Building coalitions of students, families, practitioners, policy makers, and researchers around interventions and strategic improvements in practice and policy that are culturally responsive

LEADERSHIP

Principal Investigators
Alfredo Arriola
Co-Principal Investigator
Arizona State University
Beth Harry
Co-Principal Investigator
University of Miami
Janette Klingner
Co-Principal Investigator
CU Boulder
Elizabeth B. Kozleski
Director and Co-Principal Investigator
Arizona State University
William F. Tate
Co-Principal Investigator
Washington University at St. Louis

Stephanie Hash
National Staff Development Council
Dorje Jordan
Parent Advocacy Coalition for Educational Rights
Joy Marks
Project Forum, National Association of State Directors of Special Education
James Patton
The College of William and Mary
Karsten Reedy
Northeast Regional Resource Center
Anthony Siras
Institute for Educational Leadership
Stan Tefft
University of Virginia
Beenda L. Townsend
University of South Florida
Edward Lee Vargas
Huachila La Pintie Unified School District
Kenneth Wong
Brow University

Project Officer
Grace Zamora Duxin
US Department of Education, OSEP

Project Coordinator
Elaine Mulligan
Arizona State University

Staff
Karen Capullo
Graduate Assistant
Kathleen King
Professional Learning Coordinator
Rebecca Neal
Graduate Assistant
Kara Sujansky
Graduate Assistant
Amanda Sullivan
Implementation Coordinator
Sowmya Undapalli
Graduate Assistant
Federico Wattoller
Graduate Assistant

Advisory Board
Leonard Baca
Buena Center
Philip C. Chinn
California State University, Los Angeles (Emeritus)
Ronald Felton
Bertha Ahos Center
Betty Green-Brent
Council for Exceptional Children
Ara Hilliard
George State University

Kathleen King
Professional Learning Coordinator
Equity Alliance at ASU
Arizona State University

Theo Zion
Technology Coordinator
University of Colorado Denver

Module Authors
Shelley Zion
Executive Director,
Continuing & Professional Education
School of Education & Human Development
University of Colorado Denver

NCCRESt
National Center for Culturally Responsive Educational Systems

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What are Leadership Academies?

A strategy through which NCCRESt supports the creation of networks of skilled and knowledgeable teacher leaders, administrators, community members, and family members to serve as transformational agents of change for culturally responsive practices and systems is through the Leadership Academy model of professional learning. In collaboration with schools and local universities, NCCRESt creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional learning, application of adult learning principles, and selection of teams from schools and districts that can support their team members’ learning and practice. In this way, professional learning builds on converged needs, creates a sense of common purpose, and extends the creativity and skill of practitioners.

All Leadership Academies are based on NCCRESt's assumptions that culturally responsive educational systems:
- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students’ life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long earning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives.
- Respond with learning opportunities that work.

Academy participants are generally teams of educational professionals from schools and districts, selected to advance knowledge and practice related to culturally responsive systems and practices. Academies are organized into modules that share an overarching theme and are designed to (1) engage adult learners in advancing their knowledge and skills about culturally responsive practices within organizations; (2) build communities of practice in which inquiry and public discourse are cornerstones of continuous improvement in culturally responsive systems; and (3) embody approaches to learning that affirm the sociocultural histories and experiences that all members of the academies bring to shared learning. Finally, the Leadership Academies create forums for open discussion to help school and community members think more broadly and systemically about culturally responsive schools and classrooms.
Academy Abstract:
This academy will focus on the idea of content integration and knowledge construction through curriculum review and redesign.

Academy Outcomes:
As a result of the activities and information shared at this Leadership Academy, module participants will:

- Define Culturally Responsive Curriculum
- Identify features of culturally responsive curriculum,
- Explore the hidden curriculum
- Review what levels of content integration
- Examine a curricular unit and develop approaches to expand the level of content integration in that instructional unit.

Academy Agenda:
Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

ACADEMY OVERVIEW ............................................................................................................................... 15 MINUTES
ACTIVITY 1: DEFINE CURRICULUM ......................................................................................................... 15 MINUTES
LECTURETTE 1: HIDDEN CURRICULUM ................................................................. 30 MINUTES
ACTIVITY 2: WHAT DO YOU ALREADY DO? ........................................................................................... 15 MINUTES
LECTURETTE 2: LEVELS OF KNOWLEDGE CONSTRUCTION ............................................................. 20 MINUTES
ACTIVITY 3: KNOWLEDGE CONSTRUCTION SELF ASSESSMENT ....................................................... 15 MINUTES
ACTIVITY 4: CURRICULUM UNIT ASSESSMENT ..................................................................................... 60 MINUTES
THINGS TO REMEMBER ............................................................................................................................... 5 MINUTES
OUTCOMES REVIEW .................................................................................................................................. 10 MINUTES
THINGS TO REMEMBER ................................................................................................................ 5 MINUTES
OUTCOMES REVIEW ................................................................................................................ 10 MINUTES
Culturally Responsive Pedagogy and Practice

Academy Three: Culturally Responsive Curriculum

Introductions
Facilitator and Sponsors

www.nccrest.org
What are Culturally Responsive Educational Systems?

