



Declaration of Education Imperatives for the 21st Century

National Alliance of Black School Educators
P.O. Box 176
Troy, NY 12181

DATE: **Today**

TO: **All Advocates for Equity in Public Education**

FROM: **National Alliance of Black School Educators (NABSE)**

RE: **MEMORANDUM OF TRANSMITTAL**

Since January 2020, NABSE has been engaged in an initiative designed to identify education imperatives and legislative priorities impacting African American learners. As we have reimagined the policy, programmatic and professional needs of those we serve presently, and in the future, another undeniable reality has emerged. After nearly 50 years as an organization, in this “perfect storm” of a “teachable moment,” NABSE must elevate its visibility exponentially. NABSE is compelled to lend its perspective to the 46th U.S. President and legislative leaders concerning the challenges of public education, how urban schools might function more effectively, and better serve students of color. Our future-focused initiative culminates with release of the ***NABSE Declaration of Education Imperatives for the 21st Century***. We are confident that this prescriptive document will not only be of considerable interest to elected officials, but also serve as the agenda for in depth discussion with NABSE leaders.

Going forward, any realistic dialogue about public schools in America must include new voices—especially practitioners steeped in the issues, ambiguities and confounding factors, as well as the fallacies of theory and data-driven ironies. NABSE stands in the authenticity of our truth as African American educators (i.e. superintendents, school board members, curriculum directors, principals, teachers, professors, consultants, et. al.). As children, we were the ones who persisted in pursuit of our goals despite our residence in communities that may not have welcomed us, attendance at schools not designed to nurture our aspirations, staffed by teachers untrained to comprehend the composition of our families, the contradictions in our lived experiences, or the bleaching of our history.

Who, then, has greater authority to address the challenges of educating learners who look like us—indeed are us—than us? Who understands more clearly how to navigate systems replete with shortfalls, blind spots and low expectations? Who knows with certainty how long odds can be overcome and long shots can make their mark? Without question, we do!

Contrary to widely held beliefs, public education in America is not a liability. As a matter of fact, in most U.S. communities, public schools are thriving. The glaring exception to this truth is those U.S. communities populated predominantly by people of color. Since the challenges are not obscure and the remedies are within our grasp, as a nation we must muster our collective will to not only meet this moment but change the narrative about public education once and for all.

As an untapped resource, NABSE is stepping forward at this pivotal moment to amplify our collective voices, assert our authority as professionals, and advantage the leaders of our nation with clarity and intentionality regarding issues of public education. Simultaneously, as both victors and victims, we are uniquely qualified to do so. We are also blessed and cursed with a double consciousness that affords us the peculiar advantage of being both a mirror and a lens.

Given all these realities, we present with great pride and much enthusiasm the *NABSE Declaration of Education Imperatives for the 21st Century*.

For additional information please visit: www.nabse.org

Contacts:

Dr. Michael McFarland, President
Email: mcfarlm@gmail.com

Dr. Fadhilika Atiba-Weza, Executive Director
E-mail: atiba@nabse.org

Dr. Patricia A. Ackerman, Chair
NABSE Legislative Priorities Committee
Email: chalkinc@aol.com

TABLE OF CONTENTS

NABSE Declaration of Education Imperatives for the 21st Century

TOPIC	PAGE NUMBER
Preamble	1
Achievement	2
Assessment	3
Compensation	4
Curriculum	6
Educator Preparation	8
Funding	9
Governance	11
Instruction	12
Glossary	14
Thought Leaders and Recorders	17



Declaration of Education Imperatives for the 21st Century

PREAMBLE

We, the people of the National Alliance of Black School Educators (NABSE), in order to reform an imperfect system of education, establish equity in opportunities, ensure access to sustainable funding, provide essential human and material resources, promote racial tolerance and tranquility, secure dignity and respect for all African American learners, those who teach them and their posterity, do ordain and establish this Declaration of Education Imperatives for the 21st Century.

