

## Continuing Professional Development Credit for Teachers Request to Offer Through Eastern Illinois University

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**Affiliation/Agency/Group:** RISE Conference, Making Excellence Inclusive (MEI) at Eastern Illinois University

**Event Requesting Approval:** 5th Annual Together We RISE (Reaching Inclusivity for Student Excellence) Conference, Culturally Responsive Teaching and Learning Track (CRT)

**Number of Professional Development Hours Requesting (Contact Hours):** 5

**Brief Description of Event (Draft Brochure of Event if available):** The RISE Conference is an annual diversity, equity and inclusion conference that is hosted by Eastern Illinois University's Making Excellence Inclusive (MEI). This year, we are partnering with CUSD#1 through Kristen Holly, Assistant Superintendent for Student Services, to offer a track (Culturally Responsive Teaching and Learning) geared towards bringing increased awareness and understanding of the ISBE Culturally Responsive Teaching and Learning Standards to K-12 educators. We have an impressive line up of in-service teachers, teacher educators and educational leaders who will facilitate workshops, and discussions. For example, we are excited to have Mary Ellen Daneels, a National Board-Certified teacher in the Humanities Division at Community High School in West Chicago, Illinois, and Director of Illinois Civics Hub and Democracy School Program who will be facilitating the final session of the day "Communicating Cross-culturally: Building Rapport and Addressing CRT Resistance from Parent"

See attached for more details.

### Outcome(s) for the Professional Development from approved ISBE list (Mark all that apply):

- increase the knowledge and skills of school and district leaders who guide continuous professional development;
- improve the learning of students;
- organize adults into learning communities whose goals are aligned with those of the school and district;
- deepen educator's content knowledge;
- provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;
- prepare educators to appropriately use various types of classroom assessments;
- use learning strategies appropriate to the intended goals;
- provide educators with the knowledge and skills to collaborate
- prepare educators to apply research to decision-making.

### Type of Professional Development from approved ISBE list (Mark all that apply):

- Engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being;
- Align to the licensee's performance (evaluation);
- Include outcomes that relate to student growth or district improvement;
- Align to State-approved standards;

**Rationale-Describe how this event aligns with the approved ISBE Outcomes and Type of Professional Development identified above (add pages if needed)**

The CRT Track of the RISE conference aligns with the above in the following ways:

ISBE Outcomes/ Type of Professional Development	Rationale
o <u>increase the knowledge and skills of school and district leaders who guide continuous professional development;</u>	The CRT track will comprise of leaders who will bring their professional knowledge and expertise about the implications of CRT in school and classroom settings. Panelists (Session 1) will address the importance of continued professional development as a necessity for effective implementation of the standards.
o <u>improve the learning of students;</u>	All sessions, in their varying forms will ultimately lead to improving student learning, by providing attendees with awareness of the CRT standards, and providing them with specific tools on how to apply the standards to their classroom. Some sessions are specifically focused on the application of the standards to various classrooms (e.g. sessions 2, 3, and 4)
o <u>provide educators with research-based instructional strategies to assist students in meeting rigorous academic standards;</u>	Presenters will make recommendations for applications with research-based strategies, and include their sources.
o <u>Engage participants over a sustained period of time allowing for analysis, discovery, and application as they relate to student learning, social or emotional achievement, or well-being;</u>	The CRT track will be 5 hours long, and will comprise of various workshops including but not limited to awareness, and self-reflection activities.
o <u>Align to State-approved standards;</u>	The ISBE Culturally Responsive Teaching and Leading standards include: Section 24.50 a. Self-awareness and relationships to others • Sessions 1, 2, 3, and 5 b. Systems of oppression • Session 1 f. Family and Community Collaboration • Session 5

Requestor: CATHERINE POLYDORÉ   
Printed Name Signature

8/30/2021  
Date

Date Approved by COTE: 9/14/2021

This form must be completed and approved by the Council on Teacher Education prior to advertising that any event will be offering Continuing Professional Development Hours to educators through EIU. Completed forms should be returned to the School of Extended Learning, 2303 Buzzard Hall.



Time	Track 1 Instructional Practices and Programming	Track 2 Higher Education	Track 3 Self-Awareness and Personal Development
8: 30 - 8:50	Welcome, Introductions, DEI Trivia		
9:00 - 9:50	Keynote		
10 -10:50	Promoting Belonging and Equity Through Course Content <i>Primrose Igonor</i>	Latina Lift Off: How Inclusive Innovation Helps Latina Undergraduate Students Rise <i>Kate Jackson</i>	Examining how Zealots and Racists Shape(d) American History and Biology Curriculum <i>John H. Bickford III</i>
11:00 -11:50	Inclusive Practices: Supporting the Success of All Students <i>Jennifer Buchter, EIU; Cori More, EIU; and Jennifer Stringfellow, EIU</i>	Understanding and Teaching Racisms: Bridging Academic and Public Discourses in the Classroom <i>Smith, EIU</i>	Reading in a way to Improve Diversity Awareness <i>Jolynn Kindel</i>
12:00 - 12:30	Lunch and Social (Lunch Bunch)		
12:30 - 1:20	Esports and Gaming on Your College Campus: Diversity, Equity and Inclusion infused from Day 1 <i>Jack Blahnik, Illinois State University (50)</i>	Nurturing Culture In the Classroom for Success of Indigenous and Pacific Islander Students <i>Sarah Aten</i>	* This is double session* Infusing Awareness for Success in a Global Industry with Multicultural Environments and Diverse Populations <i>Melody L. Wollan, EIU; Lisa Brooks, EIU; Nichole Hugo, EIU; and Rick Wilkinson, EIU</i> 4:20 (100) 3:30 -
	* This is double session* The Ethics of Online Teaching <i>Daniel M. Cabrera, Northern Illinois University; Jason Rhode, Northern Illinois University; Stephanie Richter, Northern Illinois University; Amanda Smoothers, Northern Illinois University</i>	* This is double session* Navigating Positionality and Power in Classroom Spaces <i>Elizabeth Tacke, EIU (50 or 100)</i>	
1:30 - 2:20			
2:30 - 3:20			Believe It Or Not I Care: Compassionate community outreach for high school student empowerment and excellence <i>Heidi Larson, EIU (50)</i>



Time	Culturally Responsive Teaching and Leading (CRT) K-12
8:30 - 8:50	
9:00 - 9:50	
10 - 10:50	<p>Why Culturally Responsive Teaching?</p> <p><i>Carole Collins Ayanlaja, Assistant Professor of Educational Leadership, Former Superintendent of Schools and others</i></p>
11:00 - 11:50	<p>Illinois' Culturally Responsive Teaching Standards: Background and Strategies for Implementation</p> <p><i>Amy D. Davis (Teacher educator); Alexis Jones (Teacher educator)</i></p>
12:00 - 12:30	
12:30 - 1:20	<p>What does CRT look like in the classroom? Developing CRT classroom culture</p> <p><i>Jennifer Buchter and Cori More</i></p>
1:30 - 2:20	<p>Breakout sessions by grade level/content: Examples from the classroom</p> <p><i>Jay Bickford, Professor, Teacher Educator</i></p> <p><i>Carole Collins Ayanlaja, Assistant Professor of Educational Leadership, Former Superintendent of Schools</i></p> <p><i>Kristin Runyon, ELA Teacher, CUSD#1</i></p>
2:30 - 3:20	<p>Communicating Cross-culturally: Building Rapport and Addressing CRT resistance from Parent</p> <p><i>Mary Ellen Daneels</i></p>