



CBED
Teaching Academy

2022 PROGRAM REPORT

TEACHING ACADEMY PILOT



**CENTER FOR
BLACK EDUCATOR
DEVELOPMENT**
Liberating Education

thecenterblacked.org



DIRECTOR MESSAGE

ANSHARAYE HINES

Our goal in the Teaching Academy is to promote the knowledge of culturally-grounded educational content centered in the Black experience. We want to help our students understand how the educational ideologies of people of African descent have been forged from our educational past and current experiences.

Ultimately, we seek to develop in our students a greater interest in pursuing teaching as an act of social justice and servant leadership.

After just one-semester pilot of the Teaching Academy, we see encouraging signs among our 160 students that our teachings did not fall on deaf ears and stirred their hearts.

- 89 percent said that they were now aware of the specific impact that access to a Black educator has on students.
- 85 percent reported that they now “understand the role of culture and identity in education.”
- 83 percent noted that they “can make connections between history and our current society when thinking about education.”

Their rare exposure to Black educational pedagogy through the Teaching Academy will provide our next generation of citizens, and possible educators, the ability to use “the knowledge thus gained, to design the most meaningful prospects for our future” as Ghanaian writer, Ayi Kwei Armah, says.

Teaching Academy students worked hard in 2022. They were expected to perform at high levels of intellectual rigor and critical thinking. And most met these expectations. They analyzed the practices, institutionalized expectations, curricular programming and overall culture of education. In the process, they became intellectually-equipped and socially-aware change agents who can create the best possible future for Black communities everywhere.



WHAT THEY SAY:

I love all these hopeful findings, but I also love the statistically significant finding of our students' increased sense of belonging tied to pride in Black identity and our Black community:

- 94% reported they were “proud to be Black/Brown.”
- 86% of participants reported a statistically significant increase in a “strong sense of belonging among Black/Brown people.”

This impact is critical because I believe we cannot expect a sense of responsibility without a sense of belonging. A responsibility to act and become a part of solutions, whether that's through teaching or another form of servant leadership. As one student said, “I hope to become a teacher one day in order to make an impact on students' lives. My dream is to be able to change education policy and I believe the only people doing that should be teachers.”

But there is much more work to be done.

While there was an increase in the number of participants who want to become teachers, the majority still do not or are undecided. Despite their expressed passion to teach Black students as an act of social justice, they are also aware of the larger societal barriers in the teaching profession.

We understand that our work is not easy. We are trying to give high school students the opportunity to take on a role that looks impossible or unappealing. Some feel they don't have what it takes, while others feel they don't want the job even if they have what it takes.

To counter this and undo all the racist measures that decimated the Black teacher workforce across the nation we must share and amplify authentic narratives about teaching. This is the motivation behind our national #weneedblackteachers campaign.

I understand how our social development impacts our education, specifically for Black and Brown students.

I understand other points of view and the course gave me things to think about even outside of the classroom.

This program served as a safe space to share thoughts and discuss how we feel about the current school system.

I now understand the importance of culture in education. I feel the urgency to reform schools for the better.

This course made me want to become a teacher more because it showed me that I can learn more about humanizing education and looking at students holistically.

We need Black teachers to talk about their teaching experiences and how much they love it, what it means to them, how they saved someone's life, how they officiated a former student's wedding.

We need Black teachers to provide an alternative perspective on the teaching profession and stand in stark contrast to the perception of so many Black students.

Students of the Teaching Academy experience growth in their academic skills that can solidify their school and life success. But it is also their growth in other areas—their understanding of Black pedagogy and the need for educational justice, their pride in their Black identity, as well as their desire to serve others—that will fuel the next generation of education liberators.

As one of the facilitators said, “The highlight for me was seeing my students exercise their own power and agency, doing things that they didn't think they could do.”

Ansharaye Hines became director of our Teaching Academy in 2022 with the goal of deepening and expanding the program. She is a graduate of Howard University and earned a master's degree in education, culture and society from the University of Pennsylvania.