Leadership Academies
Roles

Outcomes

• Define Culturally Responsive Curriculum
• Identify features of culturally responsive curriculum
• Explore the hidden curriculum
• Review what levels of content integration
• Examine a curricular unit and develop approaches to expand the level of content integration in that instructional unit
Agenda

Academy Overview..............................................15 minutes
Activity 1: Stated and Enacted Curriculum ..........15 minutes
Lecturette 1: Hidden Curriculum.............................30 minutes
Activity 2: What Do You Already Do?...............15 minutes
Lecturette 2: Levels of Knowledge Construction....20 minutes
Activity 3: Knowledge Construction Self Assessment..15 minutes
Activity 4: Curriculum Unit Assessment.............60 minutes
Things to Remember............................................5 minutes
Outcomes Review...............................................10 minutes

Activity 1

Activity 1: Stated and Enacted Curriculum
Materials: Tape, chart paper, markers
Time limit: 15 minutes
Part 1: Dialoging
   In pairs or small groups, ask participants to define curriculum. (5 minutes)
Part 2: Share with group
   As a whole group, share definitions from small group activity. List the definitions on chart paper. (10 minutes)
ACTIVITY 1: STATED AND ENACTED CURRICULUM

Academy 3: Culturally Responsive Curriculum

Using the space below, in pairs or small groups, draw, jot, or write definition(s) of “curriculum”.
Lecturette 1
Hidden Curriculum

What Does it Mean to be Culturally Responsive?

“Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.”
Dimensions of Culturally Responsive Education

Content Integration  Prejudice Reduction

Equity Pedagogy  Culturally Responsive Education

Knowledge Construction  School Culture

What about the Hidden Curriculum?

The hidden curriculum consists of those things pupils learn through the experience of attending school rather than the stated educational objectives of such institutions.

-Michael Haralambos
Math and Science

"...the most urgent social issue affecting poor people and people of color is economic access. In today's world, economic access and full citizenship depend crucially on math and science literacy. I believe that the absence of math literacy in urban and rural communities throughout this country is an issue as urgent as the lack of registered voters in Mississippi was in 1961. ...and I believe that solving the problem requires exactly the kind of community organizing that changed the South in the 1960's" (p. 5).

-Robert P. Moses, Radical Equations

Language Arts and Social Studies

Unless the lions learn how to write, the hunters will always write their stories.

-Kenyan saying
Reshaping the Curriculum

- Higher-order knowledge and skills
- Beyond textbooks
- Learning activities
- Integrated units and universal themes

“It is easier to adopt a multicultural reader than to assure all children learn to read, to have a concert of ethnic music than to give all children instruments.”

Sonia Nieto
Activity 2

Activity: Activity 2
Materials: Worksheet; pens; tape; chart paper; markers
Time limit: 15 minutes
Part 1: What do you already do?
Individuals complete worksheet describing what they would expect to see in culturally responsive curriculum and list things they personally do or observe in their school curriculum that are Culturally Responsive. (5 minutes)
Part 2: Pair, share
Ask participants to discuss their ideas with their small group members. Then, invite small groups to share sample ideas with the whole group. Record their responses on chart paper (10 minutes)
WHAT DO YOU ALREADY DO?

Academy 3: Culturally Responsive Curriculum

What do you already do?  In the space below, describe what a culturally responsive curriculum looks like and list things you do personally or have observed in your school curriculum that are culturally responsive.

<table>
<thead>
<tr>
<th>What would it look like?</th>
<th>Things you do personally or have observed.</th>
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Lecturette 2
Levels of Knowledge Construction

Transforming Ourselves and our Systems: Becoming Culturally Responsive

Social Action
Transformational
Additive
Contributions
Transformative Curriculum

Activity 3

Activity: Knowledge Construction Self-Assessment
Time limit: 15 minutes
Part 1: Assessment
   For each of the four approaches, have each participant rate themselves in terms of how well they do. Then have them move to the 4 corners of the room based on their rating. (5 minutes)
Part 2: Share with group
   As a whole group, discuss why participants rated as they did and any patterns that emerged. (10 minutes)
ACTIVITY 3: KNOWLEDGE CONSTRUCTION SELF-ASSESSMENT

Academy 3: Culturally Responsive Curriculum

At what level do you construct students’ knowledge?

