



16th Annual  
Hawker Brownlow  
**Thinking &  
Learning**  
Conference

*the teacher's conference*

**ANTHONY MUHAMMAD**

**SUNDAY 19 MAY**

**Session 3**

**The Liberation Mindset:  
Truly Creating a System that Serves ALL!**

**MELBOURNE**



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# ANTHONY MUHAMMAD

Dr Anthony Muhammad is a much sought-after educational consultant, having served as principal for a middle and high school and as a middle school teacher and assistant principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. As a researcher, Anthony has published multiple books and articles, and he regularly gives seminars on the subject of transforming school culture. Anthony's most notable accomplishment came as principal of Levey Middle School in Michigan, a National School of Excellence, where student proficiency on state assessments more than doubled in five years.



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The Liberation Mindset:  
Truly Creating a System that  
Serves All!  
Anthony S. Muhammad, Ph.D.

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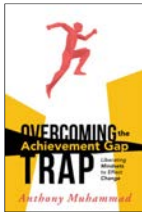
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Liberation Mindset



“The **liberation mindset** is an unwavering set of collective beliefs and actions rooted in the goal of achieving high levels of academic and social success for all students despite internal or external barriers” (p. 92).

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Three Components

- Equality
- Responsibility
- Advocacy

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*Equality (Access)*

The belief that human potential is not a function of personal characteristics such as race, gender, economic status, home language, national origin, or disability

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Case Study:  
Seneca High School

- Reaffirming purpose
- Changing language
- Changing structures
- Changing expectations

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Rubric

- Assess your school's current reality for **equality** together using the rubric.
- Brainstorm concrete strategies that you plan to implement using the Action Plan.

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*Responsibility (Action)*

The belief that we will hold ourselves accountable for nurturing each student to his or her potential and to teach responsibility and self-empowerment to our students.

We will accept the responsibility to develop our professional knowledge, practice, and systems to be responsive to the needs of our student population.

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Case Study:  
Kendrick Middle School

- Used data to analyze problem.
- Organized resources to attack problem by creating systems to mentor and build grit.
- Used responsiveness instead of assimilation.

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8

Rubric

- Assess your school's current reality for **responsibility** together using the rubric.
- Brainstorm concrete strategies that you plan to implement using the Action Plan.

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9

*Advocacy (Efficacy)*

The belief that people and entities outside of school must play an active and supportive role in developing our students.

We will hold others accountable for supporting our efforts to properly educate our students through active participation, financial support, positive publicity, providing experiences, and legislation.

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Case Study:  
MLK Elementary

- Declared war on complaining.
- Principal created a movement that focused on what they and others could do to positively impact the school.
- Included school, district, and community in an ambitious plan of improvement.

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Rubric

- Assess your school's current reality for **advocacy** together using the rubric.
- Brainstorm concrete strategies that you plan to implement using the Action Plan.

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**Equality**

The belief that human potential is not a function of personal characteristics like race, gender, economic status, home language, national origin, or disability.

Action Item	Responsible Party	Resources Needed	Start Date	Implementation Date

## Responsibility

The belief that we will hold ourselves accountable for nurturing each student to his/her potential and to teach responsibility and self-empowerment to our students. We will accept the responsibility to develop our professional knowledge, practice, and systems to be responsive to the needs of our student population.

Action Item	Responsible Party	Resources Needed	Start Date	Implementation Date



### Advocacy

The belief that people and entities outside of school must play an active and supportive role in the development of our students. We will hold others accountable for supporting our efforts to properly educate our students through active participation, financial support, positive publicity, providing experiences, and legislation.

Action Item	Responsible Party	Resources Needed	Start Date	Implementation Date

REPRODUCIBLE

## Rubric for Assessing Equality

**Equality:** Collective belief that hierarchical systems are inhumane and counterproductive and they do not have a place in a public school with a diverse population of citizens

<p>4</p> <p><b>Exemplary Level of Development and Implementation</b></p>	<p>Achievement disparities exist between student groups, especially poor and minority students, we have implemented a strategic plan, and there is longitudinal evidence that the gaps are closing.</p> <p>Poor or minority students are underrepresented in the measures of high achievement, we have implemented a strategic plan, and there is longitudinal evidence that the gaps are closing.</p> <p>Poor or minority students are overrepresented in negative discipline and attendance data, we have implemented a strategic plan, and there is longitudinal evidence that the gaps are closing.</p>										
<p>3</p> <p><b>Fully Functional and Operational Level of Development and Implementation</b></p>	<p>Achievement disparities exist between student groups, especially poor and minority students, we have implemented a strategic plan, but there is limited evidence of success.</p> <p>Poor or minority students are underrepresented in the measures of high achievement, and we have implemented a strategic plan, but there is limited evidence of success.</p> <p>Poor or minority students are overrepresented in negative discipline and attendance data, and we have implemented a strategic plan, but there is limited evidence of success.</p>										
<p>2</p> <p><b>Limited Development or Partial Implementation</b></p>	<p>Achievement disparities exist between student groups, especially poor and minority students, and we have developed a strategic plan but not effectively implemented it.</p> <p>Poor or minority students are underrepresented in the measures of high achievement, and we have developed a strategic plan but not effectively implemented it.</p> <p>Poor or minority students are overrepresented in negative discipline and attendance data, and we have developed a strategic plan but not effectively implemented it.</p>										
<p>1</p> <p><b>Little to No Development and Implementation</b></p>	<p>Achievement disparities exist between student groups, especially poor and minority students, and there is no strategic plan to address the disparities.</p> <p>Poor or minority students are underrepresented in the measures of high achievement, and there is no strategic plan to address the issue.</p> <p>Poor or minority students are overrepresented in negative discipline and attendance data, and there is no strategic plan to address the issue.</p>										
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## REPRODUCIBLE

