

**T·E·E·C·H·**

Teaching for Equity, Empowerment & Community Healing

Dr. Muhammad Khalifa

# FOUNDER AND CEO MUHAMMAD KHALIFA, PHD



## Originator

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Founded  
Ajusted.org and  
CRSLI  
First to develop  
online Equity Audits



## Expert

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Culturally  
responsive school  
leadership,  
community-  
centered schooling,  
race, anti-oppressive  
schooling



## Educator

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Professor of  
Education, OSU  
Former Detroit  
teacher and  
administrator  
Most-cited Ed.  
Leadership scholar  
in past 5 years



## Author

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Top-selling book  
(Harvard) in Ed.  
Leadership and  
'Equity'; +25,000.  
copies sold!



## Trainer

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Developed  
successful culturally  
responsive school  
leadership 2.5-day  
academy  
Trained over 5,000  
ed. administrators  
across the globe

A man in a suit and tie is speaking at a podium. The image is overlaid with a semi-transparent orange filter. The text is positioned on the right side of the image.

## MY BELIEF

Community-connected teachers are our biggest opportunity to address inequity in our schools.

# WHAT WE KNOW ABOUT TEACHING AND LEARNING

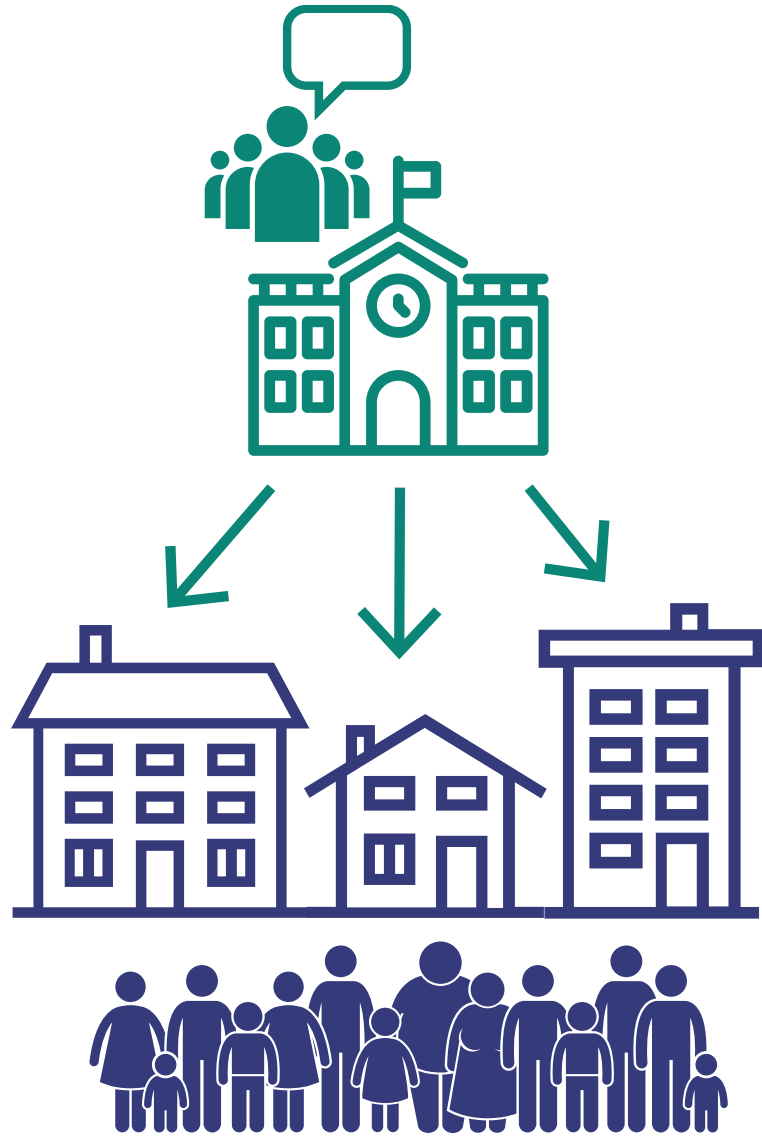


- Experiences, environments, and relationships are defining for learning and development
- Learning is integrated with emotion, cognition, and the formation of identity
- Strong, trusting relationships are essential to learning
- Learning is shaped through the culturally organized activities of everyday life & across the lifespan
- People make meaning by reflecting on the connections between new information and existing information
- Biased teaching and learning can reproduce inequality in schools, but some schools have discovered how to teach more equitably

A photograph of a classroom filled with students sitting at desks, working on papers. The image is overlaid with a semi-transparent teal color. The students are dressed in traditional school uniforms, and the classroom has a classic feel with posters on the wall.