We hold the evolution of time to be providential. In so doing, the spring of 2020 marks a defining moment when the United States of America (USA) experienced the unprecedeted convergence of three transformative events. Taken together, these events exposed and excoriated the insidious impact of systemic racism on all aspects of African American life. From disproportionate rates of vulnerability, contraction and death due to the COVID-19 global health pandemic, to recognition that the least-compensated workers deemed most essential to the consistent delivery of healthcare, service and safety are people of color, to witnessing the untimely and horrific death of an unarmed Black man at the hands of law enforcement, glaring disparities in access to opportunities in education, employment, housing and healthcare for African Americans have been laid bare. After decades of obfuscation, denial and disregard, the acknowledgement of historic oppression in the lived experiences of generations is affirmed, though inexplicably overdue.

Therefore, in this definitive moment of national reflection, anti-racist enlightenment and espoused reformation, we reassert the truth that knowledge is, in fact, power. Further, we proclaim education to be the crucial foundation upon which empowering knowledge is built. We affirm formal schooling to be the basic ecosystem in which inspirational teaching and responsive learning thrive. Ultimately, we declare the education imperatives set forth herein as essential prerequisites of knowledge acquisition, cultural actualization and affirmative life pathways to which all African Americans aspire. When all of these components are fully and firmly functional in schools serving African American learners, their excellence will become the standard by which all schooling is measured.

ACHIEVEMENT

Education Imperatives

Academic Success - NABSE believes academic success goes beyond a basic level of proficiency in content areas and includes richness in fluency with academic language (including numeracy), Bi-literacy, Advanced Placement (AP) courses and foreign languages. Essential components of academic success include the following:

African American Teachers - NABSE believes hiring of African American teachers increases the opportunities for student success, especially for students of color.

Social Emotional Learning - NABSE believes Social Emotional Learning (SEL) should be the anchor to provide joyful and thriving learning experiences for students. Every school district should establish an SEL policy that requires educators to implement systems/structures to educate the whole child. By doing so, all students, especially students of color, will engage in environments that support their sense of belonging which values their assets as human beings.

Equity - NABSE believes equity should be the premise of everything we do as educators. Every school district should establish an equity policy that focuses on eliminating opportunity gaps, interrupting institutional bias and removing barriers to academic and social success for all students. Now, more than ever, this recommendation is most relevant to ensure that schools disrupt all of the structures that impact students of color; most importantly, males of color.

Legislative Priorities

Social Emotional Learning- NABSE supports legislative action to allocate funding to school districts to expand human capital to focus on (SEL) to impact the needs of the whole child.

Equity Policy - NABSE supports legislative action to establish an equity policy in every school district to ensure educators disrupt and dismantle racist systems in schools that prevent students of color from thriving in school and in life.

Literacy & Numeracy Standards - NABSE supports legislative action requiring school districts to infuse literacy and numeracy standards in all academic subjects.

OTHER

Professional Learning Community - NABSE should develop a professional learning community to build educator capacity in SEL and equity evidence-based best practices.

Urban Leadership Academy - NABSE should explore establishing an urban leadership academy to equip educators with best practices and research to support student success in the 21st century.

(Thought Leaders: Dr. Williams Blake & Mr. Jacky Brown; Warren Salmon-Recorder)

ASSESSMENT

Education Imperatives

Assessment Questions - NABSE believes the development of high stakes assessment questions should take cultural differences and language exposure into account.

Student Outcomes & Teacher Capacity - NABSE supports high stakes assessments being used as a tool for improving outcomes for students, and to improve teachers' capacity in the areas of pedagogy and content.

Legislative priorities

Certification Impact -Amend existing state laws to adjust the impact Career and Technology Education (CTE) industry-standard certifications have on state and federal accountability.

CTE Hiring & Classrooms - Appropriate additional funding toward hiring and retaining skilled CTE educators; equip classrooms to deliver high-quality programs that meet the demands of the 21st century workforce.