1. Contribution Level

Texts and instructional activities represent diversity in terms of everyday, real life activities of various groups, and are these groups and issues seen as integral to the society.

The curriculum structure, goals and characteristics reflect mainstream constructions of knowledge. Ethnic heroes and their contributions are noted. Ethnic holidays and themes are incorporated into the curriculum to acknowledge ethnic holidays and celebrations.

You choose books, bulletin boards, videos and other teaching materials because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.

You infuse curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. You mediate these discussions by encouraging students to take the perspective of others.

2. Additive Level

Texts and instructional activities integral to the curriculum or is it structured as an add-on to an essentially monocultural curriculum?

Teachers consistently reference the multicultural nature of their teaching tools, noting the contributions and accomplishments of distinguished individuals from a variety of cultural, racial, ethnic, and linguistic backgrounds.

In addition to acknowledging heroes and holidays, concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption. For example, in this approach, the Westward Expansion curricula is taught from the perspective of the westward movement of hunters, trappers, pioneers, and the advent of the industrial age and its impact on harnessing the resources of the western U.S. Concepts and themes that explore the impact of expansion on American Indians is a substantial portion of the curriculum but the focus is on the movement west.

You consciously and explicitly alter the conditions for learning such as access to learning materials, opportunities to questions, study, and collaborate. You discuss changes with your students explaining how changes in classroom procedures are designed to ensure that all students have access to learning and opportunities to lead.

3. Transformational Level

Texts and instructional activities promote or provoke critical questions about the societal status quo, while presenting alternative points of view as equally worth considering?

You consistently provide opportunities for students to work together across cultural, racial, ethnic, religious, language, and ability lines. Academic and social opportunities are created throughout the course of each academic year so that students form friendships and mutually supportive connections across cultural, racial, ethnic, religious, and ability groups.

You teach the curricula, including concepts, issues, themes, and problems from several ethnic and cultural perspectives and points of view. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives. For example, rather than study the Western Expansion, your students would explore the history of the West during the 19th century and its impact and
outcomes on multiple groups. The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.

You involve students in making decisions about their classroom culture, ensuring that decisions are made with attention to the consequences for all students. Students study and reflect on the practice of an equity pedagogy, assist in collecting and examining the impact of classroom practice on students in the class and work to ensure equity for all students.

Your classroom practices are congruent with the curriculum so that, regardless of the content area, the curricula create opportunities to examine the influence of multiple perspectives and knowledge generation on the content area.

4. Social Action Level

Texts and instructional activities lead to students’ exploration of ways that they can affect social change or contribute to social causes, and result in such engagement.

Curricular units are anchored to understanding, identifying, and reducing prejudice within their peer groups and across the school.

You enact curricula that explore multiple perspectives, ideas, and outcomes. Students are able to develop critical lenses that require analysis, synthesis, and perspective taking within each content area. You assess student outcomes in terms of knowledge, skills, and critical perspectives as well as social advocacy for prejudice reduction and discrimination.

You infuse your curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. You mediate these discussions by encouraging students to take the perspective of others.

The curricula include learning experiences and assignments that encourage students to investigate the status quo and to generate actions that combat or improve equity within the school or local community.
**Activity 4**

Activity: Curriculum Unit Assessment
Materials: pens, curriculum rubric, curriculum units
Time limit: 60 minutes

**Part 1:** Assessment
In small groups, review a piece of curriculum. Identify which level it is at and develop ideas for moving it through each of the next levels. (45 minutes)

**Part 2:** Share with group
Present small group findings to the larger group. (15 minutes)
**Language Arts Grade 3-5  January**

