

PROFESSIONAL DYADS AND CULTURALLY RELEVANT TEACHING (PDCRT) APPLICATION PACKET

Application Packets Due: Monday, September 30, 2019
Send to Kristen Suchor KSuchor@ncte.org

Please submit all application materials as outlined in this document as ONE PDF file.

Before deciding to apply, please carefully review the PDCRT Participation Requirements that can be found on page 2 of this document.

The PDCRT project, initiated by the Affirmative Action Committee of the Early Childhood Education Assembly (ECEA) of National Council of Teachers of English (NCTE) was developed to create a space within NCTE to support early childhood educators of color and educators who teach children of color, English Language Learners, and children from low-income communities in studying about culturally relevant pedagogies and generating, implementing, documenting, evaluating, assessing and disseminating classroom practices and process reflections from work done in pre-K to second grade classrooms. The project is guided by a definition of *culturally relevant pedagogies* as that which requires a commitment to:

- Developing a critical consciousness that recognizes inequities and injustices; strengthening that consciousness in ourselves and others through our work with students, colleagues, administrators, families and community members;
- Broadening what counts as normalized/centered social, cultural, linguistic, and heritage knowledge; validating students' home, community, and heritage knowledge and using it *as foundational* to teaching; focusing particularly on knowledge marginalized, neglected, or distorted in typical curricula, policies, and practices;
- Support all children in developing the skills and strategies that will enable their success within existing systems as well as the knowledge and ability to use their literacy and content knowledge to challenge and change unjust systems.

Applicants must apply as dyads – teacher and teacher educator partners complete one application together. At least one member of the dyad must be an Educator of Color, but preference will be given to dyads in which both members are Educators of Color. The teacher must work in a preK, K, first, second, or third grade classroom. Requirements

for classroom demographics must also be met as outlined in the participation requirements on page 2 of this document. The new dyads will be notified during the week of October 7, 2019 and will be required to participate in a first virtual meeting the week of October 14, 2019.

The following application items are to be submitted as one PDF document and sent as an email attachment by September 30, 2019 at NCTE headquarters: KSuchor@ncte.org

1. PDCRT Dyad Application Information Form
2. Joint Statement from the dyad (addressing required questions on application form)
3. Dyad Letter of Agreement
4. Administrator Letter of Agreement
5. Resumes of each dyad member

PDCRT Participation Requirements

Please know that, by submitting an application, BOTH members of the dyad are agreeing to the following requirements:

- Both dyad members must be *members* of the National Council of Teachers of English and NCTE's Early Childhood Education Assembly (ECEA) and maintain their active membership throughout their participation in the PDCRT project:

NCTE membership information: <https://secure.ncte.org/store/membership>.

ECEA membership information:

<http://www.earlychildhoodeducationassembly.com/ecea-membership.html>

- The dyad teacher must work in a pre-K, K, first, second, or third grade classroom where the majority of the students represent low-income households (at least 50% qualify for free and reduced lunch) and at least 75% of the students are children of Color.
- At least one member of the dyad must be an educator of Color, however preference will be given to dyads that consist of two educators of Color.

- The dyad teacher educator must commit to weekly work with the teacher in the classroom and the dyad must commit to meeting regularly (no less frequently than once every two weeks) to discuss readings, plan for teaching, and the process of the work.
- The dyad must commit to:
 - Building and using further knowledge about culturally relevant/sustaining practices.
 - Collecting, organizing, archiving, and analyzing data about the dyad relationship, classroom work, student and family interactions, etc. and using data in biannual dyad reports as well as other publications and presentations.
 - Collecting, organizing, analyzing, and reporting on literacy assessment data for selected students at three predetermined times throughout the school year (details to be provided after your acceptance)
 - Engaging fully in the project's professional development activities (reading and discussing readings, viewing and discussing videos and weblinks, active participation on the PDCRT FB site, etc.) and using new knowledge to develop, try out, and document culturally relevant practices in the classroom.
 - Sharing work electronically and through other means of virtual communication. Thus, each dyad member must have regular and dependable access to the internet.
 - Participating in all virtual meetings with all project dyads (typically monthly virtual meetings), the first virtual meeting to be scheduled for the first week in December.
 - Regularly checking email and responding promptly to project emails.
 - Submitting signed consent forms from parents/guardians of the students each year designated date (forms will be provided).
 - Attending and participating in NCTE's annual conference: Nov. 19-22, 2020 in Denver CO from Thursday afternoon through Sunday morning. *Some funding will*

be provided by the project (see Dyad Letter of Agreement in this document); participants are responsible for any funding not covered by the project.