# Old School

If schools continue to dictate the place, purposes, and methods of education absent community perspectives, can we develop the students and societies we desire?



## HOW THE SYSTEM CURRENTLY WORKS

- Education is top-down and hierarchical
- Power to define/decide rests in schools
- Educators disconnected from community
- Community must assimilate to school culture
- Teaching and administrative staffs not diverse
- Educators want change, but don't know how
- Those who need the most get the least
- Communities rarely experience local change

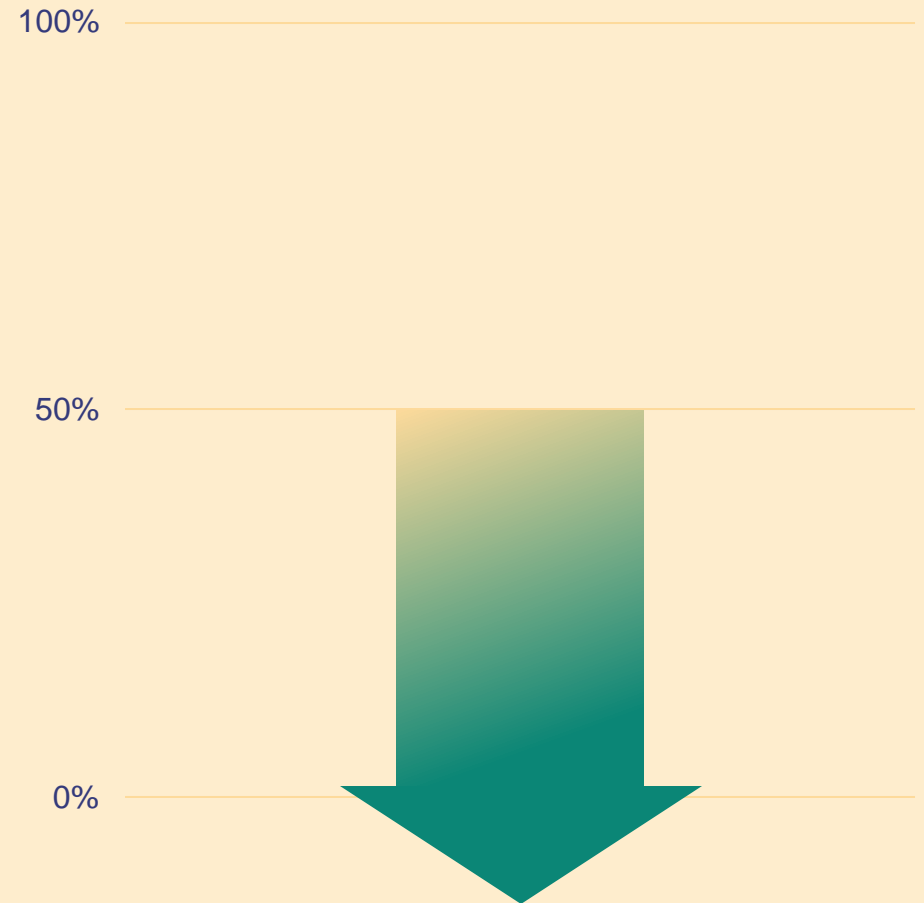
## PROBLEM #1

Teachers are not prepared to be culturally responsive with commitments to racial justice.



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Less than 50% of teachers feel prepared to teach in urban or diverse schools.