Just as importantly, she exemplifies the promise and potential of our work rebuilding the Black teacher pipeline. She was among the first generation of students enrolled in Philadelphia Freedom School, which launched in 1998. She went on to fill multiple roles, including Junior Servant Leader and a curriculum trainer throughout high school. She continued as a Servant Leader Apprentice while in college.

The Freedom School experience has been a central influence in her life—an experience she is now hoping to share with new generations of students in the Teaching Academy.



It is a great program to help develop self-identity, what it means to be Black in public schooling and the impact you could have on Black students as an educator.



I loved being in a community of other people who wanted to bring change. It was encouraging to discuss ideas with others who also wanted to get involved.



CBED
Teaching Academy

ABOUT

TEACHING ACADEMY

The Center for Black Educator Development's Teaching Academy is a year-round high school Career & Technical Education (CTE) course for Black students interested in teaching.

In an intellectually rigorous, collaborative environment, the Teaching Academy is designed to build a strong foundation for pursuing long-term careers in education by fostering a love for learning and sharing knowledge. Schools offer the Teaching Academy to their students for up to four years with the option to conduct programming up to five days a week.

Named after Caroline Le Count and Octavius Catto, two historic Black educators, our Le Count-Catto (LCC) curriculum is grounded in Black pedagogy and historical frameworks and designed for students to explore the cultural perspectives and socialization processes inherent in educational systems through instruction and practice.

Throughout the current two-year sequential course, high school juniors and seniors are encouraged to establish their own pedagogical approaches through rigorous scholarship and collaboration.

We also partner with higher education institutions to provide college credits through dual enrollment so that students can graduate high school with an associate's degree in education and certification as an educational paraprofessional. The Center for Black Educator Development assists schools with implementing the dual enrollment programming by providing guidance on course content and equivalency.

ABOUT

OUR EDUCATIONAL JUSTICE MODEL

A Liberating Educational Philosophy

Embodiment of the highest levels of excellence not limited by norms set by white standards that stigmatize marginalized children as perpetually behind.

Cultivation of a sense of self that reflects a motivation to exist and achieve within a rich genealogy of Black leaders and innovators.

A true reverence for learning through the critical examination of rigorous content and educational structures in a supportive communal environment.

The Black Experience, Front and Centered

Pedagogical explorations, ideological frameworks and documented practice of educational thinkers and writers throughout the African diaspora.

The language, philosophy and theories which helped people of African descent organize their educational systems, while adapting or learning from these systems to improve and enrich our current reality.

Literature and programming that values and explores the cultural experiences and the intellectual inheritance of participants while exposing them to the larger world as conscious change agents.

The Practice of Communal Learning

The true purpose of education is not entirely based on short-bursts of skills, but on human development and intellectual growth gained through years of communal learning. As thus, we prioritize:

- Learning centered in partnership and collective success.
- Shared growth over individual advancement.
- Improvement of socialization processes with the true investment in the well-being of each other and a supportive learning environment.

Intergenerational Support

High school students aspiring to be teachers are mentored by college counterparts who are mentored by experienced educators and coached by Center for Black Educator Development staff. High school students intern as teachers of elementary school students during Freedom Schools Literacy Academy's summer session.

This tiered model helps construct a mutually beneficial professional and personal network of education mentors and collaborators, further inspiring a commitment to a career as an educator.





ABOUT

STUDENT EXPECTATIONS

Scholarship

An understanding of the purpose of acquiring knowledge and the fundamental value of learning, teaching and education. Engagement in intellectual work at the highest levels of rigor. Identity development as a scholar and servant leader, continuing the long legacy of Black scholarship and educational leadership.

Character

Personal development and adoption of values that counterbalance oppressive norms in education and socialization. Internalization of the qualities and skills of servant leadership.

Ideology

A strong grounding in the long and rich history of Black educational philosophy and the fundamental values of a liberatory education. An understanding of servant-leadership principles, educational activism and community priorities demonstrated through changed behavior and deliberate action.

It's a great opportunity to expand your knowledge, get to know more about your culture and hardships that you may have experienced or not have known about.