**Teacher: Helen Krasnow**

**Unit: Fairy Tales - Variations**

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>CONTENT</th>
<th>SKILLS</th>
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</thead>
<tbody>
<tr>
<td>What is culture?</td>
<td>Based on interest, reading level and maturity, children will read books from the following list: Jack And The Beanstalk; The Giant's Toe; By Brock Cole Jem &amp; the Beanstalk; by Raymond Briggs Jack and the Beanstalk; by Steven Kellog The Frog Prince Emily and the Enchanted Frog; by Helen Griffith The Frog Prince Continued; by Jon Scieszka Cinderella Funny's Dream; by Caralyn &amp; Mark Buehner Cinder-Elfy; by Frances Minters Bubba the Cowboy Prince; by Helen Ketteman Ella Enchanted; by Gale Carson Levine Snow White Snow White in New York; by Fiona French Goldilocks and the Three Bears Goldilocks &amp; The Three Bears; by Tony Ross Yours Truly, Goldilocks; by Alma Flor Ada The Princess and the Pea; by Tony Johnston The Three Little Pigs The True Story of the 3 Little Pigs; by A. Wolf by Jon Scieszka Three Little Javelinas; by Susan Lowell The Three Little Wolves and the Big Bad Pig; by Helen Oxenbury Three Little Cajun Pigs; by Berthe Amoss The Three Little Wolves and the Big Bad Pig; by Eugene Trivizas Little Red Riding Hood Red Riding Hood; by James Marshall Little Red Cowgirl Hat; by Susan Lowell Petit Rouge; by Mike Antell Lou Pa Pa; by Ed Young Little Red Snappeur; by Neal Gilbertsen Rumplesnitzkin Rumpelstiltskin's Daughter; by Diane Stanley Sleeping Beauty Sleeping Ugly; by Jane Yolen</td>
<td>Be able to discuss the meaning of satire, irony, parody, take-off, and tongue-in-cheek Be able to discuss how the story depicts or represents the culture where the story takes place. Be able to discuss how the story portrays or represents the culture where the story takes place. Be able to describe and categorize the differences between the original and “new” versions. For example: Are they told from a different character’s point of view? Does the story take place in a different setting or a different time period? Is the story more or less realistic? Be able to compare and contrast two new versions of the fairy tales read. Be able to compose “thick” questions about the book the group is reading.</td>
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</table>
### Math Grade 3       December

**Teacher:** Helen Krasnow  
**Unit:** Understanding Multiplication

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS</th>
<th>CONTENT</th>
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<th>ASSESSMENTS</th>
<th>LESSONS</th>
</tr>
</thead>
</table>
| Where does multiplication occur in real life? | **WHOLE NUMBER OPERATIONS**  
Concrete/Manipulative  
- Combining or separating sets  
- Counting & measuring  
Representational/Pictoral  
- Objects & actions pictured, counted, or measured  
Abstract/Symbolic  
- Numerals, symbols, and relationship signs used to represent objects & actions  
**SETS IN LIFE & NATURE**  
**WHOLE NUMBER MULTIPLICATION**  
- Using a 9 X 9 multiplication grid  
Read Aloud:  
_Amanda Bean’s Amazing Discovery_ by M. Burns; _Sea Squares_ by J. Hulme  
**MEMORIZING MULTIPLICATION FACTS**  
**SOLVING MULTIPLICATION IN WORD PROBLEMS**  
**SOLVING AREA GRIDS WITH MULTIPLICATION** (up to 9 X 9)  
**MULTIPLYING BY 10**  
**SOLVING LARGE AREAS GRIDS** with the aid of 10 x 10 base 10 blocks | Count objects to make SETS of equal amounts  
Arrange objects into a row and column ARRAY  
Arrange small blocks into rows and columns to make a MEASURED MODEL  
Move from concrete to abstract:  
5 sets of 4 objects = 20 objects  
5 X 4 = 20  
Identify things in life and nature that occur in sets of different numbers (5 toes, 4 wheels on a car, 9 players on a baseball team)  
Be able to explain how an array represents multiplication problems  
Be able to complete 1 digit multiplication problems without the use of manipulatives  
Be able to read and solve math word problems requiring multiplication  
Solve area grids using multiplication (up to 9 X 9)  
Solve large area grids using a 10 X 10 block and multiplication by 10’s  
Work collaboratively with others  
Use listening skills  
Participate meaningfully in class discussions | Guided class discussions with observer notes  
Observation with observer notes of small group problem solving activities  
Use of manipulatives to solve problems (observer notes)  
Worksheets  
Homework  
Solving word problem  
Solving area grids | How is multiplication related to addition?  
Three or more lessons: Using manipulatives to create sets, arrays, and measured models  
Converting word sentences to number sentences  
Sets by the Number Scavenger Hunt: Find things that occur in sets of 2, 3, 4, etc.  
Reading and solving word problems  
Solving area grids with multiplication  
Multiplying by 9 (What’s the trick?)  
Multiplying by 10  
Solving large areas grids with the aid of 10 x 10 base 10 blocks |
## Science Grade 5-6  January

