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Presents

Human Rights/Culturally Relevant K-12 Instructional Program for MDE Schools

June 28, 2018 Presentation to



INTRODUCTION

- Thank you
- Program history
- Agenda



PROGRAM NEED

- Does Timbuktu Matter?
- Islamic West Africa's literate culture uncovered!
- The Legacy of Timbuktu Theater Presentation



PROGRAM NEED

Education equity for each and every child

WHY IS THIS PROGRAM IMPORTANT?

- Addresses a critical need in education
- Best fulfills goal for culturally relevant instruction program
- Landmark Education Equity and Excellence Commission Report 2013



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PROGRAM NEED

THE TIMBUKTU HUMAN DIGNITY PROGRAM

- Not just for African-Americans, but for all students
- Targets the most vulnerable students
- Focuses on African-American student crisis
- Unique approach in addressing issue of race



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PROGRAM NEED

STUDENT-CENTERED/WHOLE CHILD APPROACH

- Human capacity development
- Unleashing the human potential
- Nurture inner dignity
- Nurture independent thinking
- Identity formation



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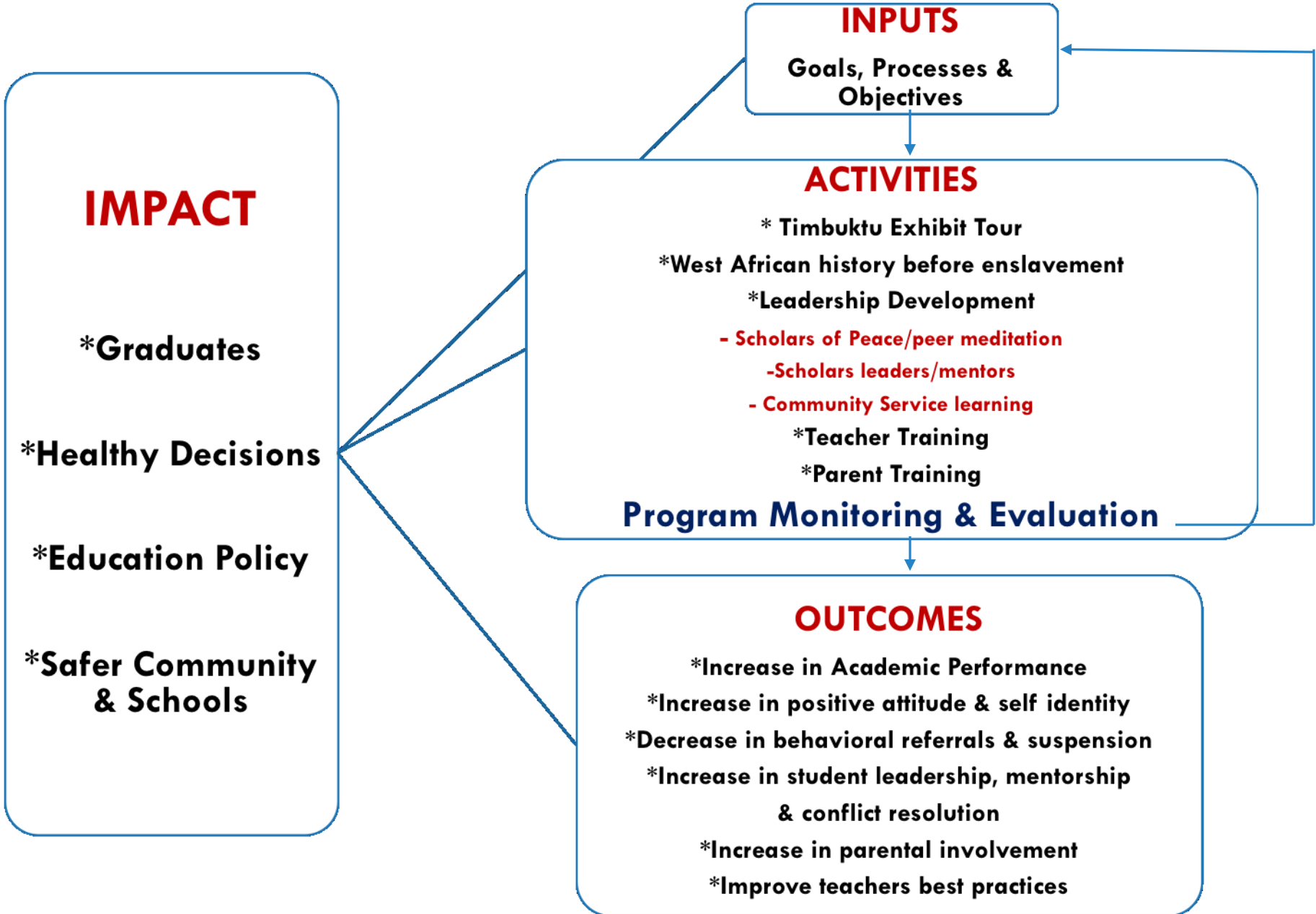
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PROGRAM OVERVIEW: OUR APPROACH



