What is Literacy?

- Literacy is the core of our work in schools and is inextricably linked with the social purposes of schooling.
- Literacy in schools remains tied to historically narrow conceptions (grammar, spelling, etc.) and continues to produce insufficient and inequitable outcomes for children.
- Traditionally schools reproduce knowledge and the prevailing social order.
- Traditional methods of literacy instruction and student outcomes are directly connected with access to opportunity, as well as individual and community socio-economic success.

The Roots

- Literacy is rooted in language and culture and has been used since Roman times to distinguish between classes and deny or confer opportunity. (Freebody & Frieberg, 2011).
- Becoming literate in any society has long been an act of acculturation (Li, 2011). Therefore the definition of literacy in schools directly equates with academic and social success.
- Despite 100 years of school reform, conceptions of literacy and schooling haven’t changed much because “reform” tends to be blind to the historical foundations over which it is laid and how teachers respond to change.
The Fruits

Differences in initial social position (based on race, class, gender) and the historical mission of US schools to acculturate students into a “melting pot” culture has created:

- Inequitable curriculum, evaluation, and discipline policies
- Historically durable patterns of low academic achievement and engagement (Gibson, 2003; Purcell-Gates, 2008; Li, 2011)
- Differing access to wealth, health care, housing, and treatment by the criminal justice and school systems leads to societal outcomes that tend to favor few and exclude many (Grant Thomas & Powell, 2006).

A Culture of Violence & Historical Trauma

- We are all holding and carrying the traumas of our own lives and those of prior generations.

- Intergenerational trauma & PTSS: regardless of our backgrounds existing today requires stress resilience (Haag, 2007; Brown-Rice, 2011; Brave Heart & DeBruyn, 2017; DeGruye, 2016; Kellermen, 2013)

- Schools face unprecedented literacy demands due to the evolution of a technological society and trauma and the new literacies which they require

Stressors

- Slightly more than half of the approximately 43,000 children displaced from Hurricane Katrina demonstrated at least one risk factor (lost medical or insurance coverage, poor educational performance, depression, anxiety, behavioral disorders) for poor long term outcomes two years after Hurricane Katrina and approximately ten percent of New York City school children demonstrated PTSD after 9/11 (Eaton, 2007).

- Studies conducted upon at-risk youth (juvenile detention centers, foster care, victims of child abuse) demonstrated exposure to trauma rates as high as 84% with a prevalence of PTSD and comorbidity with other disorders (Eaton, 2007).

- We know that Children exposed to trauma are particularly vulnerable to a range of psychological, behavioral and emotional problems, social maladjustment, and academic failure. However few children in need of trauma informed mental health services receive them (Eaton, 2007).
Trauma Types

- Historical Trauma
- Developmental Trauma
- Structural Trauma
- Complex Trauma
- Acute Trauma
- Secondary Trauma

Trying to Cope

- Emotional regulation
- Attention
- Relationships
- Empathy

Secondary Trauma

- Secondary traumatic stress is a common occupational hazard for professionals working with traumatized children.
- Between 6% to 26% of therapists working with traumatized populations
- 50% of child welfare workers are at high risk of secondary traumatic stress or the related conditions of PTSD and vicarious trauma (Secondary Traumatic Stress, 2016)
- Any educator who works directly with traumatized children and adolescents is vulnerable (Figley, 1995)
- We must widely acknowledge this reality in the teaching profession and support teachers with tools and strategies regarding how to deal with this trauma.
Misdiagnosis of “ADHD” vs. Trauma

• Community Schools
• COST
• RTI
• PBIS
• Restorative Justice
• Dynamic Mindfulness
• Arts Based Integration
• Culturally and Linguistically Responsive Practices
• HipHop Ed
• Multi-Modality Instruction

Suspended Damage
Post Indian Warriors of Survivance

Hope has two beautiful daughters, their names are Anger and Courage. Anger at the way things are, and Courage to see that they do not remain as they are.