(Thought Leaders: Ty G. Jones & Dr. Darryl Henson; Dr. Ayanna Shivers – Recorder

COMPENSATION

Education Imperatives

Underinvestment Inequities - NABSE believes that educators of African American learners experience the worst effects of underinvestment in education, which create inequities in access, quality, and compensation for teachers.

Compensation Incentives - NABSE believes compensation structures for African American educators should include incentives for more challenging positions in the same field, similar to what occurs in the private sector. (i.e. Service members in the military may receive special pay for working in unique conditions or in an imminent danger position. In the medical field, the National Health Service Corps (NHSC) provides up to \$50,000 in loan repayment and tuition and living expenses to physicians who, in return, work for two years in underserved areas. Retention programs in the nursing sector include loan repayment contracts, retention bonuses, and workplace amenities such as flexible scheduling, or site childcare, and mentoring opportunities). Too few school districts offer sufficient financial incentives for positions that will be more difficult to staff because the condition or nature of the job is more challenging.

Gaming Revenues - NABSE supports revenues from casinos, lotteries, and other forms of gaming being utilized to increase revenue to help poor school districts as opposed to taxation.

Allocations - NABSE supports the need to reform fiscal resource allocations that respond to *equity* versus *equal*; and address all the key ingredients of funding and guarantees of access by the intended recipients.

Tax Incentives - NABSE supports incentives for companies and businesses to locate in impoverished communities to generate additional revenue from taxes and create job opportunities.

Teacher Residency Program - NABSE supports the establishment of its own “Teacher Residency” program, partnering with colleges and universities throughout the country, that focus on selective recruiting with intensive hands-on preparation and ongoing support for new teachers in high-need urban school districts. Many new teachers are unprepared for the realities of teaching in high-need schools.

Educator Expertise - NABSE supports having an education expert on the U.S. government’s Coronavirus Task Force. Whenever there is a national education issue/discussion occurring, an educator from NABSE should be at the table. Someone who is teaching in the classroom - an actual practitioner is preferred. NABSE needs to strengthen its impact with politicians.

Legislative Priorities

Recruitment Incentives - NABSE supports legislative action to allocate funding to support school districts in establishing compensation structures that include incentives to recruit and retain highly qualified educators to serve in high need districts.

African American Educator Pipeline -NABSE supports legislative action to establish a pipeline to recruit and train future African American educators and provide loan forgiveness for educators who commit to teach in a high need school district.

Competitive Compensation - NABSE believes that the federal government should allocate competitive compensation packages for African American educators. A substantial body of research validates the conclusion that low teacher salaries affect the quality of those who choose to enter the teaching profession; and whether they stay once they get in. There is a large and rapidly growing “teacher pay gap”, and efforts to address teacher shortages must consider attending to the deterioration in pay and working conditions for teachers in high-poverty schools.

E- Rate - NABSE supports legislative action to urge the Federal Communications Commission (FCC) to implement emergency measures to make changes to E-rate programs to allow high need African American school districts to buy Wi-Fi hot spots and equip existing devices with Wi-Fi capability to ensure all K-12 students have adequate home internet connectivity if their schools close.

OTHER

Computer Access Research - NABSE should explore the possibility of conducting national research on how many African American learners have access to a computer/laptop to use for virtual learning and access to internet connectivity. This may be useful information to assure our students can be helped and could learn with home instruction.

Equitable Funding - NABSE should explore creative ways to ensure a long-term fix for equitable funding at the state and local levels for African American learners. Schools located in whiter and wealthier communities receive greater state and local funding (e.g., higher property taxes, local levies, and fundraising), which in turn can buy more and higher-quality resources (e.g., stronger curriculum, more experienced teachers, new and renovated facilities). Equitable funding is critical to ensure that all schools and students have the opportunity to meet high standards and achieve the American Dream of equality and opportunity.

(Thought Leader: Dr. Rodney Gilmore; Mrs. Betty Maceo-Recorder)

CURRICULUM

Education Imperatives

21st Century Learning Skills - NABSE believes that 21st century learning skills (collaboration, computational thinking, problem-solving, critical thinking and digital literacy) are essential components of effective schooling for all students.

