

**BLP Pedagogical Elements**  
 Black Teacher Collaborative (BTC) Teachers Fellowship

**1. Critical Care/ Love**

ELEMENTS	Characteristics
<b>Beliefs</b>	<p><i>Black Teacher Fellows believe:</i></p> <ul style="list-style-type: none"> <li>● Black children are beautiful, creative, unique, and full of natural genius to be awakened</li> <li>● It is my job as a Black educator to love <b>all</b> of my students</li> <li>● I can not be an effective Black teacher unless I love all of my students</li> <li>● Loving black children is personal, human and political (i.e. love is a weapon against oppression)</li> </ul>
<b>Knowledge</b>	<p><i>Black Teacher Fellows know:</i></p> <ul style="list-style-type: none"> <li>● Critical Care/Love is the foundation of student learning (i.e. students don't care what you know until they know that you care)</li> <li>● Areas of strength and growth with regards to developing and maintaining caring and loving relationships with my students</li> </ul>
<b>Pedagogy &amp; Instructional Practices</b>	<p><i>Black Teacher Fellows can draw on the following pedagogical or instructional practices:</i></p> <ul style="list-style-type: none"> <li>● Building systems and rituals that communicate to all black children in my classrooms they are special and loved</li> <li>● Creating routines for building individual personal connections with each student as a part of the classroom structure</li> </ul>
<b>Classroom Culture</b>	<p><i>Black Teacher Fellows create classroom cultures in which</i></p> <ul style="list-style-type: none"> <li>● Black students feel loved and known (as measured by student self-reports)</li> </ul>

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**2. Strong Racial Identity**

ELEMENTS	Characteristics
<b>Beliefs</b>	<p><i>Black Teacher Fellows believe:</i></p> <ul style="list-style-type: none"> <li>● Being Black is central to the everyday experiences of my students and myself</li> <li>● Given our existence in a racist society, I am subject to negative messages about Blackness and therefore need to consistently mine myself for internalized racism</li> <li>● Given our existence in a racist society, my students are subject to negative messages about Blackness and I need to teach them to consistently mine themselves for internalized racism</li> <li>● Black teachers are responsible for building a strong racial identity in Black students as a critical pathway to liberation and academic success</li> </ul>
<b>Knowledge</b>	<p><i>Black Teacher Fellows know:</i></p> <ul style="list-style-type: none"> <li>● A positive racial identity is empirically linked to academic excellence and success for Black children</li> <li>● Examples (historical and contemporary) of excellent Black teachers and how they have used racial identity to move students towards achievement and liberation</li> </ul>
<b>Pedagogy &amp; Instructional Practices</b>	<p><i>Black Teacher Fellows can draw on the following pedagogical or instructional practices:</i></p> <ul style="list-style-type: none"> <li>● Drawing on students' cultural customs and rituals to create classroom routines and rituals that appropriately reflect student's racial/ethnic identities.</li> <li>● Responding to and disrupting student to student and student to self internalized racism</li> </ul>
<b>Classroom Culture</b>	<p><i>Black Teacher Fellows create classroom cultures in which:</i></p> <ul style="list-style-type: none"> <li>● Black cultural customs and patterns appropriate/aligned to the students they teach are highlighted and embraced</li> </ul>

