



MY CULTURE MATTERS

COALITION FOR EDUCATION

THE ROAD NEW YORK

NYU Metro Center's Education Justice Research and Organizing Collaborative (EJ-ROC)

We bring together researchers, data and policy analysts, and community organizers to provide critical research, data, policy and strategic support for the education justice movement.



+ NYC Coalition for Educational
Justice

What is Culturally Responsive Education?

- A cultural view of learning and human development in which multiple and intersectional forms of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are understood as indispensable sources of knowledge for rigorous teaching and learning. CRE critically explores the relationships between historical and contemporary conditions of inequality and ideas that shape access, participation, and outcomes for learners. (NYSED)

What is Culture?

- Attitudes
- Beliefs
- Values
- Behavior patterns practices
- How people make sense of their lives
- Morals
- Knowledge
- Expression
- Meaning-making unique to particular groups of people that is preserved and shared across generations

Surface Culture

Surface Culture
Observable patterns
Low emotional impact on trust



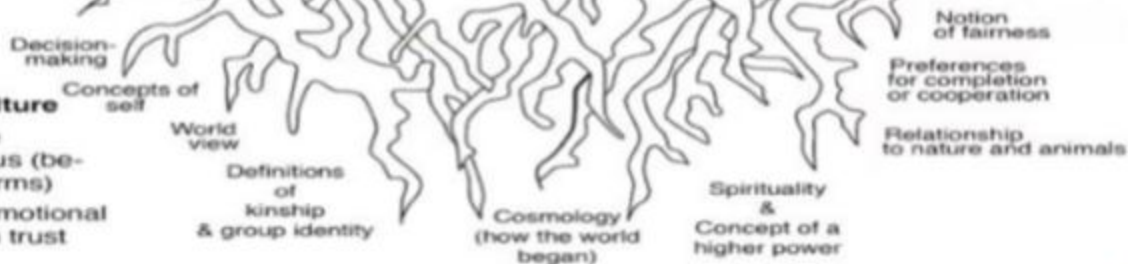
Shallow Culture

Shallow Culture
Unspoken rules
High emotional impact on trust



Deep Culture

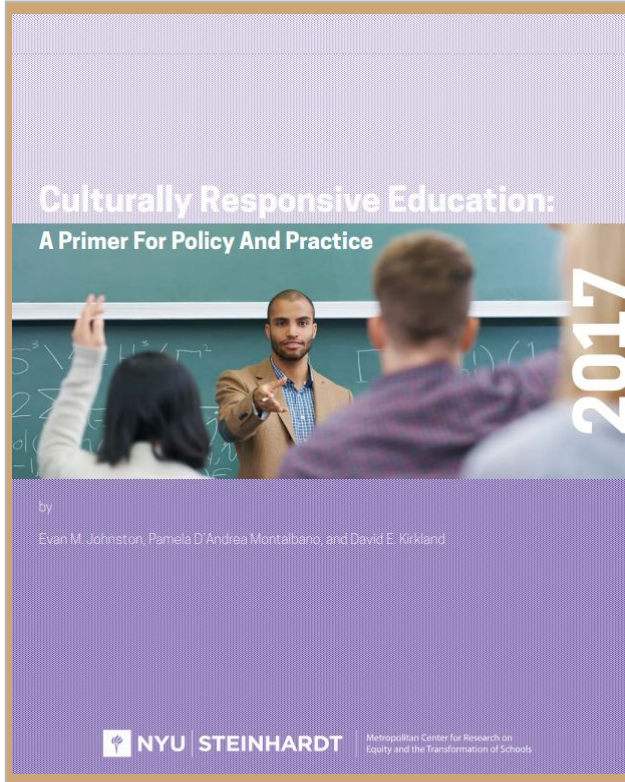
Deep Culture
Collective unconscious (beliefs & norms)
Intense emotional impact on trust