African American History - NABSE believes that the history, culture and contributions of African Americans is American history and should be taught to all students in all U.S. schools.

Content Knowledge - NABSE believes that oral and written communication skills, including reading comprehension, along with computational skills formulate the basic foundation upon which effective schooling is built.

Financial Literacy - NABSE believes that understanding how money is made, spent and saved, as well as the ability to use financial resources to make decisions including how to generate, invest, spend and save money is essential for all learners.

Entrepreneurship Education - NABSE supports the inclusion of entrepreneurship education designed to stimulate and motivate vision and creativity to establish businesses that brand and market products and services directly to consumers.

Environmental Education - NABSE believes that the study of ecological systems, the conservation of natural resources including air, land, and water, as well as the preservation of plants, natural habitats and the protection of animals are essential to sustain human life on planet earth.

Arts Education - NABSE believes that visual and performing arts should be included as invaluable components of comprehensive education at all levels.

Legislative Priorities

Anti-racism policies & procedures for K-12 and higher education

Anti-racism must be institutionalized in educational policy and practice of all schools. These policies and procedures should include, yet not be limited to, equal access to advanced coursework, equal and just consideration in disciplinary, matters and an unbiased approach to identifying and supporting special needs students. The disproportionate misidentification of Black students as “special needs” must be explored as a critical issue that needs a systemic remedy. Anti-racist initiatives must be advanced as an assault on microaggression, implicit bias, stereotype threat and adultification. Identifying, reducing and eliminating educator bias must be a top priority.

Digital literacy: A high school graduation requirement for all students

All state education agencies should be required to mandate teaching of the ability to find, evaluate and compose clear information through writing and other mediums on various digital

platforms at every level in all schools. Acquisition of these skills should be a minimum requirement to earn a diploma from all high schools.

OTHER

The following topics are worthy of deeper reflection and discussion by NABSE:

Equity - All essential resources are available and provided to everyone. Everyone gets what they need to achieve their goals.

Diversity - Exploring and incorporating differences along dimensions of race, ethnicity, gender, socio-economic status, age, ability, religious, political beliefs or sexual orientation to enrich learning and the classroom environment. Differences are valued and viewed as assets.

School Culture - School culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. The curriculum, instruction and classroom environment should contribute to an overall positive school climate that promotes value, respect, creativity and achievement.

Relationships - Students must be valued, given voice, listened to, encouraged, supported, guided, held accountable, mentored, and cared for. Students must know that they are important and that you are cheering for them. Empathy and kindness are balanced with tough love, grit and rigor.

(Thought Leaders: Miss Michelle Walton, Mrs. Crystel Polk & Mrs. Connie Isabell; Ms. Deona Davis – Recorder)

EDUCATOR PREPARATION

Education Imperatives

Routes to Certification - NABSE believes that current state initial certification rules and policies with a heavy emphasis on certification tests for licensure keep Black and Latinx teachers out of American classrooms. Therefore, there must be a hybrid of traditional and innovative, less test-dependent routes that will lead to certification or licensure.

Mastery beyond Academics - NABSE supports policies that will require pre-service and alternative certification candidates to master not only academic content, but also be held accountable for mastering trauma-informed methodologies, social-emotional learning tenets, and social justice curricula to meet the needs of African American learners better.

Strategic area field placement -NABSE believes that there must be a requirement for pre-service and alternative certification candidates/teachers to participate in high-quality field placements or residencies in low-performing schools in urban areas. These placements should be under the mentorship of a highly effective teacher of African American students in the actual classroom and community setting.