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**3. High Expectations**

Component	Characteristics
<b>Beliefs</b>	<p><i>Black Teacher Fellows believe:</i></p> <ul style="list-style-type: none"> <li>● All of my students are inherently genius and can achieve academic excellence</li> <li>● It is my duty to hold Black students to high social and academic expectations</li> <li>● It is my duty to provide Black children support in meeting high social and academic expectations</li> </ul>
<b>Knowledge</b>	<p><i>Black Teacher Fellows know:</i></p> <ul style="list-style-type: none"> <li>● Historical narratives and examples that highlights the rich reservoir of Black resilience, capability and perseverance (i.e someone to fill in)</li> <li>● Historical and contemporary data that highlights the long history of the United States creating and maintaining a narrative of Black intellectual inferiority</li> <li>● The impact on Black students' and Black adults' efficacy and mental psyche of receiving and internalizing messages of Black intellectual and social inferiority</li> <li>● Empirical evidence on the relationship between expectations and academic excellence</li> </ul>
<b>Pedagogy &amp; Instructional Practices</b>	<p><i>Black Teacher Fellows can draw on the following pedagogical or instructional practices:</i></p> <ul style="list-style-type: none"> <li>● Warmly and clearly communicating high expectations using multiple culturally congruent strategies</li> <li>● Skillfully scaffolding milestones leading toward students' successfully meeting expectations</li> </ul>
<b>Classroom Culture</b>	<p><i>Black Teacher Fellows create classroom cultures in which:</i></p> <ul style="list-style-type: none"> <li>● Where culturally affirming accountability strategies, rituals and routines to support high quality academic and social student performance are evident.</li> <li>● Where students and teachers collectively engage in social, emotional and academic support system, routines and strategies for students striving to meet high expectations</li> </ul>

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**4. Sociopolitical Consciousness**

ELEMENTS	Characteristics
<b>Beliefs</b>	<p><i>Black Teacher Fellows believe:</i></p> <ul style="list-style-type: none"> <li>● Black teachers should improve the sociopolitical conditions of Black people through their teaching practice.</li> <li>● Subject area content can and should be delivered through pedagogy, instructional practices, reinforced by classroom culture that improves the sociopolitical conditions of Black people</li> </ul>
<b>Knowledge</b>	<p><i>Black Teacher Fellows know:</i></p> <ul style="list-style-type: none"> <li>● Pedagogical stances and instructional practices of Black liberatory pedagogical tradition</li> <li>● Location of current teaching practice in relation to Black liberatory pedagogy</li> </ul>
<b>Pedagogy &amp; Instructional Practices</b>	<p><i>Black Teacher Fellows can draw on the following pedagogical or instructional practices:</i></p> <ul style="list-style-type: none"> <li>● Approaching lesson planning, delivery and building a classroom environment with the belief that what we learn can be utilized to improve the sociopolitical conditions of Black people.</li> <li>● Approaching lesson planning, delivery and classroom environment with the belief that each aspect should be relevant to sociopolitical conditions of Black people</li> <li>● Helping students comfortably, confidently and skillfully engage in subject area related sociopolitical discourse</li> </ul>
<b>Classroom Culture</b>	<p><i>Black Teacher Fellows create classroom cultures in which:</i></p> <ul style="list-style-type: none"> <li>● Black students are comfortable with and skillful at engaging in sociopolitical discourse with their peers</li> <li>● Black students confidently and skillfully challenge the status quo using content area knowledge and skills</li> </ul>

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**5. Healing**

ELEMENTS	Characteristics
<b>Beliefs</b>	<p><i>Black Teacher Fellows believe:</i></p> <ul style="list-style-type: none"> <li>• Black Children and Black Teachers exist with wounds from oppression</li> <li>• Black Teachers and Learners have what they need to recover from societal assaults to their humanity</li> </ul>
<b>Knowledge</b>	<p><i>Black Teacher Fellows know:</i></p> <ul style="list-style-type: none"> <li>• The significance of “being”, “belonging” and “becoming” in the healing of relationships</li> </ul>
<b>Pedagogy &amp; Instructional Practices</b>	<p><i>Black Teacher Fellows approach pedagogy and instruction by:</i></p> <ul style="list-style-type: none"> <li>• Extending problem solving activities to community wellness</li> <li>• Inserting and adopting vocabulary of mutual benefit in the learning environment</li> </ul>
<b>Classroom Culture</b>	<p><i>Black Teacher Fellows create classroom cultures:</i></p> <ul style="list-style-type: none"> <li>• In which a “many hands make the work light” approach is taken to building a classroom culture</li> <li>• In which there is structured time for lament, disappointment and grief</li> </ul>