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INPUTS

Goals, Processes & Objectives

ACTIVITIES

- * Timbuktu Exhibit Tour
- * West African history before enslavement
- * Leadership Development
 - Scholars of Peace/peer meditation
 - Scholars leaders/mentors
 - Community Service learning
- * Teacher Training
- * Parent Training

Program Monitoring & Evaluation

OUTCOMES

- * Increase in Academic Performance
- * Increase in positive attitude & self identity
- * Decrease in behavioral referrals & suspension
- * Increase in student leadership, mentorship & conflict resolution
- * Increase in parental involvement
- * Improve teachers best practices

IMPACT

- * Graduates
- * Healthy Decisions
- * Education Policy
- * Safer Community & Schools

PROGRAM OVERVIEW

CURRICULUM AUTHENTIC CONTENT

- Islam comes to Africa
- West Africa Empires/leaders
- LoT: Caravan Trade
- LoT: Travel Accounts
- LoT: Center of Learning:
 - Sankore University Scholars
 - Ancient Manuscripts
 - Scholars of Peace/peer mediation/conflict resolution
- Empire's Decline
- West Africa Today
- Connections
 - Blues Music
 - West Africans Enslaved Stories
 - Omar Ibn Said Autobiography



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FACTUALLY ACCURATE CURRICULUM REPRESENTING ESTABLISHED SCHOLARSHIP PROGRAM OVERVIEW



- IMMC's curriculum is research-based and culturally relevant
- Examples include:
 - Timbuktu Exhibition Storyline w/ Background Research
 - Teaching Resources Related to the Timbuktu Human Dignity Curriculum
 - Islam's Legacy in Mississippi Blues



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CURRICULA ARE DEVELOPMENTALLY-APPROPRIATE FOR EACH GRADE LEVEL



- Specific challenges faced by African American students:
 - From rural economically depressed communities
 - From poor urban communities
- Other developmentally-appropriate criteria:
 - Age & individual
 - Social and cultural
 - General appropriateness practices



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RACIALEQUITY

HIGH SCHOOL CURRICULUM CORRELATED TO SOCIAL STUDIES SPECIAL TOPICS



African-American students will learn:

- Underrepresented history
- Cultural richness of their heritage
- The value of human rights/dignity

Curriculum correlates with the premise: *“...The more students learn the truth about themselves and others the greater their sense of individual pride, self-confidence, and respect for the dignity of every person in their lives.”*



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PARENT AND COMMUNITY INVOLVEMENT

- Parents: Eight 2- hour Parent Sessions per academic year
- Four Community engagement sessions annually
- Learning Objectives
 - Cognitive
 - Behavioral
 - Affective



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PARENT AND COMMUNITY INVOLVEMENT

The Parent Engagement process :

Work to improve communication between school and home.