OTHER

NABSE Teacher Institute - Careful and comprehensive educator preparation and on-going staff development must arm teachers with the skills and attitudes needed to educate African American children successfully. To that end, it is the recommendation of the **Educator Preparation Thought Leaders** that NABSE undertake the yeomen's task of creating a high-quality intensive teacher institute. This institute will take pre-service and veteran teachers through a carefully selected set of experiences (knowledge, skills, and attitudes) designed to prepare them to teach children of African descent more effectively. This institute will foster a paradigm shift resulting in a teaching-learning template that will translate into effective teaching for all students. It has often been said that when things improve for African American children, all children become beneficiaries. More importantly, such an institute will also demonstrate that even as we propose and fight for policy changes, we still recognize that “ . . . there will remain some things we must do for ourselves (*Saving the African American Child*, p. 21*). ”

[*National Alliance of Black School Educators. (1984). Saving the African American Child: A report of the task force on Black academic and cultural excellence. NABSE, Inc.

<https://blackcommunitycourse.files.wordpress.com/2013/01/savingtheafricanamericanchild.pdf>

(Thought Leaders: Dr. Cherry Ross Gooden & Dr. Renee T. Willis; Ms. Agenda Bonner – Recorder)

FUNDING

Education Imperatives

COVID 19: Student Impact - NABSE believes that the following conditions of COVID 19 will impact the ability of low wealth school districts to adequately serve all students; given home evictions, the rise of homelessness, reduction in the amount of unemployment compensation, and serving special needs students virtually.

COVID 19: States Impact - NABSE believes that COVID-19 has impacted different states in different ways, depending upon how reliant the schools are on state revenue. This is because some states have statewide property taxes, while other states use local property taxes in their statewide funding formula. In the short run, those with statewide taxes will be more vulnerable to major decreases than those with local property taxes.

COVID 19: Revenue Impact - NABSE believes that wealthy districts with high levels of local property tax revenue will be less impacted by the pandemic. Low-wealth districts that have a greater reliance on state revenue will be hit particularly hard by this pandemic.

COVID 19: Inequities - NABSE believes that since the COVID-19 crisis has exposed and exacerbated inequities in African American schools and communities, policymakers, advocates, and other stakeholders must do more to rebuild a stronger and more equitable system.

Income Disparities - NABSE believes that wide disparity exists among populations with higher incomes who are able to access technology and can ensure that education continues during remote learning.

Resource Needs - NABSE believes that if a state school finance system is to provide equal educational opportunity for African American educators and learners, that system must provide sufficiently higher resources in higher need/higher poverty districts, than in lower need settings.

Funding Priorities - NABSE subscribes to the concept that to equitably meet the educational, social and emotional needs of African American learners, federal and state governments must make a significant financial investment in funding that prioritizes equitable access of resources, and funding to advantage the educators of African American learners.

Legislative Priorities

Needs-based Federal Funding - NABSE supports legislative action that should encourage states to distribute any new federal funds through a formula that further leverages equity by taking student and district needs into account. These needs-based funding factors could include a district's relative wealth, student educational needs (low-income, English language learner, and special education), and/or how badly COVID-19 has impacted each state and district.

Needs-based State & Federal Funding - NABSE believes legislation must encourage federal and state governments to invest more in students who have greater needs. School districts that

serve low income and non-white students tend to have a lower tax base than the affluent districts.

Education Stabilization Fund Increase - NABSE believes that the federal government should allocate significant increases in the *Education Stabilization Fund* to distribute to states, allocated by formula; and also target high-need African American school districts to fill budget gaps caused by declining state revenues due to the COVID-19 national emergency. (NOTE: CARES Act funding was a one-time allocation.)

Funding Programs - NABSE supports legislative action to retain and continue levels of federal funding for programs such as *My Brother's Keeper, Community Schools and Receivership*. As soon as students overcome low performing, the resources are eliminated. Funding and resources need to be ongoing.

OTHER

Research Funding Inequities - Fiscal resources coming from federal and/or state government get diluted and watered down by the time they get to the schools that really need the funds, and for which they were ear marked for use with specific populations (urban, special needs, etc). NABSE should explore the idea of having the Higher Education and Research Commissions conduct research to provide a breakdown of data for each state to show the inequities of school funding. The data need to be collected to report the long- term benefits to communities who have well-educated work force and populations. NABSE needs to be prepared to mount a defense to fight for the funds it believes are needed.