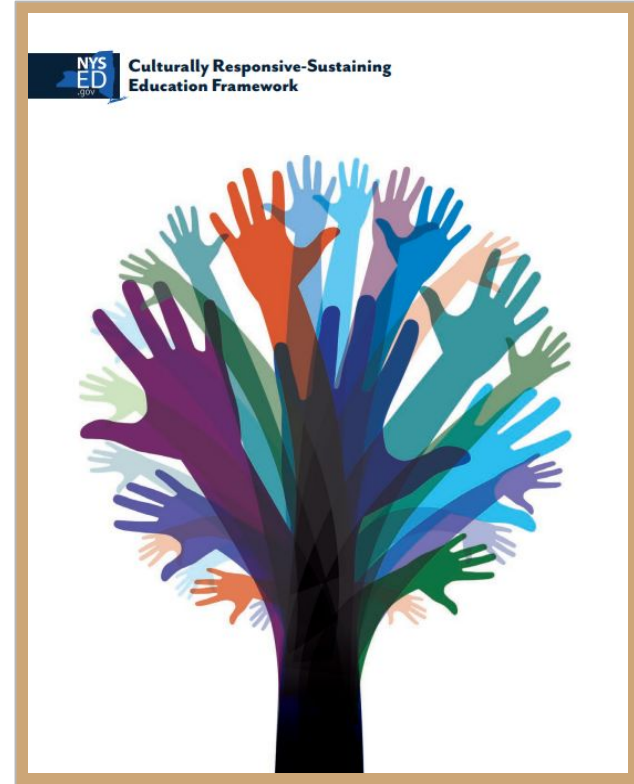
More on CRE

- CRE is rooted in Gloria Ladson-Billings & Geneva Gay work around Culturally Relevant Pedagogy and Culturally Relevant Teaching
- Some characteristics of CRE:
 - Student-centered instruction
 - Focus on sociopolitical consciousness
 - Teacher's high expectations
- Key Principles of CRE
 - Validating students' experiences and values
 - Disrupting power dynamics that privilege dominant groups
 - Empowering students