ABOUT

OBJECTIVES AND COMPETENCIES

Student Objectives

Improve intellectual development through rigorous practice, deep reflection and intentional knowledge-building.

Engage in quality scholarship, writing and research to be able to critically review educational theories, practices, institutions, systems and policies.

Form a liberatory educational philosophy and practice grounded in Black pedagogy to co-create ideal educational environments for Black students and fellow professionals.

Broaden civic awareness and strengthen a dedication to social change, liberation and activism.

Culturally-Powered Competencies

- 1 Reflecting on One's Cultural Lens and Individual Cultural Identity
- 2 Recognizing and Redressing Bias in the System in/Adjacent to our Educational System
- 3 Drawing on Students' Culture to Inform Curriculum and Instruction
- 4 Bringing Real-World Issues into the Classroom, Ensuring a Global Context and Interconnectedness of Curriculum
- 5 Modeling High Expectations for All Students
- 6 Promoting and Embracing Student Differences
- 7 Collaborating with Families and the Local Community
- 8 Communicating with Humility and in Linguistically and Culturally Responsive Ways
- 9 Respecting, Embracing and Incorporating the Integrity of Students' Cultural Knowledge
- 10 Understanding the Tenets/Nuance of Micro-Aggression(s) and Their Impact on Diverse Learners

It is a great program to help develop self-identity, what it means to be Black in public schooling and the impact you could have on Black students as an educator.

2021-2022 SCHOOL YEAR

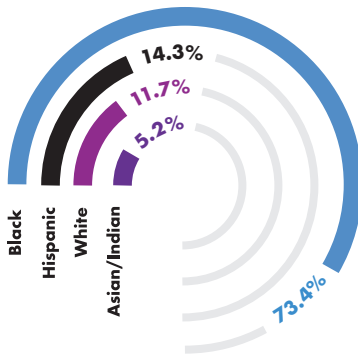
JUNIOR SERVANT LEADERS

The Center for Black Educator Development's Teaching Academy is designed to attract, cultivate and support future education professionals who are civically aware, dedicated to intellectual development and committed to social change in their role as junior servant leaders.

A total of 160 high school students enrolled in one semester of the Teaching Academy across four sites in three states (Pennsylvania, New Jersey and Michigan) during the 2021-2022 school year.

Philadelphia and Camden schools offer dual enrollment courses, which grant college credit to Teaching Academy participants.

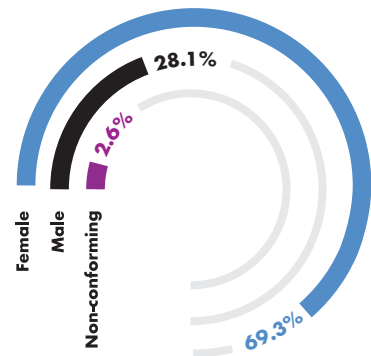
Student Demographics



Race



Grade



Gender



I got a better understanding of why we need Black educators and how we must learn from our past.