- Participating in the project's 3-day Summer Institutes in June 2020 and in June 2021 – some funding will be provided by the project (see Dyad Letter of Agreement); participants are responsible for funding not covered.

Please see Application forms and support letters in the following pages of this document.

PDCRT Dyad Application Information Form

Classroom Teacher:

(Name) (Grade Level)

(School, School District, City, State)

(Preferred Mailing Address)

(Preferred Phone # and Email Address)

Member of National Council of Teachers of English (NCTE) _____
yes

Member of NCTE's Early Childhood Education Assembly (ECEA): _____
yes

Teacher Educator:

(Name) (University Position and Area of Focus)

(University, City, State)

(Preferred Mailing Address)

(Preferred Phone # and Email Address)

Member of National Council of Teachers of English (NCTE) _____
yes

Member of NCTE's Early Childhood Education Assembly (ECEA): _____
yes

Joint statement: Answers to these questions should be written jointly by both dyad members:

1. Why are you each personally AND professionally drawn to this opportunity/program?
2. What are the demographics of the teacher's classroom and the demographics of your dyad (race, ethnicity, languages, gender, social class)?
3. Why do you feel that you are well suited as a team to work together and what do you hope to accomplish as a dyad?
4. Describe your ability to commit the time necessary to engage in all project activities (see project participation requirements) and the time you foresee that will be involved in that commitment.
5. What questions, as well as concerns and excitement do you have entering the project?

Dyad Letter of Agreement

Roberta Price Gardner & Nancy Valdez-Gainer
PDCRT Project Directors

Dear Ms. Nancy Valdez-Gainer & Dr. Roberta Price Gardner,

We, the undersigned, agree to participate fully in the Professional Dyads and Culturally Relevant Teaching (PDCRT) project as outlined in the project requirements. We have carefully read the project requirements and *agree to full participation in all elements of the project*. We understand that the following financial support will be provided:

- \$150 each year for classroom materials in support of culturally relevant reading instruction.
- Conference registration for NCTE's 2020 Convention for school-based dyad members; teacher educators will pay their own conference registration.
- \$750 per dyad member to contribute to costs incurred to attend NCTE's 2020 Convention (up to \$750 to go toward costs for travel, hotel, meals): three nights are required; any costs not covered by \$750 are at the dyad member's own

expense (note that you are required to be at the convention each year from Thursday afternoon/evening through Sunday morning).

- \$700 per dyad member to contribute to costs incurred to attend the project's 2020 and 2020 Summer Institutes; any costs not covered by \$700 are at the dyad member's own expense.

Teacher's Signature _____ **Date** _____

Teacher Educator's Signature _____ **Date** _____

School Administrator Letter of Agreement

Nancy Valdez-Gainer & Roberta Price Gardner
PDCRT Project Directors

Dear Ms. Valdez-Gainer & Dr. Gardner

I am pleased to confirm the participation of [name of teacher] in the 2017-2019 *Professional Dyads and Culturally Relevant Teaching (PDCRT)* project.

I have read the project requirements and understand that two-year participation is required from October, 2019 through June, 2021. I also understand that [teacher's name]'s responsibility will be to work with [name of teacher educator] to study, develop, and implement culturally relevant reading practices by working together in the classroom. I also that understand, at three points each year they will collect and submit data (to the project directors) as outlined in the project overview and that data will be used by the dyad and project directors to develop writing projects, conference presentations, and web sharing for other educators. I understand that appropriate Informed Consent forms will be provided to be signed by parents/guardians of the students in the classroom.

I have the authority to and thereby give permission for [name of dyad teacher] to participate in this project. In giving this permission, I agree to:

- Support the teacher/teacher-educator dyad in all activities and expectations of the program and in the collection and submission of data to include classroom practices, interviews with families and children, and literacy achievement data.
- Give permission for [name of teacher] to attend the NCTE national convention from Nov. 19-22, 2020 in Denver, Colorado requiring arrival in time to participate in project functions that begin on Thursday afternoon and continue through Sunday morning.

I understand that this project has the potential to positively impact the ways that my historically under-represented students are served in schools, and thus, offer my enthusiastic commitment.

Sincerely,

[signature, title and address of school administrator, date]