**Teacher: Helen Krasnow & the 5th Grade Teachers at Hewlett School**

**Unit: The Study of Rocks and Minerals**

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<tr>
<th>ESSENTIAL QUESTIONS</th>
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<th>SKILLS</th>
<th>ASSESSMENTS</th>
<th>LESSONS</th>
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</thead>
<tbody>
<tr>
<td>How are rocks and minerals different?</td>
<td>Properties of rocks and Minerals</td>
<td>Observe and discuss properties of rocks and minerals</td>
<td>Lab reports assessed by student and teacher rubrics</td>
<td>Conduct the following experiments:</td>
</tr>
<tr>
<td>Why do people collect rocks?</td>
<td>Igneous, sedimentary, and metamorphic rocks</td>
<td>Describe the differences between igneous, sedimentary, and metamorphic rocks</td>
<td>Graphic organizer for lab reports</td>
<td>Rocks and Minerals Properties</td>
</tr>
<tr>
<td>Why are some rocks more valuable than others?</td>
<td>Luster, hardness (Moh’s Scale), streak, acid (mineral testing)</td>
<td>Identify rock and mineral specimens using books and the internet</td>
<td>Assess ability to hypothesize orally and in writing</td>
<td>Making a Rock</td>
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<td>Crystallization</td>
<td>Discuss and grow minerals</td>
<td>Assess ability to draw conclusions from experimentation</td>
<td>The Luster of Minerals</td>
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<td>Geodes</td>
<td>Investigate models of rocks that they make</td>
<td>Observations of small group activities and experiments with observer notes</td>
<td>The Hardness of Minerals</td>
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<td>Lava, magma, volcanoes</td>
<td>Conduct experiments and record data from the following mineral tests: luster, hardness, streak, acid</td>
<td>Guided class discussions with observer notes</td>
<td>The Streak Test</td>
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<td>The rock cycle</td>
<td>As a result of testing, name unknown rock and mineral specimens based on their properties</td>
<td>3-2-1 Exit Cards: 3 things I learned today 2 questions I have 1 thing I want to learn more about</td>
<td>The Acid Test</td>
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<td>Iridescent rocks</td>
<td>Communicate, observe and collect data</td>
<td>Student and teacher rubrics to assess collaboration with others</td>
<td>Investigating Geodes - Cracking geodes open</td>
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<td>READ ALOUDS</td>
<td>Earthstepic: A Rock’s Journey Through Time by Diane Spickert</td>
<td>Make and use models</td>
<td>Review of class notes taken</td>
<td>Investigating Rock Models</td>
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<td>Everybody Needs a Rock by Baylor and Parrall</td>
<td>Experiment, predict, classify</td>
<td>Unit tests</td>
<td>Identifying Rocks</td>
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<td>If You Find A Rock by Peggy Christian</td>
<td>Conduct experiments and write a lab report</td>
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<td>Looking at rocks under blacklights</td>
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### Social Studies Grade 2  
Teacher: Helen Krasnow  
Unit: Our Community