2021-2022 SCHOOL YEAR

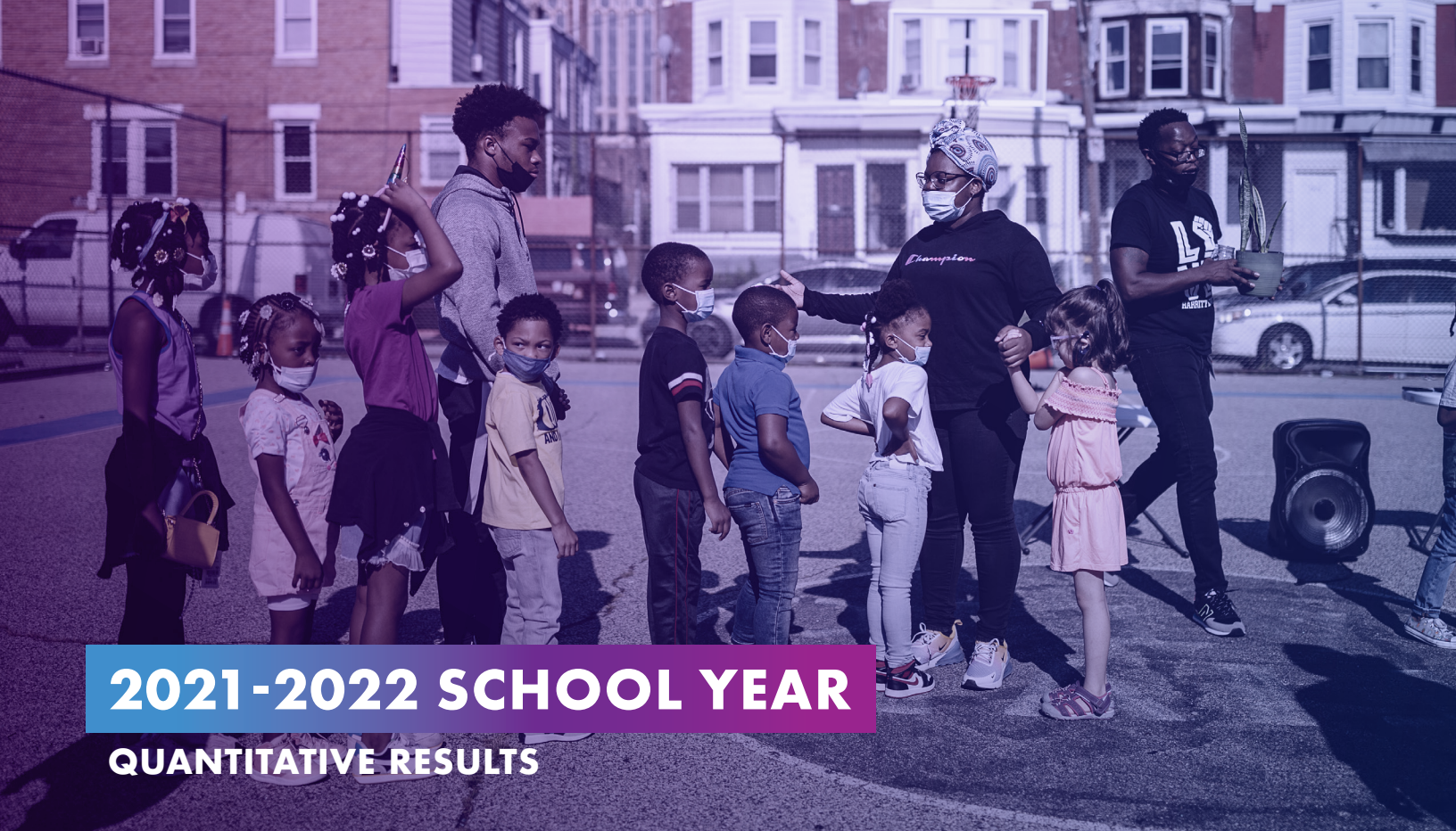
RESEARCH DESIGN

The Training Academy research was designed and conducted in consultation with Maryann Corsello, Ph.D., a developmental psychologist with more than 25 years of experience conducting evaluations of community-based educational programs to support continuous quality improvement. Dr. Corsello is professor emeritus of the University of New England.

Researchers assessed five areas through Internet-based survey results conducted before and after Teaching Academy participation:

- 1 Interest in Teaching and Higher Education
- 2 LeCount-Catto (LCC) Curriculum
- 3 Positive Racial Identity
- 4 Academic Self-Efficacy
- 5 Social-Justice Orientation

This evaluation focuses on the 83 students who completed the pre-test and 55 students who completed the post-test. The researchers also assessed the experience of Black educators.



2021-2022 SCHOOL YEAR QUANTITATIVE RESULTS

The following tables tabulate the percentage of students who agreed or strongly agreed with each statement. Statistically significant differences in average ratings are noted in the last column.

Statistical significance (a small probability value or p value $p < .10$, $p < .05$, $p < .01$, or $p < .001$) indicates the result has not occurred randomly or by chance, but is instead likely to derive from a specific cause, such as Teaching Academy experience.