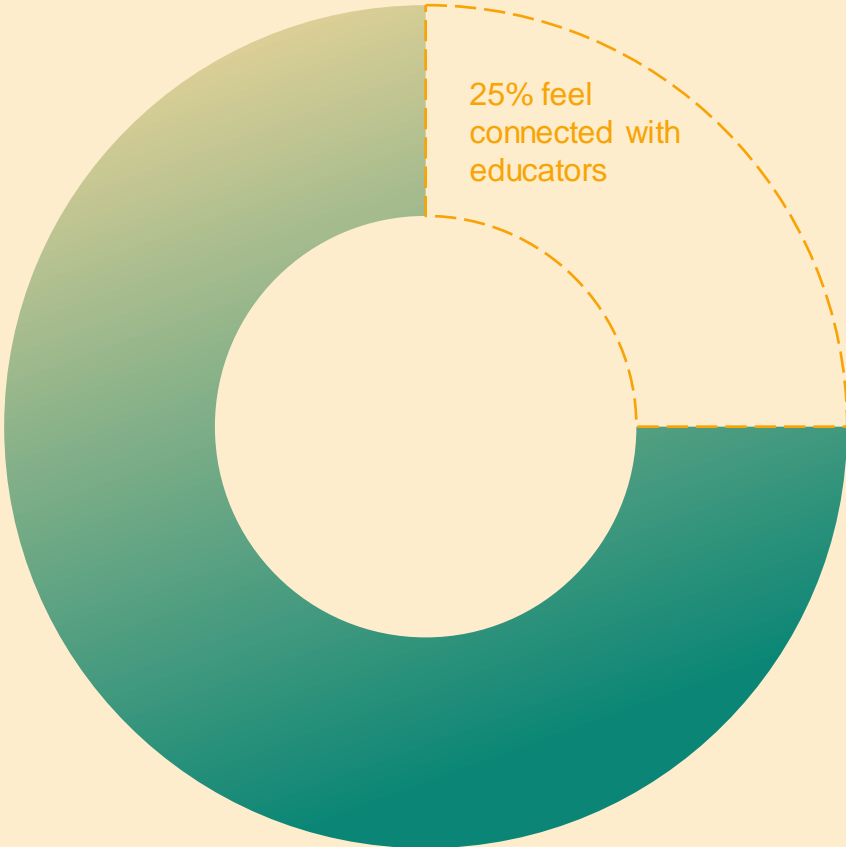
## PROBLEM #2

Schools are mostly disconnected from real issues in the communities they serve.



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75% of parents of color feel that they do not have a strong connection with their child's school or educators.

