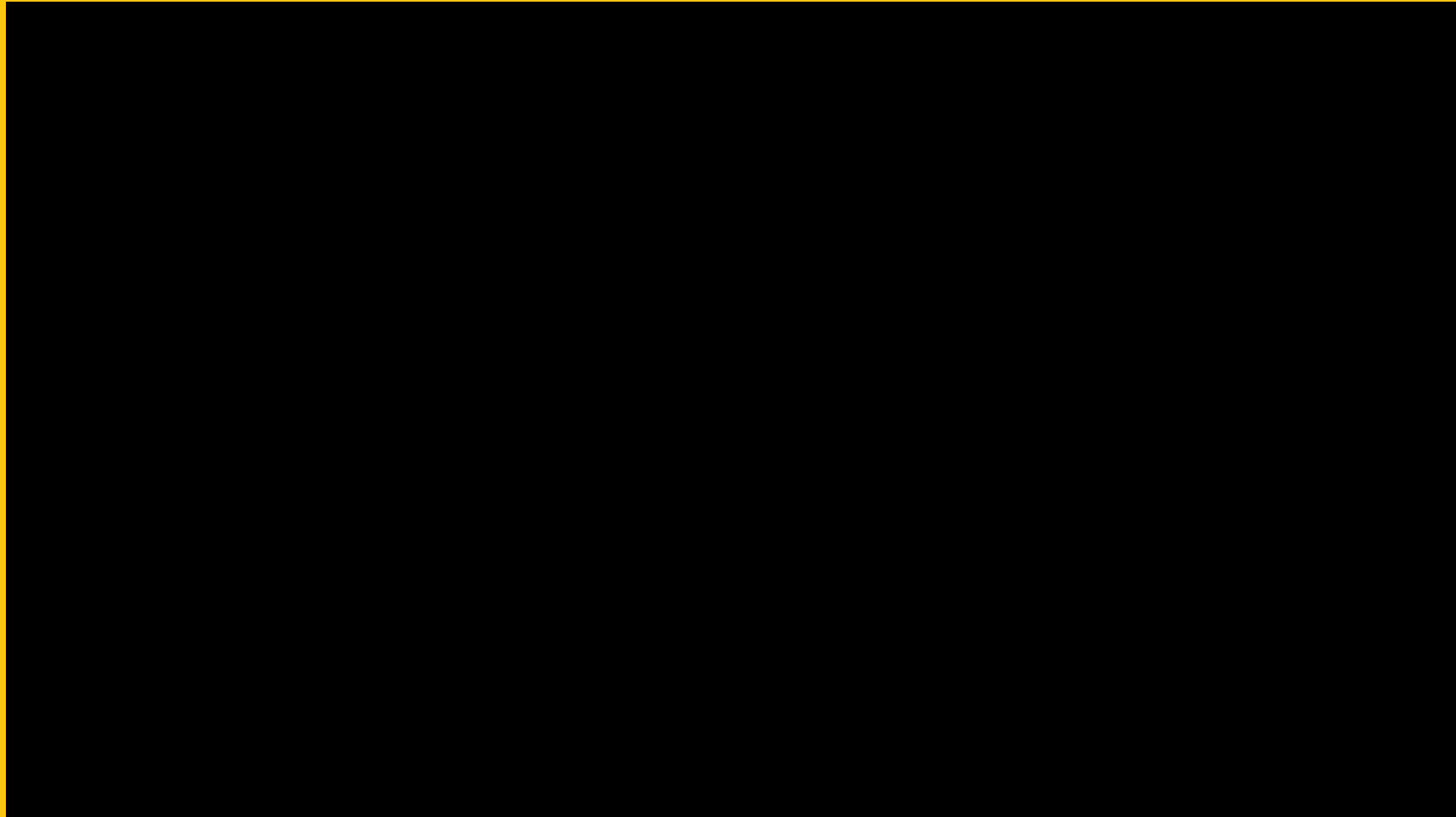
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Introduction

- Dale Allender
- National Urban Alliance Mentor since 2010
- Assistant Professor of Language and Literacy
Sacramento State University
- Founding Director of the West Coast office of the the
National Council of Teachers of English
- www.daleallender.com



How Do You Shake Hands





OXYTOCIN



FLOW OF THE DAY

Introductions

Community
Builder

Understanding
Relevance

Case Study I

Case Study II

Break

Case Study III

Local
Implications/
Possibilities

Reflection

Goals

- **Explain and justify themes you believe are associated with community and cultural relevance in teaching and learning**
- **Synthesize or prioritize group themes**
- **Plan ways to address a CRT theme in your school**