(Thought Leader: Dr. Rodney Gilmore; Mrs. Betty Maceo-Recorder)

GOVERNANCE

Education Imperatives

Collaboration – NABSE supports maintaining collaborative relationships with the Congressional Black Caucus (CBC) and other governance-based groups that directly impact educational policy.

Charter Schools - NABSE believes that no public funds from any source should be used to support charter schools. Such schools should be privately funded.

Legislative Priorities

Funding Inequality - Inequities in the K-12 governance policy structure indicate that unfair practices in the funding of school districts exist, and the dissemination of total funds/grants to various school districts serving students of color must be resolved. There is longstanding research, data and information available to substantiate these inequities.

Virtual Learning Implications – Policies are needed to address the impact and implications of virtual learning upon educational staff, including certified/licensed teachers, academic intervention specialists, paraprofessionals, special education aides, secretaries, etc. Issues to be considered include salary increases, hazard pay and professional development training on virtual learning curriculum that has proven successful and increased achievement among K-12 populations.

Coronavirus Funding – Continual funding to schools to purchase appropriate PPE (personal protective equipment) will be critical throughout the duration of the national coronavirus pandemic.

(Thought Leaders: Ms. Aicha Davis, Dr. Deborah Hunter Harvill & Mr. Casey Thomas; Ms. Rhonda Williams-Recorder)

INSTRUCTION

Education Imperatives

Culturally responsive classrooms - NABSE believes that all classrooms should be asset-based learning environments where students' strengths are the springboard for meeting daily objectives. Students' learning about their history and culture should be interwoven into daily instruction so that students feel seen, valued and empowered. The classroom should be a sanctuary for student dialogue and the free flow of ideas, as the student voice is heard loud and clear, is respected, celebrated and cherished.

Rigor - NABSE believes that all students must be provided instruction, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.

Classroom management - NABSE believes that all teachers should possess an array of skills and techniques that are employed in classrooms to keep students organized, engaged, creative, focused, attentive, on task and academically productive in order to maximize student learning.

Professional development - NABSE believes that all educators must receive relevant, meaningful, and on-going training in the critical areas of pedagogy, content knowledge and best practices, diversity, technology, communication, and assessment.

Virtual classrooms/remote teaching - NABSE believes that all teachers should be able to provide instruction in an online learning environment that allows for live interaction between students and teacher. A remote shared learning space employs the use of videoconferencing, online whiteboards, shared screen capabilities, participation controls, breakout rooms and instant messaging tools. The teacher serves as the moderator who guides the learning process and supports group activities and discussions.

Inclusion - NABSE believes that students who are differently-abled should have opportunities to learn alongside their peers in general education classrooms. Inclusive classrooms are welcoming and support the diverse academic, social, emotional, and communication needs of all students.)

Curriculum Resources/Textbooks - NABSE believes that all textbooks, digital instructional materials and curriculum resources should be up-to-date, culturally relevant and standards-based.

Legislative Priorities

Cross-cultural communication policies and procedures for K-12 - All state education agencies should mandate the adoption of policies and procedures for faculty and staff at all K-12 schools that facilitate establishment and maintenance of a non-judgmental atmosphere where the verbal and/or written exchange of thoughts, beliefs, attitudes, aspirations and/or ideas between two or more persons from different ethnic backgrounds is accommodated routinely. Further, identifying, reducing and eliminating educator bias must be a top priority. Therefore, said policies and procedures should include, yet not be limited to, equal access to advanced coursework, equal and just consideration in disciplinary matters for all students, and an unbiased approach to identifying

and supporting special needs students. Anti-racist initiatives must be advanced as an assault on microaggression, implicit bias, stereotype threat and adultification of students.

Internet access a public utility. Internet access should become a public utility so that all consumers have the same access to the same high quality service. This service must be free for families with school-age children. Publicly-owned internet networks are typically cheaper, faster and more transparent in their pricing.