Learn More About CRE

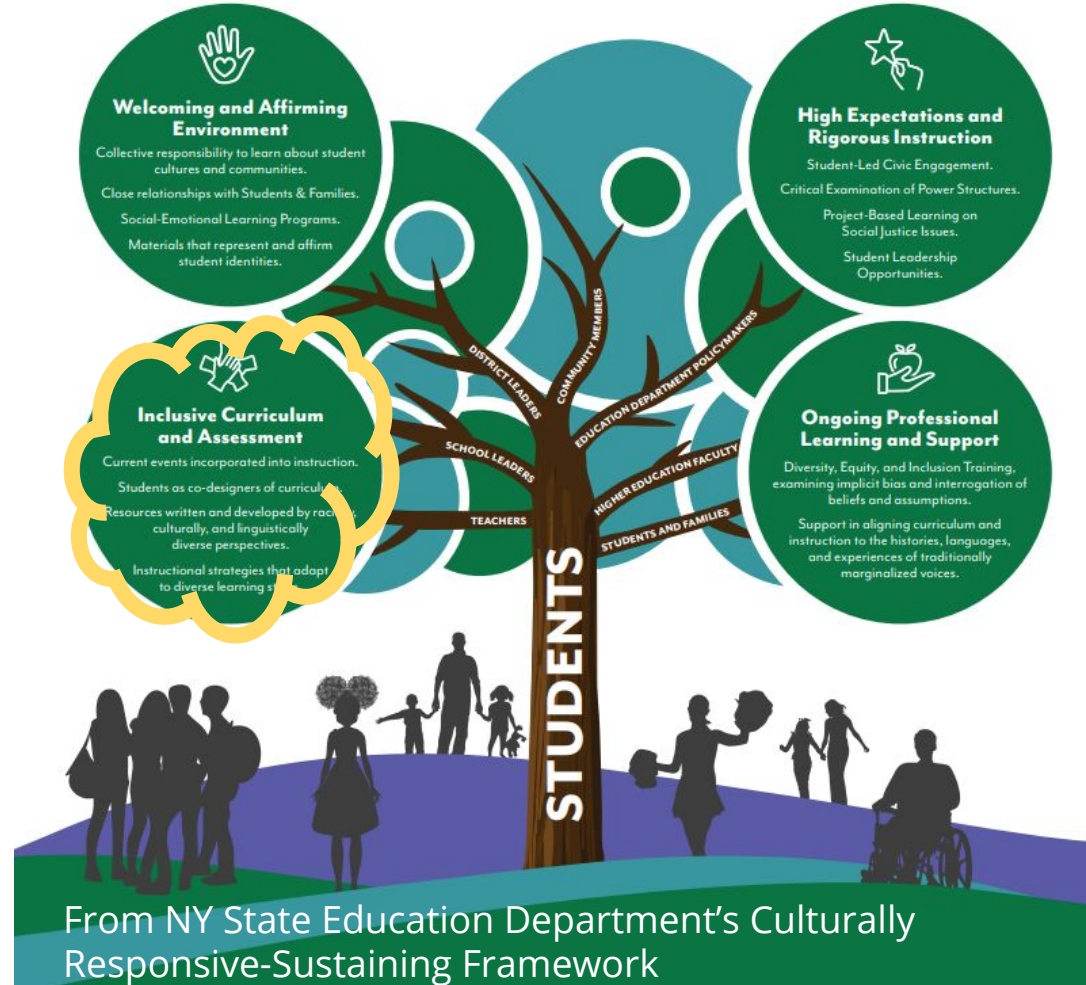


bit.ly/CREPrimer



bit.ly/CRSEFramework

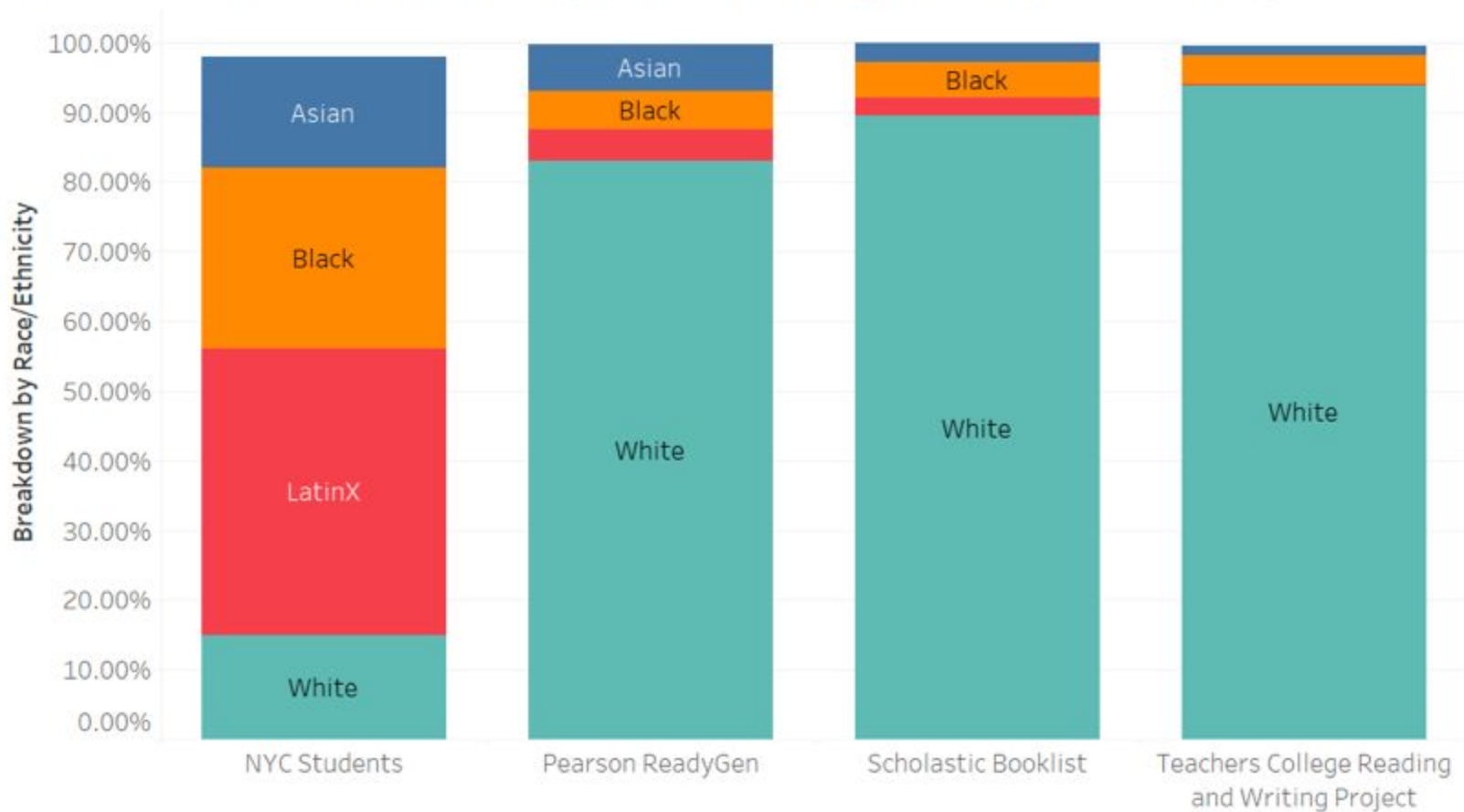
Why the Focus on Curriculum?