Ending damage centered research in traumatized communities is critical for healing (Tuck, 2009)
• Stories of Survivance are critical tools for stress resilience & healing in traumatized communities (Vizenor 1994)
• We must focus on what already works (Noguera, 2009) & ensure that we are creating narratives for and about ourselves in our communities
HipHop Community Schools™

- HipHop and Community Schools are both a framework and a philosophy for interacting with the world.
- The 5th element is key in understanding this strategy.
- HipHop is a critical framework to analyze society and school communities.
- HipHop is a counter story to the dominant narrative about communities of color.
- HipHop is an asset based lens for our communities to define themselves.

Pathways to Potential
In the Home & Outside the Home (Cultural Armor)

Hip Hop Is About Getting Better
Healthy development progresses from pre-conception to high quality adult health. (Halfon et al., 2014. Sege et al., 2017).

Positive Experiences over the Life-course

- Self-Esteem
- Resilience
- Growth
- Community
- Social Change

Dr. Raphael Travis Jr., LCSW
Associate Professor, Texas State University

Healing Ourselves

- We must do the work of healing ourselves in order to heal our schools
- Only if we are healed and resilient towards the mountain of daily stressors that we face will we have the capacity to heal our schools
- We can heal our schools in ways that are similar to healing ourselves
Healing our Schools

- Effective schools realize literacy plays multiple roles and can be a tool to change historical outcomes therefore broad conceptions of literacy are required for success with all kids (Li, 2011).
- The literacy demands of new technology and media, and literacy's relationship with opportunity all make shifting conceptions of literacy in schools from traditional and narrow to wide and diverse a critical imperative.
- Healing literacies are a requirement for success

Lessons from the Knowledge Base

- Teacher PD is most effective in a healthy school culture and PLC's that feature groups of teachers from the same school organized for inquiry, a focus on improved student achievement, active learning, and on content knowledge (i.e., literacy).
- Is coherent with teacher's prior learning and current goals.
- Minimum duration of 20 contact hours and 3 months (Desimone, 2009).
- Focus on the relationship between teachers and students, teachers and content, and students and content to be effective (Little, 2000).
- Most PD lacks these criteria and is ineffective (Borko, 2004)

Practitioner Research on Effective PD

- Believing we need to shift conceptions of literacy and actually doing so are very different things.
- Effective literacy instruction is culturally relevant.
- PD should focus on developing broad culturally relevant conceptions and applications of literacy and MUST include healing pedagogies for teachers and healing literacies for students.
Broader Conceptions of Literacy

- Unesco defines literacy as the ability to identify, understand, interpret, create, communicate, compute, and use, printed and written materials associated with varying contexts.
- Digital, media, pop-cultural, and critical literacies are broader conceptions essential to student success in schools today (Freebody & Freiberg, 2011; Li, 2011).
- Conceptions of texts and discourses must also be flexible and broad and push beyond the confines of the printed and written word to include multimedia, art, music, and culture. There is no one definition of literacy but it’s useful to distinguish between types of literacy and to consciously develop literacies that lead to student success (Morrell & Duncan-Andrade, 2002).

Sequence is Key

- Systematic Reflection
- Awareness of Student Engagement
- Critical Literacy
- Interactive Writing
- HipHop Texts

HipHop Academics

- HipHop is ubiquitous in the lives of youth today (Stovall, 2013; Mahiri et. al, 2008), and is now legitimate and useful for developing broad and culturally relevant literacies simultaneously (Morrison et. al., 2008; Hanley & Noblit, 2009; Hill & Petchauer, 2013).
- Critical analysis of schooling, societal differences, literacy, and how the interplay of other social structures creates current outcomes are other ways teachers produce high academic engagement, achievement, and literacy (Duncan-Andrade & Morrell, 2005; Alim, 2007).
- Effective PD that develops broad culturally relevant conceptions of literacy including digital, media, and critical literacies and utilizes HipHop texts at the elementary level is a promising area of research and a successful practice.
More Importantly

- Meditation
- Secondary Trauma
- Healing practices applied in PD for teachers leads to healing practices in the classroom.