## Rubric for Assessing Responsibility

**Responsibility:** Belief that the school and its employees are accountable for the development of its students, and the belief that staff have the collective efficacy necessary to develop an egalitarian learning environment

<p><b>4</b> Exemplary Level of Development and Implementation</p>	<p>We identify and recognize student gaps in the areas of background knowledge and academic skill, we have implemented a plan to address these issues, and we have evidence of longitudinal growth.</p> <p>We identify and recognize gaps in student social skills and personal experience, and we have implemented a plan to address these issues, and we have evidence of longitudinal growth.</p> <p>We recognize that we have difficulty instructing and building relationships with students from cultures different than our own. We have implemented a plan of action and received professional development, and we have evidence of longitudinal growth.</p>												
<p><b>3</b> Fully Functional and Operational Level of Development and Implementation</p>	<p>We identify and recognize student gaps in the areas of background knowledge and academic skill, and we have implemented a plan to address these issues, but there has been limited growth.</p> <p>We identify and recognize gaps in student social skills and personal experience, and we have implemented a plan to address these issues, but there has been limited growth.</p> <p>We recognize that we have difficulty instructing and building relationships with students from cultures different than our own. We have implemented a plan of action and received professional development, but there has been limited growth and progress.</p>												
<p><b>2</b> Limited Development or Partial Implementation</p>	<p>We identify and recognize student gaps in the areas of background knowledge and academic skill, and we have developed a plan to address these issues, but it has not been implemented.</p> <p>We identify and recognize gaps in student social skills and personal experience, and we have developed a plan to address these issues, but it has not been implemented.</p> <p>We recognize that we have difficulty instructing and building relationships with students from cultures different than our own. We have developed a plan of action and received professional development, but there is no implementation.</p>												
<p><b>1</b> Little to No Development and Implementation</p>	<p>We identify and recognize student gaps in the areas of background knowledge and academic skill, but there is no strategic plan to address these issues.</p> <p>We identify and recognize gaps in student social skills and personal experiences, but there is no strategic plan to address these issues.</p> <p>We recognize that we have difficulty instructing and building relationships with students from cultures different than our own, but there is no strategic plan or professional development devoted to solving the problem.</p>												
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## REPRODUCIBLE

## Rubric for Assessing Advocacy

**Advocacy:** Belief that we can have influence outside of our direct control and we are obligated to collaborate with others in our attempt to create equitable learning opportunities for all students

<p><b>4</b> Exemplary Level of Development and Implementation</p>	<p>We recognize that our school and students are resource poor. We have a strategic plan, and we meet student and school needs at every important level.</p> <p>We recognize that our parents are resource poor, and we collaborate with them to empower them personally, educationally, and politically.</p> <p>We recognize that district, state, and federal policies adversely affect our students and our school. We collaborate and develop an effective counterproposal, and we secure influence through membership or collaboration with other groups or agencies.</p>												
<p><b>3</b> Fully Functional and Operational Level of Development and Implementation</p>	<p>We recognize that our school and students are resource poor. We have a strategic plan, but we only partially secure our needs.</p> <p>We recognize that our parents are resource poor, but we only collaborate with them on nonthreatening and nonessential issues.</p> <p>We recognize that district, state, and federal policies adversely affect our students and our school. We collaborate and develop an effective counterproposal, but we do not secure the support of other stakeholders, such as parents and community members, to leverage political pressure to ensure that policymakers consider our plan.</p>												
<p><b>2</b> Limited Development or Partial Implementation</p>	<p>We recognize that our school and students are resource poor. We have a strategic plan, but we do not fully implement it.</p> <p>We recognize that our parents are resource poor, but we only collaborate with them when problems arise.</p> <p>We recognize that district, state, and federal policies adversely affect our students and our school. We collaborate internally, but we do not present an effective case to local, state, or federal officials.</p>												
<p><b>1</b> Little to No Development and Implementation</p>	<p>We recognize that our school and students are resource poor, but there is no strategic plan to address the issues.</p> <p>We recognize that our parents are resource poor, but we do not collaborate with them to address the issues.</p> <p>We recognize that district, state, and federal policies adversely affect our students and our school, but we do not organize to lobby for better conditions.</p>												
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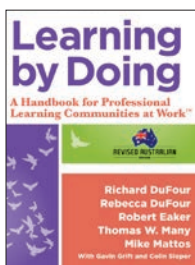




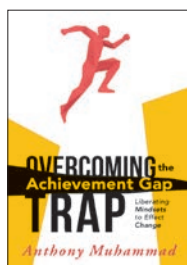


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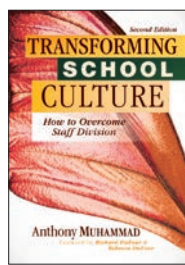
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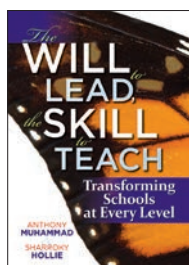
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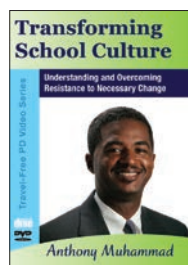
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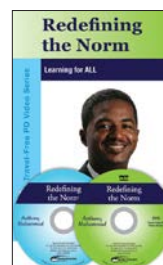
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