(Thought Leaders: Miss Michelle Walton, Mrs. Connie Isabell & Mrs. Crystel Polk; Ms. Deona Davis – Recorder)

GLOSSARY of TERMS

ACHIEVEMENT

Bi-literacy-- reading and writing proficiently in two languages

Numeracy-- a set of math skills that might be used in everyday life; (e.g. arithmetic, money, time, etc.)

Social Emotional Learning - the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

ASSESSMENT

“High stakes” means that student test scores are used to determine accolades or sanctions for campuses/districts; and advancement or grade promotion (including graduation) for students.

CURRICULUM & INSTRUCTION

21st century learning - core competencies needed to thrive in the age of technology such as collaboration, computational thinking (expressing solutions in a way computers can execute/algorithms), problem solving, critical thinking and digital literacy.

African American History -The history, culture and contributions of African Americans is America History. This content should be taught daily as it finds its place in all subject areas. In the study of history, African American History should be taught at its origin on the continent of Africa. The majestic kingdoms and the natural wealth should be emphasized. Slaves were not taken from Africa. Highly educated, skilled, and talented men, women and children were taken from Africa and trained to be slaves in the Americas. Slavery must not be taught as the starting point for African American history.

Arts education - performing arts such as dance, music, theater, and visual arts such as drawing, painting, sculpture, and design works.

Classroom Management/Discipline - the wide variety of skills and techniques that teachers use to keep students organized, engaged, creative, focused, attentive, on task, and academically productive during a class. Effective classroom management maximizes student learning.

Content Knowledge - mastery of the big ideas and specific concepts in a subject area. Educators must know how to address misconceptions, learning gaps, frustration levels, and real life learning relevancy.

Cross-cultural communication-verbal exchange of thoughts, beliefs, attitudes, aspirations and/or ideas in a non-judgmental atmosphere of acceptance between two or more persons from different ethnic backgrounds.

Culturally Responsive Classroom-an asset-based learning environment where student's strengths are the springboard for meeting daily objectives. Students learn about African American history and culture are interwoven in daily instruction so students feel seen, valued and empowered. The classroom must be a sanctuary for student dialogue and the free flow of ideas. The student voice should be heard loud and clear. It must be respected, celebrated and cherished. The classroom must be a healthy community anchored in rigor, grit and a challenging, interactive learning environment.

Diversity-exploring and incorporating differences along dimensions of race, ethnicity, gender, socio-economic status, age, ability, religious, political beliefs or sexual orientation to enrich learning and the classroom environment. Differences are valued and viewed as assets.

Entrepreneurship education-Entrepreneurship education seeks to provide students with the knowledge, skills, creativity, vision and motivation to encourage entrepreneurial success by participating in socioeconomic development through product creation, business/services creation, branding and small business development.

Environmental Education- the study of ecological systems, the conservation of natural resources including air, land, and water, as well as the preservation of plants, natural habitats and the protection of animals that are essential to sustain human life on planet earth.

Equity-all essential resources are available and provided to everyone. Everyone gets what they need to achieve their goals.

Financial Literacy- understanding of knowing how money is made, spent, and saved, as well as the skills and ability to use financial resources to make decisions. These decisions include how to generate, invest, spend, and save money.

Inclusion- opportunities for students who are differently-abled to learn alongside their peers in general education classrooms. Inclusive classrooms are welcoming and support the diverse academic, social, emotional, and communication needs of all student

Internet as a Public Utility-A laptop is the 21st century textbook. All students should have a laptop and a WI-FI/broadband connection whether learning is virtual or in person. The Internet must be a public utility.

Professional Development-Educators must receive relevant, meaningful, and on-going training in the critical areas of pedagogy, content knowledge and best practices, diversity, technology, communication, and culturally responsive teaching.

Racial discrimination (4 terms):

Implicit bias-Implicit biases are attitudes or stereotypes that unconsciously affect our actions, decisions, and understanding. Implicit biases often conflict with a person's explicit and/or declared beliefs.

Microaggression-everyday verbal and non-verbal, conscious or unconscious, environmental slights, insults of indignities, sent to members of marginalized groups because of their group membership

Stereotype threat-when an individual or group's actions are being viewed through the lens of a negative stereotype or the fear of doing something that would inadvertently confirm that stereotype.