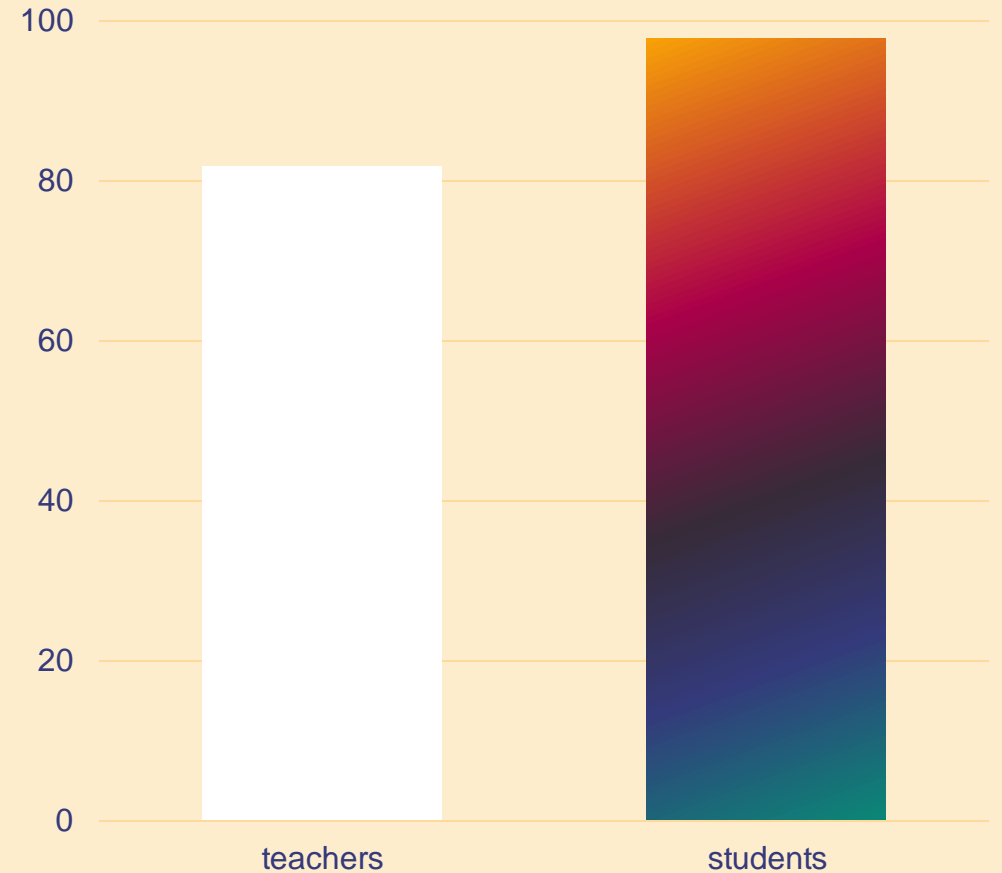
## PROBLEM #3

America's teaching force does not reflect student demographics.



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The educator workforce is 82% White, but most students are from minoritized background.

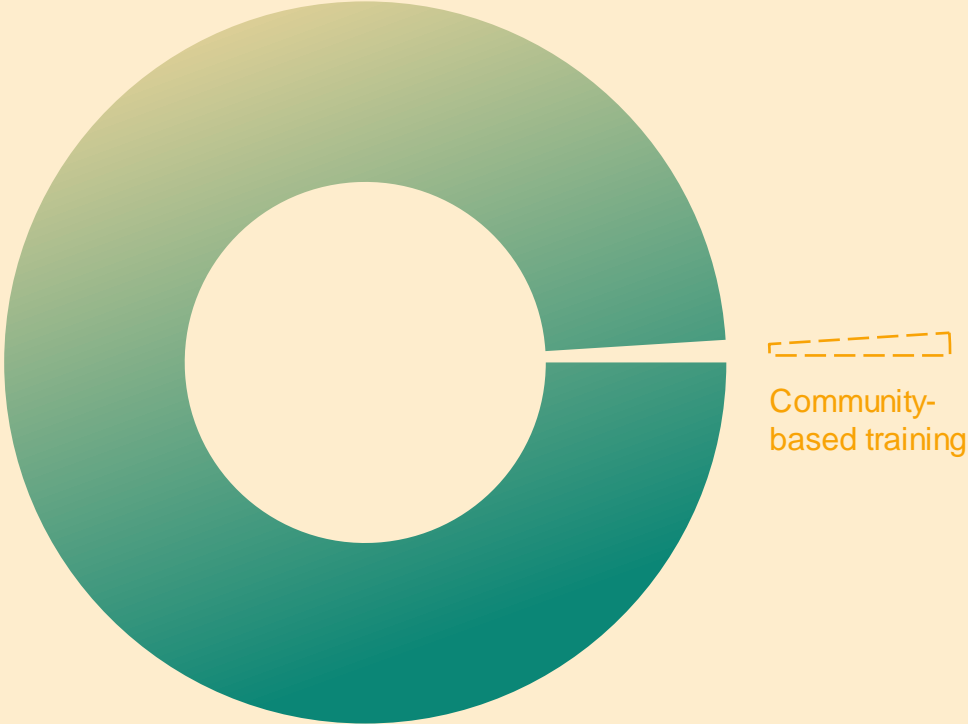
## PROBLEM #4

Teacher preparation programs train teachers to work in schools, but not in and around the lives of students or in communities.



**PROBLEM #4**

Teacher preparation programs train teachers to work in schools, but not in and around the lives of students or in communities.



99% of teacher preparation programs happen only within schools and lack community-based connection.

SOURCE: INSERT

A woman and a man are looking at a laptop screen. The woman is on the left, leaning over the man. The man is on the right, wearing glasses. The background is a solid blue color.

# New School

TEECH transforms education by training future educators as community advocates before they ever enter the classrooms.

TEECH aims to address the ***disconnect between school and students' lives/communities by training teachers as community workers and advocates***, increasing their capacity to effectively serve communities in which they teach.

By drawing on their lived experiences and connections to community, ***TEECHers will be able to center their curriculum, practices, and relationships around culturally responsive practices***—including the trajectory of leadership, policies and priorities of schools.





2x

White college graduates are 2x more likely to major in education compared to Black, Latinx, and other graduates of color.