**6. Collective Responsibility**

ELEMENTS	Characteristics
<b>Beliefs</b>	<p><i>Black Teacher Fellows believe:</i></p> <ul style="list-style-type: none"> <li>• Success/Achievement is tied to/contingent upon the success achievement of the whole</li> <li>• The purpose of learning is to pragmatically put to use to uplift the race (learnt uplift strengthens you morally; not just about help the disadvantage, it strengthens one character)</li> <li>• Shared responsibility increases group effort and group achievement</li> </ul>
<b>Knowledge</b>	<p><i>Black Teacher Fellows know:</i></p> <ul style="list-style-type: none"> <li>• The characteristics of collaborative learning as a learning model (versus a learning exercise)</li> <li>• How to gain from/access/ construct upon what learners already know increases learner receptivity for new information (formative assessment beyond new information)</li> </ul>
<b>Pedagogy &amp; Instructional Practices</b>	<p><i>Black Teacher Fellows approach pedagogy and instruction by:</i></p> <ul style="list-style-type: none"> <li>• Revisiting classifications of types of instruction to inventory, assess and evaluate them as modes of collective work and responsibility</li> <li>• Communicating measures of proficiency that include collective progress/deficiencies</li> </ul>
<b>Classroom Culture</b>	<p><i>Black Teacher Fellows create classroom cultures:</i></p> <ul style="list-style-type: none"> <li>• In which intentional actions bring attention (without diminishing personhood) to the importance of full participation</li> <li>• In which community problem solving is promoted to emphasize the classroom space as a learning space in which problems are solved collectively</li> </ul>

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**7. Love of Learning & Intellectual Excellence**

Component	Characteristics
<b>Beliefs</b>	<p><i>Black Teacher Fellows believe:</i></p> <ul style="list-style-type: none"> <li>• Black teachers seek out ways to give Black children the deeper meaning of learning beyond recall of information</li> <li>• Black teachers recognize the merit of meaningful connections to real life purposes.</li> <li>• Excellence is evidenced in one's standard of personal best</li> </ul>
<b>Knowledge</b>	<p><i>Black Teacher Fellows know:</i></p> <ul style="list-style-type: none"> <li>• How to associate the stages of learning in context of the learning activity (developmental appropriateness)</li> <li>• The application of human qualities of engagement to foster positive feelings about learning</li> </ul>
<b>Pedagogy &amp; Instructional Practices</b>	<p><i>Black Teacher Fellows approach pedagogy and instruction by:</i></p> <ul style="list-style-type: none"> <li>• Using differentiating instruction to reinforce learner's cognitive assets</li> <li>• Effectively communicating obstacles and deficiencies in ways that invoke resilience and persistence</li> <li>• Routinely "humanizing" all information as it shows up in the lived experiences and the larger social context</li> </ul>
<b>Classroom Culture</b>	<p><i>Black Teacher Fellows create classroom cultures:</i></p> <ul style="list-style-type: none"> <li>• In which resilience in learning is cultivated</li> <li>• In which excellence as a way of Being is cultivated</li> <li>• In which black students' confidence in the "How" and the "Why" is developed</li> </ul>

**8. Culturally Compatible & Community Connected Praxis**

ELEMENTS	Characteristics
<b>Beliefs</b>	<p><i>Black Teacher Fellows believe:</i></p> <ul style="list-style-type: none"> <li>• Students cultural knowledge and expressions are valuable and should be central to the learning process</li> <li>• Students' families and communities have unique value and strengths as core members of their village</li> </ul>
<b>Knowledge</b>	<p><i>Black Teacher Fellows know:</i></p> <ul style="list-style-type: none"> <li>• Culturally centered pedagogies are countercultural to the modus operandi of U.S. public schooling</li> <li>• Diasporic and Heritage knowledge must be integrated into learning environments in meaningful ways</li> </ul>
<b>Pedagogy &amp; Instructional Practices</b>	<p><i>Black Teacher Fellows approach pedagogy and instruction by:</i></p> <ul style="list-style-type: none"> <li>• Integrating experiential learning and multiple intelligences into instruction</li> <li>• Integrating diasporic and heritage knowledges into the curriculum</li> </ul>
<b>Classroom Culture</b>	<p><i>Black Teacher Fellows create classroom cultures:</i></p> <ul style="list-style-type: none"> <li>• That models community obligation to cultivate in students' community obligation</li> <li>• That demonstrates the success of each learner to the success of the community</li> </ul>