Interest in Teaching and Higher Education

Percentage of students who agreed or strongly agreed with the following statements:

	Before	After	Change	Statistical Significance
I have an interest in teaching.	12.8%	17.3%	+4.5%	$p=0.091^*$
I have an interest in teaching Black students.	25.6%	33.3%	+9.5%	
I am interested in working with Black students in some capacity.	59.7%	69.2%	+9.5%	
I am interested in attending college/university upon graduation.	84.4%	94.2%	+9.8%	$p=0.017^*$
I am interested in attending an HBCU.	44.9%	57.7%	+12.8%	

LeCount-Catto (LCC) Curriculum Content

Percentage of students who agreed or strongly agreed with the following statements:

	Before	After	Change	Statistical Significance
I understand the role of culture and identity in education.	73.3%	84.6%	+11.3%	p=0.073*
I can make connections between history and our current society when thinking about education.	64%	82.7%	+18.7%	p=0.022*
I am aware of the specific impact that access to a Black educator has on students.	68%	88.5%	+20.5%	p=0.009*
I am aware of the educational theories, processes, curricula, pedagogies and institutions that communities of African descent have created.	54.7%	61.5%	+6.8%	
I am able to critically examine the structures that guide the process of education.	45.3%	53.8%	+8.5%	p=0.094*
I am able to create and maintain educational spaces which promote liberation and empowerment.	50%	57.7%	+7.7%	
I am able to engage in a process of reflection that allows me to analyze my current social, emotional, intellectual, and physical development.	68%	71.2%	+3.2%	



It has helped me understand that everything is cause and effect and that the issues with the education system go deeper than what we see.



Positive Racial Identity

Percentage of students who agreed or strongly agreed with the following statements:

	Before	After	Change	Statistical Significance
I have a strong sense of belonging among other Black/Brown people.	72.6%	86.4%	+13.8%	p=0.037*
If I were to describe myself to someone, one of the first things that I would say is that I'm Black/Brown.	48.4%	71.4%	+23.0%	p=0.06*
I am proud to be Black/Brown.	89.1%	93.6%	+4.5%	p=0.072*
In order to learn more about my ethnic background, I have often talked to other people about my ethnic group.	53.6%	66%	+12.4%	
I have a lot of pride in my ethnic group.	76.8%	82%	+5.2%	
I participated in cultural practices of my own group, such as special food, music or customs.	63.8%	64%	+0.2%	
I think a lot about how my life will be affected by my ethnic group membership.	71%	66%	-5.0%	

Academic Self-Efficacy

Percentage of students who agreed or strongly agreed with the following statements:

	Before	After	Change	Statistical Significance
I know I can complete difficult tasks.	62.5%	69.2%	+6.7%	
I believe I have acquired the academic skills to do whatever I decide to do.	63.9%	67.3%	+3.4%	
I believe that I am developing coping strategies that will help me overcome challenges.	52.8%	57.7%	+4.9%	
Even when things are tough, I can perform quite well.	51.4%	67.3%	+15.9%	p=0.065*
When I need help, I know how to ask for it.	50.7%	59.6%	+8.9%	
I have strategies for handling tasks that are academically challenging.	52.1%	57.7%	+5.6%	
When I come across difficult reading content, I know what to do.	57.7%	69.2%	+11.5%	



The highlight for me was the togetherness of everything. There was definitely a lot of support all the time we're together. You're not just separate students; you're all together working as a team.