Adultification-is a form of racial prejudice where African American are treated as being more mature than they actually are by a reasonable social standard of development. This commonly occurs in dress code situations, school discipline and legal matters.

Relationship-students must be valued, given voice, listened to, encouraged, supported, guided, held accountable, mentored, and cared for. Students must know that they are important and that you are cheering for them. Empathy and kindness are balanced with tough love, grit and rigor.

Rigor- instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging.

School Culture-school culture generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. The curriculum, instruction and classroom environment should contribute to an overall positive school climate that promotes value, respect, creativity and achievement.

Technology-collection of digital resources including laptops, tablets, interactive white boards, artificial intelligence tools, on-line classroom services and robotics.

Textbook/Curriculum-All textbooks, digital instructional materials and curriculum resources should be up-to-date, culturally relevant and standards based.

Virtual Classrooms-an online learning environment that allows for live interaction between student and teacher. It is a shared learning space that includes videoconferencing, online whiteboard, shared screen capabilities, participation controls, breakout rooms and instant messaging tools. The teacher has the particularly important role of the moderator who guides the learning process and supports group activities and discussions.

NABSE CRITICAL EDUCATION ISSUES INTIATIVE 2020
THOUGHT LEADERS

ACHIEVEMENT

Dr. William Blake – Director, Social Emotional Learning – Washington D.C. Public Schools

Mr. Jacky C. Brown, Sr. (Principal Leader/Coach/Turnaround – CMDS Cleveland (OH)

RECODER: Warren Salmon - NABSE International Rep. (Toronto, Ontario - Canada)

ASSESSMENT

Mr. Ty Jones- Chair- NABSE Governance Commission & District 5 Trustee, Lancaster (TX) ISD

Dr. Darryl J. Henson (Superintendent – Marlin (TX) Independent School District

RECODER: Dr. Ayanna Shivers –NABSE Higher Education Commission member

CURRICULUM & INSTRUCTION

Miss Michelle D. Walton

NABSE “Teacher of the Year”- 2003; retired teacher &

President - Chalkdust Education Foundation

Mrs. Crystel Polk- Director – Grants & Innovation – Crowley (TX) ISD

Mrs. Connie Isabell - Deputy Supt. of Achievement – Crowley (TX) ISD

RECODER: Deona Davis - OhioABSE – Financial Secretary

EDUCATOR PREPARATION

Dr. Renee T.Willis - Superintendent – Richmond Heights (OH) Local Schools

NABSE Superintendents Commission member & Ohio ABSE member

Dr. Cherry Gooden

Retired-Texas Southern University; NABSE Higher Education Commission (Past Chair) &
Texas ABSE and Houston Area ABSE member

RECODER: Agenda Bonner – President – Sandusky (OH) ABSE

FUNDING & COMPENSATION

Dr. Rodney Gilmore

Associate Supt- Hempstead (NY) Union Free School District

RECODER: Betty Maceo – NABSE Parent Commission Chair

GOVERNANCE

Ms. Aicha Davis

Member – Texas State Board of Education

Dr. Deborah Hunter-Harvill

Board member – Detroit Public Schools Community District & NABSE Past President

Mr. Casey Thomas

Chairman – Dallas (TX) City Council & Member – Texas ABSE

RECODER: Rhonda Williams – President – Garland ABSE

IMPLEMENTATION TEAM

Thandabantu Maceo - NABSE Higher Education Commission – Chair-Elect

Mrs. Mae Olson - NABSE Southwest Regional Representative

LEADERSHIP TEAM

Dr. Patricia A. Ackerman

Chair – NABSE Legislative Priorities Committee & NABSE Past President (1987-89)

Ms. Aicha Davis

Member – Texas State Board of Education

Dr. Fadhilika Atiba-Weza

NABSE – Executive Director

Dr. Michael McFarland

NABSE President & Superintendent. Crowley (TX) Independent School District