Understanding Relevance

- **Quick Write**

Why

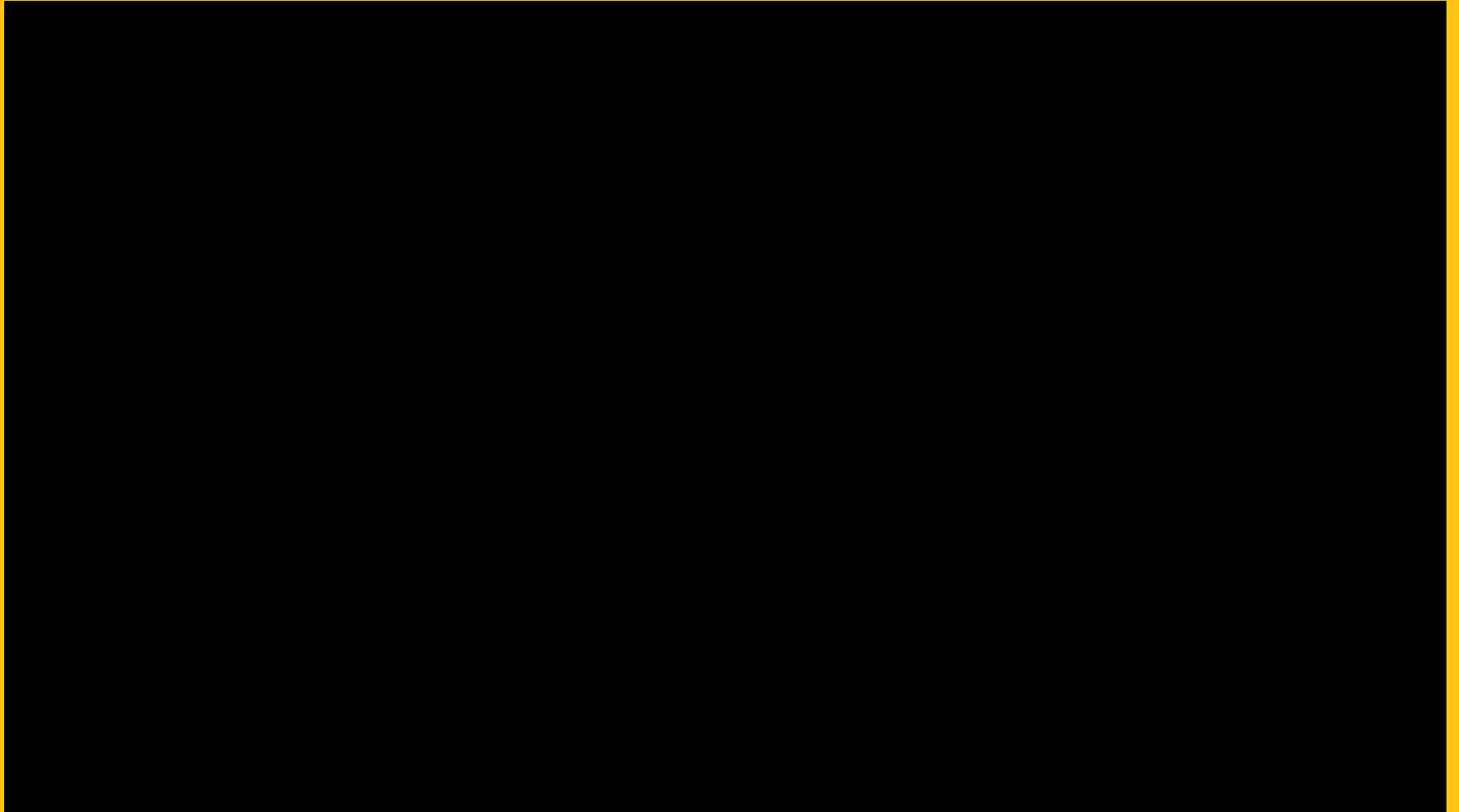
- Many new teachers I have known have trouble with students' disengagement, even after learning about CRT.
- Last week I met with principals and superintendents from a district where a former CSU candidate with a strong record of CRT teaches. They wanted our assistance in training their teachers in CRT; and working with principals that to assist them in understanding and identifying CRT practices.
- I want to encourage exploration, deeper thinking and application of this concept.

What does lit on relevance say?

- G.L. Billings
 - Academic Learning
 - Cultural Competence (self and at least one other)
 - Socio-Political Consciousness (Most ignored)
- Y. Jackson
 - Situating learning in the lives of students

- Share three case studies that explore the role of cultural and community relevance in promoting marginalized communities using reading, writing, speaking, thinking, technology in official ways within societal institutions (school, church, law enforcement, government etc.).
- Analyze and describe motivating factors and academic practices described above

Case Study I: The Real Rick Ross



- Graduated high school without learning to read or write.
- He does not remember understanding the role or relevance of school in his life while he was in school.
- He managed a crack cocaine empire with legal spin-offs without a formal literacy education.
- He learned to read and write in prison: from ABC's to legal documents.
- Found incorrect application of the law as applied in his case, and won his release from a life sentence in federal prison.
- Wrote his autobiography after reading a book by Monster Cody Scott-founder of Crips.

Turn and Talk

- What factors enabled Rick Ross to learn to read and write, use social media, advance as a public speaker?

