



Culturally Responsive Pedagogies

Dr. Brandi Hinnant-Crawford

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- Diversity, Equity and Inclusion Coordinator for Teacher Education

Brandi Hinnant-Crawford, PhD is an Associate Professor of Educational Research and the Diversity, Equity, and Inclusion Coordinator for Teacher Education at Western Carolina University. A self-described critical pragmatist and aspiring scholar-activist, Crawford's scholarship focusses on equity and inclusion for marginalized students across the P-16 pipeline as well as how research, particularly improvement science, can be leveraged as methodological tools to catalyze just practices and outcomes.

Brandi has experiences in education ranging from the classroom in the rural south to central office in the urban northeast. Dr. Hinnant-Crawford is an award-winning educator, known for her student-centered, critical pedagogical practices. While she loves research and teaching, her first priority is mothering her nine-year-old twins, Elizabeth Freedom and Elijah Justice Crawford.

Wednesday, July 7th 5:30-6:30 EST

Title: *Equity Pedagogies: Cultivating Relevant, Responsive, and Sustaining Classrooms to Ensure Opportunities to Learn*

By the end of this session, participants will be able to recognize equity pedagogy in practice. In this session, participants will explore the various approaches to equity pedagogy (including culturally responsive, culturally relevant, and culturally sustaining pedagogy) and explore the ways classroom practice can lead to inequitable opportunities to learn.

Participants will discuss the commonalities among equity pedagogies and nuances that are common to various disciplines. Examining curricular content, instructional practice, and assessment participants will reimagine classroom practice and what classrooms that serve all students can be.



Community Engagement

Dr. Muhammad Khalifa

Professor of Educational Administration at THE Ohio State University

•President/CEO of the Culturally Responsive School Leadership Institute

Dr. Muhammad Khalifa is a professor of Educational Administration at The Ohio State University. His research examines how urban school leaders enact culturally responsive leadership and anti-oppressive schooling practices.

He has written extensively on minoritized student identities in school, how schools can become liberatory spaces for youth, and how schools can begin to recognize and value the ancestral knowledges in and around schools. In addition to his previous work as an urban educator in Detroit, he has worked with education ministers in Africa and Asia and has helped them craft educational goals and reforms.

He is the author of the top-selling book, *Culturally Responsive School Leadership* (Harvard Education Press, 2018). He is also coeditor of three other earlier books: *Handbook on Urban Educational Leadership* (Rowan & Littlefield), and *Becoming Critical: The Emergence of Social Justice Scholars* (SUNY Press), and *The School to Prison Pipeline. The Role of Culture and Discipline in School* (Emerald Books).

Dr. Khalifa has also recently published in the highest ranked education journals, including *Review of Educational Research*, *Teachers College Record*, *QSE*, *Urban Review*, *Educational Administration Quarterly*, and *Race, Ethnicity, and Education*, to name a few.

Dr. Khalifa has developed an advanced online “equity audit” tool for use in U.S. schools—a researched-based way to reduce achievement and discipline disparities in school (ajusted.org). And through the Culturally Responsive School Leadership Institute, he and colleagues have developed academies and learning modules that will help schools and leaders to become culturally responsive (crsli.org).

Wednesday, July 21st 5:30-7:30 EST

Title: *Culturally Responsive School Leadership*

How should humanization, anti-oppressiveness, and cultural responsiveness be systematized in school? This presentation focuses on how school leaders can effectively serve minoritized students—those who have been historically marginalized in school and society. The lecture suggests that leaders must be central to culturally responsive school reforms, and demonstrates how leaders can engage students, parents, teachers, and communities in ways that positively impact learning by honoring indigenous heritages and local cultural practices.

Dr. Khalifa explores three basic premises. First, that a full-fledged and nuanced understanding of “cultural responsiveness” is essential to successful school leadership. Second, that cultural responsiveness will not flourish and succeed in schools without sustained efforts by school leaders to define and promote it.

Finally, that culturally responsive school leadership comprises a number of crucial leadership behaviors, which include critical self-reflection; the development of culturally responsive teachers; the promotion of inclusive, anti-oppressive school environments; and engagement with students’ indigenous community contexts.

In this particular lecture, we look at a much deeper look at the portion of the book that focuses on Critical Self-Reflection. Based on ethnographic research of a culturally responsive school principal who exemplifies the practices and behaviors of culturally responsive school leadership, the lecture provides educators with pedagogy and strategies for immediate implementation.

The lecture ends by highlighting a central theme of community and how community-based knowledge should be positioned in all aspects of schooling. We anchor the lecture with several activities that get leaders to begin thinking about Culturally Responsive School Leadership.



Systemic Reform

Dr. Elise Frattura

Professor Emeritus of Wisconsin-Milwaukee

•Co-Founder of Integrated Comprehensive Systems for Equity

Elise Frattura is a Professor Emeritus at the University of Wisconsin-Milwaukee, having taught for over 20 years in the School of Education. From 2003-2013, Dr. Frattura served as an Associate Dean and Department Chairperson for the School of Education. Prior to her role at the University of Wisconsin-Milwaukee, Dr. Frattura was a teacher and a central office administrator from 1983-2001, during which time she also served as an adjunct lecturer at the University of Wisconsin-Madison and at the University of Wisconsin-Milwaukee.

Dr. Frattura taught graduate courses for principals and district office administrators in the areas of: Diversity in Elementary and Secondary Education, Advanced Analysis and Design of School Systems, Politics and Educational Organizational Cultures, and Non-Discrimination Law. While a professor, she co-founded and taught courses in Administrative Leadership for Intentional Equity, for school principals and district office administrators.

Dr. Frattura also researches and publishes in the area of Integrated Comprehensive Systems™, non-discrimination law for all learners, and the theoretical underpinnings of educational segregation. Dr. Frattura works extensively with urban, rural, and suburban school districts across the country as well as internationally to assist in the movement from reactionary systems of segregation to a proactive Integrated Comprehensive Systems™ of support through presentations, evaluations, and consultation. Dr. Frattura is a Co-Founder of Integrated Comprehensive Systems for Equity (ICS Equity).

August 4th 5:30-6:30 EST

Title: *A Framework and Process for Educational Equity Systems Change*

In spite of decades of educational reform and federal mandates, inequities among students not only persist but are growing. To eliminate these inequities, leaders must understand how their current piecemeal approaches are not only ineffective but are exacerbating these inequities. Further, most equity work addresses only one aspect of inequities, such as culturally relevant pedagogy or developing culturally competent staff. Instead, leaders must learn how to transform the entire education system by completing a systemic pragmatic approach to equity systems change. ICS Equity is a framework and process that takes a systems approach to eliminate inequities through a clear and pragmatic framework and process.