HEALING LITERACIES

- EMDR (Eye Movement Desensitization and Reprocessing) heals symptoms, emotional distress, and psychological trauma by removing the mental blocks trauma creates. The brain naturally moves towards mental health (van der Hout & Englehard, 2012; Greenwald, 2007; Perry 2006).
- Bilateral stimulation and dual focus attention like drumming and drawing are therapeutic interventions and support EMDR (Bisson & Andrew, 2007; Malchiodi, 2015).

HipHop Arts & Healing Literacies

- Therapeutic Beat making
- Aerosol Art
- The Art of the MC
- Digital Counter Storytelling

Beat Making, Rapping, & Aerosol Art are all HipHop Arts that build Healing literacies and support EMDR (Bisson & Andrew, 2007; Malchiodi, 2015). Rapping & Counter Storytelling support the development of therapeutic Narratives (Godsil & Goodale, 2013; Hicks et al, 2015; Hammy 2015; Decuir & Dixson, 2004; Ladson-Billings & Tate, 1995) testimonio (Sanchez, 2009), and build resiliency and community wealth (Yosso, 2005).
“Could someone help me with these? I’m late for math class.”

So What is a Community School?
A community school is both a place and a set of partnerships between the school and other community resources. It’s integrated focus on academics, services, supports and opportunities leads to improved student learning, stronger families and healthier communities.
Defiance[1] Repeated willful disobedience or disregard for direction
Disrespect[2] Personal comments towards others that belittles people or other violations of class norms
Disruption[3] Anything that takes away from other students learning or the teacher teaching 3 times minimum
Horseplay[4] Kids playing in a physical manner that results in accidental or minor injury
Profanity[5] Profane language not directed at any person or group
Electronics[6] Electronics: cellphones, cameras, laser pointers, iPods/ipads, headphones must be silent and invisible
Dress Code[7] Clothing that distracts or interrupts other students and teachers; hats ok outside, hoodies down, 3 fingers wide straps for tank tops, shorts, skirts, dresses that extend past fingertips
Obscenity/Vulgarity[8] Profane Language directed at any person or group
Check in Check Out

- Prevention program for students that consistently demonstrate behavior that inhibits their academic success. Catch students early who are in need of extra support and provide them with more frequent feedback.

- Daily Point Cards (DPCs) from CICO coordinator that they deliver to the instructor at the beginning of each day. Teacher should have positive interaction with the student and remind the student of their goals and their ability to achieve them.

- Teachers rate students on their performance based upon the number of times that the teacher must correct the student's behavior.

- Teachers give positive feedback on the student's performance on specific goals of DPC at the end of the day.

- At the end of each day student turns in DPC to check-out CICO coordinator.

Equity Plan Purpose

- Bring awareness to Cherryland’s various families
- Build family acceptance
- Create a Safe and Inclusive School

Ally Survey
My grade level is

I identify my ethnicity as

I identify my gender as
Bullying Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>After School Program YBP</td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
</tr>
<tr>
<td>Bathrooms</td>
<td></td>
</tr>
<tr>
<td>Hallways</td>
<td></td>
</tr>
<tr>
<td>Multipurpose Room</td>
<td></td>
</tr>
<tr>
<td>School Yard at Recess</td>
<td></td>
</tr>
</tbody>
</table>

Ally Learning Walk

- Muslim Family
- Disabled Student
- Gay Dads
- All of Me poem
- Step Parents
- Single Parent
Ally Learning Walk

G. Different Sizes
H. Bully
I. Lesbian Moms
J. Adopted Children
K. Diversity Flag
L. Non Gender Conforming
M. Women in Sports

Conclusions
• Healing our selves via multi modal pathways is essential and is a precursor to healing schools
• Explicitly teaching healing literacies in schools is essential for transformative schooling and success
• Expanding healing literacies to parents and community organizations is essential for our positive development as a society & people.

Results
• Improved academic performance
• Improved student attendance
• Improved behavior and school climate
• Gains in positive youth development, e.g. leadership and conflict resolution skills
• Improved teacher attendance and retention
• Greater parent involvement
• Reduced mobility
• Increased partnership in the community
Healing our Communities
• Conservation & Care
• Healing People & Planet
• Hope
• Social & Environmental Justice
• Healing Literacies and professional learning

References

References Continued
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Thank you for being here today!