Case Study II: Oscar Grant/Black Lives Matter: Critical Media Literacy



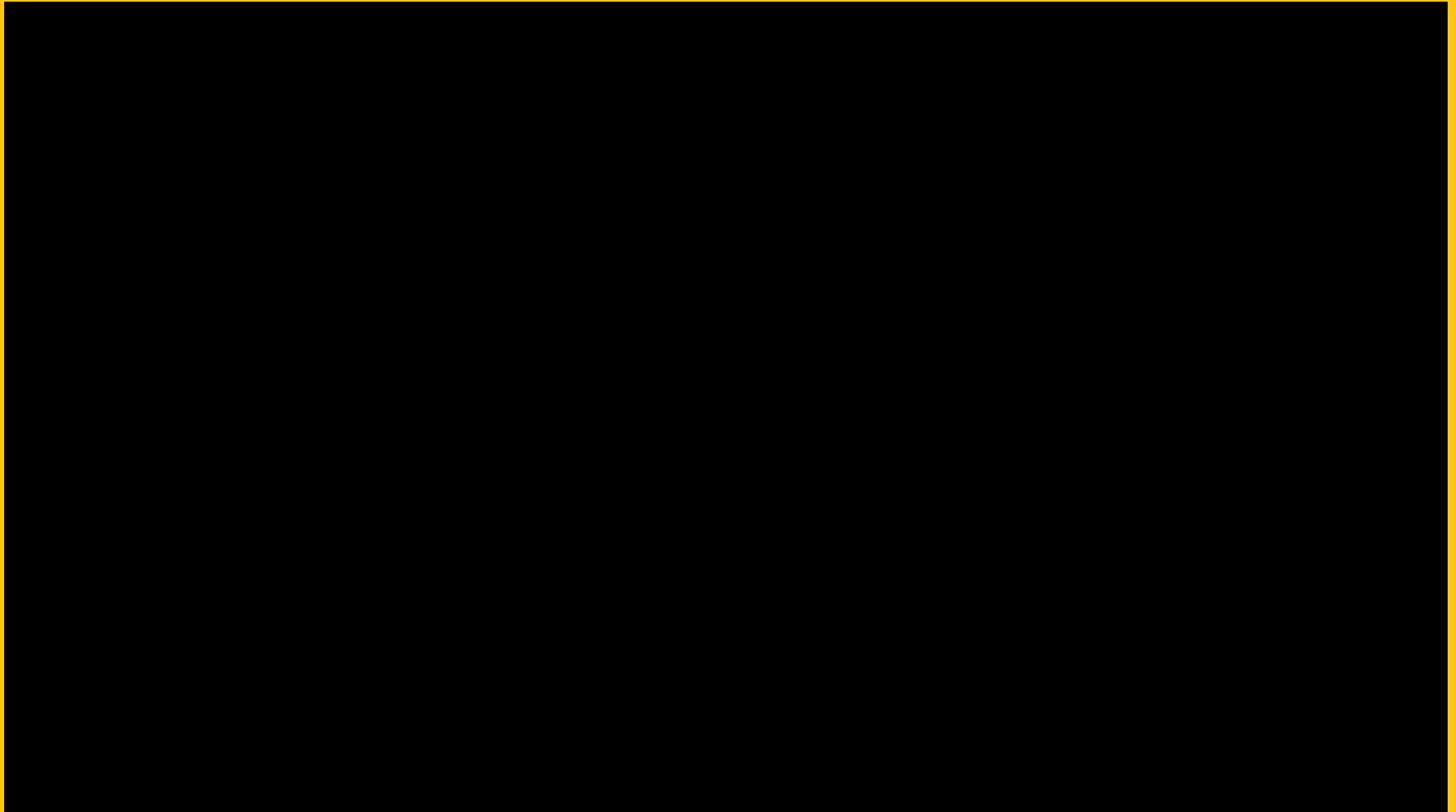
- A police altercation occurred
- Altercation was videotaped on cell phone by multiple youth
- Video was sent to media, family, lawyers, police
- Network News Media interviews youth about their footage
- Network Media interviews family's lawyer

Turn and Talk

- What kind of reading, writing, speaking, thinking practices are the youth engaging in this case study? How are they similar to the practices adults are engaging? What factors are motivating these youth?

- **Break 1:45-2:00**

Case Studies III: Ethnic Studies Now





- AZ/CA/NV
- CA
 - Loosely coordinated alliance at a state-level
 - Legislation AB 101

Sacramento, CA

- **Simultaneous diffuse community movement made up of groups not always connected to or even aware of each other,**
- **Ultimately led at an official level by youth with their school board**

Local Implications/Possibilities

Common Themes

- List themes across case studies as a table.
- Identify similarities with the group at the table next to yours.
- Send one person from both tables with the list of similarities to meet with the other reps to create a common list of themes.
- Don't' discard left over themes.
- Debrief—what were similarities and why?
- What didn't make it on the list?

This is what I saw...what POC identities

Reflect on implications

- What do the themes you identified look like in practice?
- How can you encourage or facilitate attention to or action upon these themes in your school?
- How can you support this kind of teaching and learning?