Utilize a method of community recruiting and building support groups developed



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PROGRAM TRACK RECORD OF SUCCESS

Evaluation Form Ratings

(1=strongly disagree, 5=strongly agree)

Target Group/

Activity	Evaluation Form Statements	Average Rating
Teachers, Administrators, Staff/ Training Workshops	<i>*I gained new understanding of African and African American history.</i>	4.7
	<i>*I plan to implement the ideas and practices.</i>	4.6
	<i>*My students will benefit.</i>	4.5
	<i>*Overall value of workshop was high.</i>	4.4
Parents/ Training Workshops	<i>*Workshop resources will be useful for my son(s) and me at home.</i>	5.0
	<i>*My sons will benefit from this information.</i>	4.9
	<i>*Overall value of the workshop was high.</i>	4.9
Students/ Summer Institute	<i>*I was engaged and interested.</i>	4.4
	<i>*I gained new knowledge.</i>	4.3
	<i>*Overall quality of the Institute was high.</i>	4.5

Testimonial (Darel Thigpen/Co-Teacher) IMMC's Timbuktu Human dignity Curriculum

“ I really have a better understanding of this concept “Human Dignity” and how it uplifts the Human being.”

- “Gained valuable resources”
- “Exposure to new teaching tools”
- “This Program is life changing”
- “Excellent Co-Teaching model”



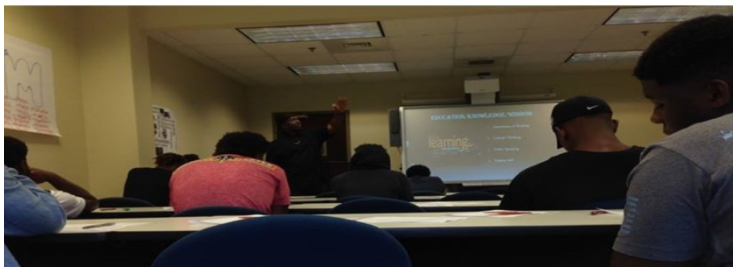
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Testimonial (Jed Oppenheim/School Board Member & United Way Partner)

Always amazing things going on in the community. Using art for activism and community building at the "All Are Welcome" gathering at the Lumumba Center and working with young men from Lanier (mostly) on leadership, identity and more at the Scholars of Peace gathering put on by the International Museum of Muslim Cultures.



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Testimonials (Qualitative examples)

- Kim- Loud, Talkative, Belligerent, Non-responsive to School Culture Norms, Struggling Academically, Low Self-esteem
- Fred- Quiet, Calculating, No Interest in School Matters, Aggressive with Female Students, Low School Attendance, Skipping Class, & Academically on the Verge of Dropping Out



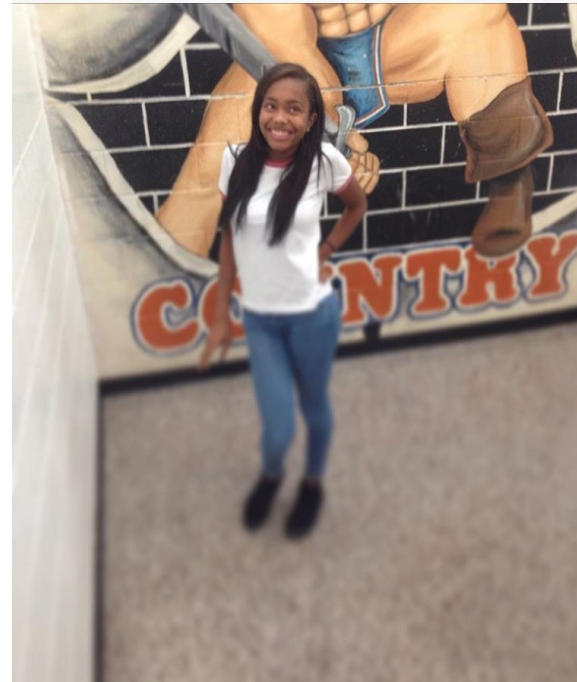
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Testimonial (kim's Transformation)

- Exceptional Leader
- Awarded Star Student
- Peer Mentor
- Leader in Resolution



Testimonial (Fred's transformation)

- 65% increase in Attendance
- From “D” grade average to “C” in overall courses and “A” average in History
- Improvement in interactions with female students



THANK YOU

Q & A



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