A new kind of



er

We start by developing teachers as agents for community justice and change, advocacy, and empowerment.



## IMPACT IN EDUCATION (or on the ed system)

- Redefined purpose of schools/education
- Prioritization of cultural responsiveness and racial equity with teachers & in curriculum
- Widespread community engagement
- Community and student voice included
- Diversified teaching force
- Effective alternative to exploitative programs
- Sustainable and engaged partnerships



## IMPACT IN COMMUNITY

- Schools become community advocates
- Community transformation gains powerful “official” school-based support
- Community-based issues in schools
- Power shifts to community leaders and residents
- Teachers committed to community self-determination and economic independence
- Decreased violence toward children in schools

## IMPACT ON STUDENTS

- Minoritized students will have higher grades and academic performance
- Minoritized students will be equally represented in advanced classes
- Minoritized students will not be over-disciplined
- Students will feel more at home and less isolated
- Students will feel that their unique histories are represented in what they learn.
- Students will be less likely to disengage from and pushed out of school
- Safety from trauma and violence



## HOW DOES TEECH ILLUSTRATE PRINCIPLES OF LEARNING?

### Environment

- Culturally affirming curriculum and interactions
- Designed to meet adolescents' developmental needs
- Creates opportunities for belonging
- Positive approach to classroom management & discipline



## HOW DOES TEECH ILLUSTRATE PRINCIPLES OF LEARNING?

### Relationships

- Builds collaborative teams to lead the work locally
- Pedagogy rooted in caring and love
- Creates community and multi-layered relationships
- Reimagines the qualifications and experiences that makes a good teacher (privileges connection)

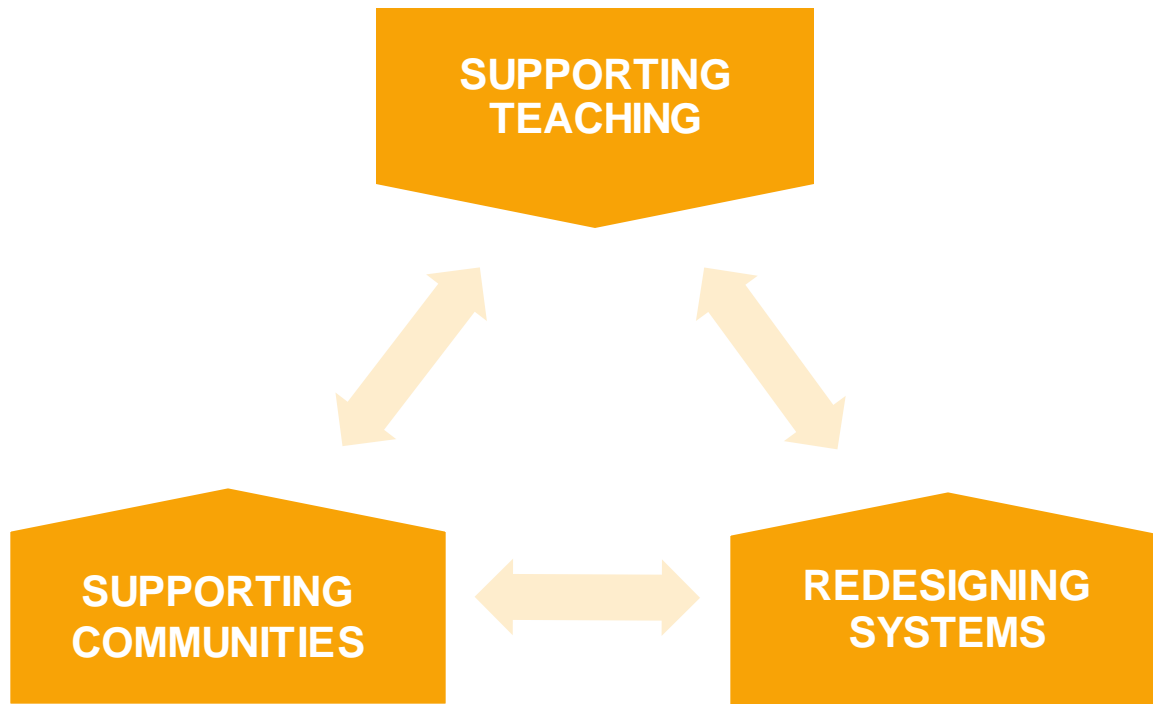


## HOW DOES TEECH ILLUSTRATE PRINCIPLES OF LEARNING?

### Experiences

- Supports positive racial identity
- Modeling and critical reflection and reframing stereotypes about black males
- Supportive professional community of instructors; centered around skill-building and mentoring
- Interactions that affirm positive characteristics and futures