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<tr>
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<th>SKILLS</th>
<th>ASSESSMENTS</th>
<th>LESSONS</th>
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<tbody>
<tr>
<td>What is a community?</td>
<td>COMMUNITIES</td>
<td>List the functions of a community</td>
<td>Guided class discussions with observer notes</td>
<td>COMMUNITIES</td>
</tr>
<tr>
<td>What makes my community different from other communities?</td>
<td>Functions of a community</td>
<td>Be able to describe their local community</td>
<td>Small group discussions of focus questions with observer notes</td>
<td>OUR LOCAL COMMUNITY</td>
</tr>
<tr>
<td>Why do people live in communities?</td>
<td>Similarities and differences among communities</td>
<td>Read and use local maps</td>
<td>Map project assessed by student and teacher rubric</td>
<td>Take several walking tours of our community</td>
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<td>OUR LOCAL COMMUNITY</td>
<td>Be able to use the key to a map</td>
<td>Yoga or video of interview assessed by teacher rubric</td>
<td>Notice the architecture, the sections of the town/city, the transportation, the shopping</td>
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<td>Characteristics</td>
<td>Draw a map of a local street, including a key</td>
<td>Questions posed to guest speakers (observer notes)</td>
<td>Discuss the characteristics of our community</td>
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<td>Read <em>My Town at Work</em> by G. Thompson</td>
<td>Know and be able to use cardinal directions (N-S-E-W) when reading a map</td>
<td>Research report on local history assessed by student and teacher rubrics</td>
<td>Have guest speakers from local government</td>
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<td>GEOGRAPHY OF OUR COMMUNITY</td>
<td>Be able to identify cardinal directions on the playground</td>
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<td>GEOGRAPHY OF OUR COMMUNITY</td>
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<td>Geographical features of our community</td>
<td>Write a paragraph about how geography impacts a community</td>
<td>What are the geographical features of our community?</td>
<td>What are the geographical features of our community?</td>
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<td>How the geography impacts our community</td>
<td>Be able to discuss how people affect the natural environment and geography</td>
<td>How does the geography impact our community?</td>
<td>How does the geography impact our community?</td>
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<td>How our community impacts the geography and the natural environment</td>
<td>Be able to discuss and write about the history of our local community</td>
<td>How does our community impact the geography and the natural environment?</td>
<td>How does our community impact the geography and the natural environment?</td>
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<td>Environmental problems of our local area</td>
<td>Be able to discuss and write about some of the changes in their community</td>
<td>Are there any environmental problems in our local area?</td>
<td>Are there any environmental problems in our local area?</td>
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<td>Reading Local Maps</td>
<td>Research and write a report about a topic in our local community</td>
<td>Reading Local Maps</td>
<td>Creating a local area map</td>
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<td>Read: <em>On a Map</em> by L. Capra</td>
<td>Interview a local senior citizen about the history of our community</td>
<td>Playground Scavenger Hunt - Use cardinal directions to find things hidden on the playground</td>
<td>Playground Scavenger Hunt - Use cardinal directions to find things hidden on the playground</td>
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<td><em>All Kinds of Maps</em> by S. Prince</td>
<td>Listen to guest speakers and ask meaningful questions</td>
<td>HISTORY OF OUR COMMUNITY</td>
<td>HISTORY OF OUR COMMUNITY</td>
</tr>
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<td><em>The Key to Maps</em> by H. Chan</td>
<td>Read nonfiction for meaning and understanding</td>
<td>When was our community settled?</td>
<td>When was our community settled?</td>
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<td>Books about our local area</td>
<td>Read original historical documents</td>
<td>Interview senior citizens about local history</td>
<td>Who were the early settlers?</td>
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<td>HISTORY OF OUR COMMUNITY</td>
<td>Compose meaningful interview questions</td>
<td>Visit a local cemetery: What does it tell us about our local history?</td>
<td>What changes have occurred over time?</td>
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<td>When the community was settled</td>
<td>Relate appropriately with a senior citizen</td>
<td>Make gravestone rubbings.</td>
<td>Interview senior citizens about local history</td>
</tr>
<tr>
<td></td>
<td>Who the early settlers were</td>
<td></td>
<td>Research Report: selecting a topic, finding facts, writing facts in my own words</td>
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RUBRIC

Academy 3: Culturally Responsive Curriculum

Self-study Guide for Culturally Responsive Curriculum Review

Outcomes: By the end of this session, Participants should understand the following:

1. Curriculum conveys covert messages to students about who and what is valued in school, including expectations about behavior, learning, and social interaction.

2. Pictures that depict diversity are not sufficient to support access and participation for students from diverse cultural and linguistic backgrounds.

3. Participants must take an active role in expanding the images and ideas that curriculum portrays so that students can find a way to anchor themselves and their own experiences to the learning goals in each unit.

4. Participants need to be conscious about the values they bring to their teaching and how they may or may not encourage and support learning for students whose experiences, backgrounds, and values are different.

5. Participants should leave this session with additional strategies for connecting the curriculum to the life experiences of their students.

Process:

1. Review the 6 key curriculum areas in table 1

2. Review the definitions of Knowledge Construction levels (1) Contributions; (2) Additive; (3) Transformational; or (4) Social Action in Table 2

3. Complete page one of the curriculum matrix individually. Include a brief description of the information used to make the rating. Once all the Participants have completed the first page independently, discuss the ratings in a small group. Then, talk about how you would change that particular curriculum unit to move through the four levels of knowledge construction.
### Table 1: Curricular Elements

1. **Topics/Issues**: Do the topics/issues studied resonate with your students? To what extent does the Participant’s guide provide time to anchor instruction to the students’ current knowledge and background?

2. **Activities**: What kinds of activities are students expected to complete, with whom, and where (at home, in the classroom, in the library)?

3. **Language** (form, content, usage): What kind of vocabulary is introduced and emphasized? How is language used to convey a sense of time and place? How are students encouraged to actively use new concepts?

4. **People Studied**: Is there a variety of racial, ethnic, and abilities represented in the unit? What kinds of socio-economic backgrounds are assumed? Does the Participant’s guide encourage discussion and understanding about the people represented?