How Diverse Is Your Curriculum?

- **Across 10 curricula and 700 books**
 - 84% white authors
 - 4% Latinx authors; 8% Latinx characters
- **NYC DOE's Reads365 Booklist**
 - 140 books, 118 by white authors
 - More animal cover characters than people of color cover characters
 - 28 books featuring Black characters; 21 written by white authors
- **Teacher's College Reading and Writing Project Curriculum**
 - 71 books, 67 by white authors
 - Not a single Latinx author or cover character
 - More animal cover characters than people of color cover characters

NYC Students and Story Authors by Race/Ethnicity



Culturally Responsive Curriculum Scorecard

Social Justice Orientation

Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (if you're working with a team)
14. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.					
15. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.					
16. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.					
17. Curriculum and instructional activities consider the experiences and perspectives of marginalized people.					
18. The curriculum recognizes the validity and integrity of knowledge by people of marginalized backgrounds.					
19. The curriculum presents different points of view on the same event or experience, especially points of view from marginalized people/communities.					
20. The curriculum provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and contribute to change.					
21. The curriculum encourages students to take actions that combat inequity or promote equity within the school or local community.					
Total					
Total Social Justice Score					
Comments: Please write any observations about social justice that are not captured by the questions.					

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NYU STEINHARDT Metropolitan Center for Research on Equity and the Transformation of Schools

- A tool created for parents, community members, and teachers to evaluate opportunities for cultural responsiveness in **curriculum** (not what teachers actually do in the classroom).
- Uses a sample of curriculum
- Ask for scorer's judgment; no "right" answer
- Facilitates a deep conversation about how we score as individuals and as a group

The 3 Sections of the Scorecard

Statements

REPRESENTATION

Looks at who is represented in curriculum using observable/surface level signifiers.

Representation

Diversity of Characters Tally

	Girl/Woman	Boy/Man	Non Binary	Total
Middle Eastern				
Asian/ Pacific Islander				
Black/ African				
Latinx				
Native American				
White				
Racially Ambiguous				
Multiracial				
Differently Abled				
Animals				

Total # of characters depicted : _____

characters of color are not mostly considered

The 3 Sections of the Scorecard

SOCIAL JUSTICE

Looks at curriculum using a deeper and more critical lens around identity, privilege, power, and contribution.