# SIMULTANEOUS LANES OF WORK



## Systems change:

- Teaching and learning that reflects students
- Teacher pipeline & professional development
- Policies, structures, and interactions to affirm and create belonging



# WHO POWERS THIS MOVEMENT?

COLLEGES OF EDUCATION

SCHOOL DISTRICTS



STUDENT-LED COMMUNITY ACTIVITIES

PHILANTHROPIC FUNDERS

# T·E·E·C·H·

## Program Pathway

### Step 1 ●

First and second-year recruitment into the program

### Step 2 ●

Engage in two summer, community-advocacy practicums focused justice

### Step 3 ●

Summer curriculum that immerses pedagogy, theory, research on justice

### Step 4 ●

Fund final year of undergrad, during which TEECHers become credentialed

### Step 5 ●

Get TEECHers hired in areas that serve the demographic of their community work

### Step 6 ●

Engage TEECHers in ongoing 'Communities of Practice' on structural inequality



## Program Benefits

- A new model for education w/ community focus
- Excellent training for service in local areas
- Established connection with local communities
- Racial and Cultural Consciousness
- Two community summer interns
- Senior year scholarship for education concentration
- Guaranteed district job and community placement
- Guaranteed allocation of 10% of worktime in community advocacy work





*“Dr. Khalifa’s work allowed us to reshift power, by asking how can we embed student voice and discussion into the culture of our leadership planning?”*

**Christine Osorio**

Superintendent, North St. Paul, Maplewood, Oakdale, Minnesota





*“The institute provides applicable strategies rooted in research, and allowed our district leaders to have immediate positive impact on our organizational culture and student achievement.”*

**Ramont Roberts**

Superintendent, Saginaw Public Schools, Michigan



# OUR TEAM OF EDUCATION & COMMUNITY EXPERTS



**Muhammad Khalifa**  
**Founder and CEO**  
Professor of Education, OSU  
Founder of *Ajusted.org* and CRSLI



**Emily Bautista**  
**Community Experiences Lead**  
School and system-wide leader in L.A.  
Community worker and organizer



**Mary Yeboah**  
**Teacher Education Lead**  
University Leader of Student Life, Wheaton  
Illinois State Leader of Diverse Education



**Jamel Adkins-Sherief**  
**Chief of Operations**  
Urban School Leader, Boston  
Non-Profit Leader, Eskolta Network, Boston



**Jamila Dugan**  
**Partnerships Lead**  
Director, Leadership Coach, PhillyPLUS  
Author, Researcher, & Teacher of the Year



**Katie Pikel**  
**Higher Education Lead**  
Principal-in-Residence, Univ. of Minnesota  
School leader, Austin, MN

## OUR BOARD (Both Governing and Advisory)

**Dana Mortenson**, Co-Founder and CEO, World Savvy (Governing)

**Dr. Ramont Roberts**, Superintendent, Saginaw Public Schools (Advisory)

**Sherif El-Mekki**, CEO of the Center for Black Educator Development (Governing)

## Implementation Phases

### Phase 1

- Identifying leadership team
- Securing financial support
- Writing curriculum/identifying instructors
- Identifying community programs/partnerships
- Identifying securing potential 'university partners'
- Recruiting first cohort of Community-Teacher Advocates (CTA)
- Establishing school district pipeline partnerships





## Implementation Phases

### **Phase 2**

- Graduate first cohort and place them in schools
- Establish rural and Indigenous partnerships
- Establish district pipeline and consulting contracts
- Set 5-year goal of preparation capacity of 500 teachers per year

# THE ASK

## Years 1–2

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\$1.5 million planning grant

## First 5 Years

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\$11 million in funding

## Costs

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- tuition (for 1-2 year)
- CTA stipends; communities of practice
- Small grants for CBOs
- Organizational staff salaries
- Community/Equity-scholar trainers
- Partnership financial costs (COEs/Districts)

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