5. **Grading**: Are guidelines provided for assessing student progress in this unit? If so, will the suggested process assist you in providing timely, accurate, and support feedback to your students?

6. **Miscellaneous**: As you study the unit, are there other assumptions being made that may make this unit of study difficult for your students to grasp as they focus on mastery of the core concepts? To what extent will you need to adapt or provide additional supports to your students so that they can be successful?
Table 2. Multi-Cultural Dimensions of Curriculum

<table>
<thead>
<tr>
<th>Contributions</th>
<th>Participants consistently reference the multicultural nature of their teaching tools, noting the contributions and accomplishments of distinguished individuals from a variety of cultural, racial, ethnic, and linguistic backgrounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Additive</td>
<td>In addition to acknowledging heroes and holidays, concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption. For example, in this approach, the Westward Expansion curricula is taught from the perspective of the westward movement of hunters, trappers, pioneers, and the advent of the industrial age and its impact on harnessing the resources of the western U.S. Concepts and themes that explore the impact of expansion on American Indians is a substantial portion of the curriculum but the focus is on the movement west.</td>
</tr>
<tr>
<td>Transformational</td>
<td>Participants consistently provide opportunities for their students to work together across cultural, racial, ethnic, religious, language, and ability lines. Academic and social opportunities are created throughout the course of each academic year so that students form friendships and mutually supportive connections across cultural, racial, ethnic, religious, and ability groups. The curriculum, including concepts, issues, themes, and problems is taught from several ethnic and cultural perspectives and points of view. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives. Rather than study the Western Expansion, students explore the history of the West during the 19th century and its impact and outcomes on multiple groups. The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes. Classroom practices are congruent with the curriculum so that, regardless of the content area, the curricula create opportunities to examine the influence of multiple perspectives and knowledge generation on the content area.</td>
</tr>
<tr>
<td>Social Action</td>
<td>Participants enact curricula that explore multiple perspectives, ideas, and outcomes. Students are able to develop critical lenses that require analysis, synthesis, and perspective taking within each content area. Participants assess student outcomes in terms of knowledge, skills, and critical perspectives as well as social advocacy. Participants infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The Participant mediates these discussions by encouraging students to take the perspective of others. The curricula include learning experiences and assignments that encourage students to investigate the status quo and to generate actions that combat or improve equity within the school or local community.</td>
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**Curriculum Matrix**

**Topics/Issues**

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<tr>
<td>Review the unit.</td>
<td>Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Make some notes that help explain why you reached your conclusions.</td>
<td>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</td>
<td>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</td>
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</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Describe the evidence you compiled to assess your performance on this dimension.</td>
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Activities

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<td>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</td>
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Grading/Assessment

Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.

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34
Miscellaneous

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Evidence
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## Curricular Profile

*Content Area:*

### Participants:

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**Next Steps**
What do I plan to do to move my curriculum from contributions to transformational?

What do I need to move my curriculum from contributions to transformational?

How will I evaluate changes in my students over time?
Final Thought...

“One of the best ways of enslaving a people is to keep them from education... The second way of enslaving a people is to suppress the sources of information, not only by burning books but by controlling all the other ways in which ideas are transmitted.”

-Eleanor Roosevelt

Things to Remember

• Define Culturally Responsive Curriculum
• Identify features of culturally responsive curriculum,
• Explore the hidden curriculum
• Review what levels of content integration
• Examine a curricular unit and develop approaches to expand the level of content integration in that instructional unit.
Outcomes Review

Activity: Outcomes Review
Materials: Outcomes Review Handout
Time Limit: 10 minutes

Part 1: Complete your chosen outcome and talk with your small group about what you’ve learned. (5 minutes)

Part 2: Share your ideas with the whole group. (5 minutes)
Discussions of curriculum cannot treat textual material as separate from the instructional methods and activities used to convey that material. What is the relationship between stated and enacted curriculum?

The hidden curriculum is the idea that schools teach more than the knowledge and content that is explicitly stated in the formal curriculum scope and sequence. What did you discover about the hidden curriculum in your content area?

Knowledge construction occurs on a continuum from factual and peripheral to transformative and active. How will you modify your curriculum to move it along the continuum?

Culturally Responsive Curriculum

OUTCOMES REVIEW

Academy 3: Culturally Responsive Curriculum

These are the outcomes we’ve covered in this academy. Choose one or two and brainstorm the knowledge and skills you’ve gained today.
Thank you!