Decolonization/Power & Privilege

Centering Multiple Perspectives

Connecting Learning to Real Life & Action

Statements

Decolonization/Power and Privilege

14. Curriculum highlights non-dominant populations and their strengths and assets, so that students of diverse race, class, gender, ability, and sexual orientation can relate and participate fully.

15. The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents and knowledge rather than their perceived flaws or deficiencies.

16. The curriculum does not communicate negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.

17. Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering.

The 3 Sections of the Scorecard

TEACHERS' MATERIALS

Examines how teachers are instructed to use the curriculum, such as prompts, assignments, etc.

Statements

22. The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).

23. Guidance is provided on being aware of one's biases and the gaps between one's own culture and students' cultures.

24. Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.

25. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.

26. Guidance is provided on giving students opportunities to contribute their prior knowledge and experience with a topic, not just respond to the text and information presented in class.

27. Guidance is provided on engaging

Scoring with Curriculum

Statements	Very Satisfied (+2)	Satisfied (+1)	Unclear (-1)	Not Satisfied (-2)	Average Score (if you are working with a team)
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24. Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.					
25. Guidance is provided on making real-life connections between academic content and the local neighborhood, culture, environment and resources.					
Total					
Total Teachers' Materials Score					
Comments: Please write any observations about teacher's materials that are not captured by the questions.					

Interpreting Scores

Teachers' Materials

Culturally Destructive	Culturally Insufficient	Emerging Awareness	Culturally Aware	Culturally Responsive
-18 to -8	-7 to -1	0 to 6	7 to 12	13 to 18
There is no guidance on engaging diverse learners or culturally responsive teaching in the teachers' materials. Teachers are not encouraged to reflect on their	There is a little guidance on engaging diverse learners or culturally responsive teaching in the teachers' materials, but it is mostly	There is a little guidance on engaging diverse learners in meaningful culturally responsive ways. The teachers'	There is a lot of guidance on engaging cultural responsiveness. Teachers are presented with activities to reflect on their worldviews	There is an abundance of guidance on engaging cultural responsiveness meaningfully throughout the teaching approach.

Curriculum Scoring Process

1. Assemble diverse group (identities & roles) with commitment to CRE
2. Select curriculum sample
 - a. 3+ readings/excerpts
 - b. Short enough to read in the time allotted
 - c. Not the multicultural unit
3. Orient group to basic concepts of CRE and to scorecard
4. Read curriculum sample silently
5. Score individually
6. Discuss as a group
7. Share scores and average
8. Next steps

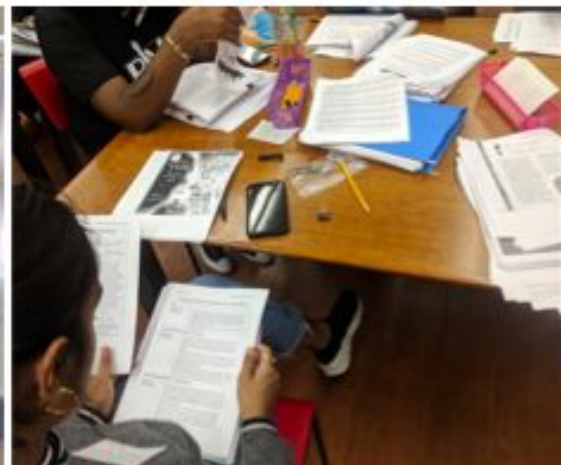
Who's Using the Scorecard?

- NYC DOE Department of Teaching & Learning
- Teachers
 - Staff meetings
 - Professional development days
 - Designing new culturally responsive curriculum
- Parents
 - Scorecard parties
- Community-based organizations
- Schools of education
 - Pre-service teacher training





Scorecard party



Contact Information

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