Social-Justice Orientation

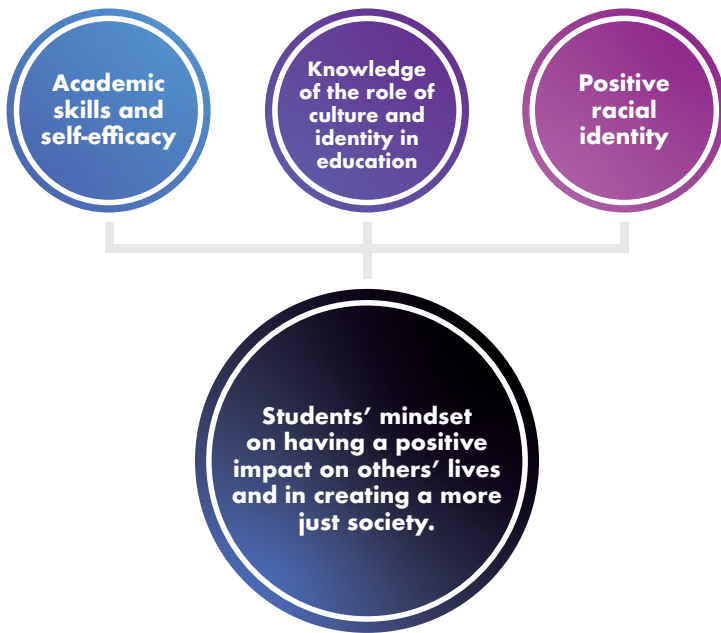
Percentage of students who agreed or strongly agreed with the following statements:

	Before	After	Change	Statistical Significance
I have the responsibility and skillset to help shape the future generation into community members engaged in activism that will improve our society.	52.9%	62%	+9.1%	
I practice an awareness of political and social issues that impact my life and community, and I act in order to make society more just.	48.5%	64%	+15.5%	p=0.088*
I am confident that I can have a positive impact on others' lives and my community.	63.2%	78%	+14.8%	p=0.041*
In the future, I intend to engage in activities that will make society more just.	66.2%	74%	+7.8%	
In the future, I intend to work collaboratively with others so that they can define their own problems and build their own capacity to solve problems.	68.7%	66%	-2.7%	

Importance of Sense of Belonging

We also looked at changes in average ratings of participants' sense of belonging after completing one semester of the Teaching Academy.

With this sample of students, we found that Teaching Academy programming creates a sense of belonging with statistically significant correlations ($r = 0.516$ to 0.837 , $p < 0.01$) to students' exposure to cultural educational history, pride in Black identity, academic self-efficacy, social-justice and servant leadership.



Prediction of Social Justice and Servant Leadership Mindset

Researchers used a multiple regression analysis to test how cultural educational history, pride in Black identity, and academic self-efficacy predicted a social justice mindset. We found a combination of these three variables significantly predicted 73% of students' change in mindset.

This means if students have knowledge of their cultural educational history, trust in their own academic self-efficacy and a positive racial identity, they believe they can have a positive impact on others' lives and create a more just society.



2021-2022 SCHOOL YEAR

QUALITATIVE RESULTS

What Teaching Academy Students Have to Say

Students reflected on their experience after the end of the Teaching Academy first semester and had the following to say in surveys and focus groups.

I want to work with people who are fighting against racial injustice in our country.

This program is very meaningful to me and I am so thankful to be a part of this experience. This will certainly impact my future in a positive way.

It is really thought provoking. The course will make you think about what you can do to fix issues.

The highlight was the focus on how I can make a positive impact.

I processed how black students are really portrayed and what we can do to change the narrative.

I enjoyed this and am excited to try to make a change.

I understand the urgency to have more Black educators.

I thought about possibly becoming an educator because I now know the impact Black educators have on Black students.

The course has definitely made me feel prouder to be Black. It showed me just how far I can go, and that there was still more for me to learn about my history.

It's helped me understand different issues in education that I have never thought about and will consider going into my career as an educator.

I learned about the difference between education in America and Africa.

I have learned how to analyze more things in life. And how it feels to get new ideas.

Learning what I learned will make me a better teacher.

It is a good opportunity to learn more about the system that we all go through and are affected by, and helps us notice patterns in our education.

I understand how my school experiences growing up have affected me, what my school environment really is, and the deeper meaning around school.

It's encouraging me to continue to do my research, talking to parents and students to see what I can do to make schools better for students.

I have a better understanding of the roles of teachers and how the school system is affected by society.



SUMMARY

ACHIEVEMENT HIGHLIGHTS

During our pilot of the Teaching Academy program during the 2021-22 school year, students demonstrated encouraging signs:

- 160 high school students enrolled in one semester across FOUR sites in THREE states (Pennsylvania, New Jersey and Michigan).
- 35% rate of increase in teaching.
- 94% interested in attending college.
- 12 statistically significant outcomes ($p < 0.10$) across each of the five targeted growth categories.

These findings are based on statistically significant differences in the average rating of students who agreed or strongly agreed with the following statements before and after their one-semester Teaching Academy experience. Statistical significance indicates the result has not occurred randomly or by chance, but likely to be attributable to a specific cause, such as the Teaching Academy experience.

Interest in Teaching and Higher Education

1. I have an interest in teaching.
2. I am interested in attending college/university upon graduation.

Le Count-Catto (LCC) Curriculum Content

3. I understand the role of culture and identity in education.
4. I can make connections between history and our current society when thinking about education.
5. I am aware of the specific impact that access to a Black educator has on students.
6. I am able to critically examine the structures that guide the process of education.

Positive Racial Identity

7. I have a strong sense of belonging to other Black/Brown people.
8. If I were to describe myself to someone, one of the first things that I would say is that I'm Black/Brown
9. I am proud to be Black/Brown.

Academic Self-Efficacy

10. Even when things are tough, I can perform quite well.

Social-Justice Orientation

11. I practice an awareness of political and social issues that impact my life and community, and I act in order to make society more just.
12. I am confident that I can have a positive impact on others' lives and my community.



Two additional statistically significant findings.

1. Students feeling of a **Sense of Belonging** was found to be critical in increasing their:

- Knowledge of the role of culture and identity in education
- Pride in Black identity
- Academic self-efficacy
- Social-justice and servant leadership orientation

2. 73% of growth in student mindsets towards **Social Justice and Servant Leadership** were predicted by a powerful combination of:

- Knowledge of the role of culture and identity in education
- Academic skills and self-efficacy
- Positive racial identity

I learned when students have Black teachers, they feel they are worthy of being taught. This makes me want to help them more because I know I can make an impact on their lives.



SUMMARY

GROWTH AREAS

We remain steadfast in our commitment to continually improve the Teaching Academy. While encouraged by students' demonstrated signs of targeted impact, we also see multiple ways we can strengthen our efforts. We plan to do the following in our next phase:

We are designing best practices for **replicating and scaling our programming across sites with fidelity to our model** to produce consistent outcomes while allowing for local school and community modifications.

Program development efforts include **expanding the current first-year LCC curriculum** of 15 workshops to a second-year with 15-20 additional workshops that can be taught over one or two semesters depending on school plans. This second-year series, which was piloted this year, will be finalized based on feedback from students and facilitators.

Already drafted is a third-year series. Once designed and finalized, we will add six new workshops, including apprenticeship opportunities for high school students (our junior servant leaders) to teach young scholars.

We will also continue **exploring how statistically significant reported increases in academic self-efficacy can translate into academic achievement**. We hypothesize that students' skill growth in comprehension, analysis, research and writing resulting from the Teaching Academy's rigorous coursework can translate across multiple different disciplines, propelling their academic success and post-secondary opportunities.

The 94 percent of students who reported an "interest in attending college/university after graduation" by the end of their Training Academy semester represents a significant increase compared to what students said at the start.

Based on what we heard during exit interviews, we are **integrating more facilitator training and ongoing support**. Plans include improving the onboarding process and mandatory training, while offering optional office hours and webinars. We will also conduct classroom observations and facilitator surveys. All to ensure our facilitators are delivering the curriculum in consistently effective ways to all our students.

We will be **improving our program evaluation** in many ways, including by training our facilitators on expectations tied to tracking consistency and excellence across all sites and increasing our student survey response rate by integrating evaluation days into the syllabus.

We cannot succeed without **continuing to improve the ways we brand and market the Training Academy in ways that appeal to youth and build community**.

We ask ourselves: How can we promote Teaching Academy to make this opportunity more accessible and welcoming to all students? How can we build a more collaborative space and sense of community at every site so that students will want to sign up for the next Training Academy course?



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