Tell us what you thought…
Culturally Responsive Practice and Pedagogy Module Evaluation
Academy 3: Culturally Responsive Curriculum

This evaluation gives NCCREST's module developers a chance to see how the academy is being received and allows them to improve it as needed.
Glossary

**Culture:** A body of learned beliefs, traditions, principles, and guides for behavior that are shared among members of a particular group.

**Cultural racism:** Value systems that support and allow discriminatory actions against racially and ethnoculturally marginalized communities.

**Cultural responsiveness:** The recognition and acknowledgement that society is pluralistic. In addition to the dominant culture, there exist many other cultures based around ethnicity, sexual orientation, geography, religion, gender, and class.

**Cultural sensitivity:** The ability to be open to learning about and accepting of different cultural groups.

**Differentiate Instruction:** To recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class.

**Discrimination:** Behaviors directed towards people on the basis of their group membership.

**Diversity perspective:** Research that seeks to emphasize a wide range of voices, viewpoints, and experiences, and may seek to include identities of ethnicity, culture, sexuality, gender, age, disability, or a wide range of other perspectives.

**Ethnocentrism:** To judge other cultures by the standards of one’s own, and beyond that, to see one’s own standards as the true universal and the other culture in a negative way.

**Institutional and structural racism:** Racism that systematically deprives a racially identified group of equal access to a treatment in education, medical care, law, politics, housing, etc.

**Prejudice:** Generalized attitude towards members of a group without adequate prior knowledge, thought, or reason.

**Racism:** A belief that racial differences produce an inherent superiority of a particular race.

**Sexism:** The belief in the inherent superiority of one sex (gender) over the other and thereby the right to dominance.

**Social privilege:** A right or immunity granted to or enjoyed by certain people beyond the common advantage of all others.

**Stereotype:** Generalized belief about members of a cultural group.
Resources

Angelo, T.A., and Cross, K.P. (1993) *Classroom Assessment Techniques*, 2nd ed., Jossey-Bass, San Francisco. This handbook offers teachers at all levels how to advise on classroom assessment, including: what classroom assessment entails and how it works; how to plan, implement, and analyze assessment projects; twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects; fifty classroom assessment techniques; step-by-step procedures for administering the techniques; and practical advice on how to analyze your data.

Banks, James. (2006) *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5th ed., Boston: Allyn and Bacon. This text is designed to help pre-service and in-service educators identify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices. This book describes actions that educators can take to institutionalize educational programs and practices related to ethnic and cultural diversity.


Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass. In recent years, education has become a battleground upon which different factions have spilled ideological blood over issues such as school vouchers, teacher certification, and standardized testing. In this book, leading educational figure Linda Darling-Hammond weighs in with her own views on progressive education. To create what Darling-Hammond calls "schools that work," she believes teachers must be prepared to collaborate more often and spend more time "teaching for understanding." This means a less programmed curriculum than the one most American schools currently follow, with more time for in-depth interaction between teachers and students, and students and subject matter. Darling-Hammond believes that educational reform starts with allowing teachers to get back to what they do best: teaching.


The Skin That We Speak's thirteen essays delve into how speakers of "nonstandard" English —mostly varieties of African-American dialects, or Ebonics —view themselves, how schools have often perpetuated the educational inequities of African American and other children, and how educators can create the best frameworks to honor students' language and identity.

emotional intelligence theories. It is a reconceptualization of an earlier work that presented a four-corner framework addressing: setting the climate for thinking, teaching the skills of thinking, structuring the interaction with thinking, and thinking metacognitively about thinking. It explains how to use direct instruction of skills, graphic organizers, reflection, transfer, assessment, and other interactive, brain-compatible strategies for the classroom.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College Press. This book draws together interesting case studies with a sound theoretical background. In it, Gay introduces a personalized dilemma: Why is it that students of color who are so successful in so many contexts outside school are so unsuccessful at school? She then provides five assertions to answer the question and suggest ways to deal with what she calls the "achievement dilemma."


Gonzalez, N., Moll, L.D., Floyd-Tennery, M., Rivera, A., Rendon, P., & Amanti, C. (1993). Funds of knowledge for teaching in Latino households. *Urban Education, 29*(4), 443-470. The conceptualization of working-class Latino students’ households as being rich in funds of knowledge has engendered transformative consequences for teachers, parents, students, and researchers. The qualitative study of their own students’ households by teachers has unfolded as a viable method for bridging the gap between school and community. Teachers enter the households of two to three of their students as learners of the everyday lived contexts of their students’ lives. These are not home visits in the usual sense, as teachers do not attempt to teach the family or to visit for disciplinary reasons. New avenues of communication between school and home have been constructed in a way which fosters mutual trust.

Hollins, E. R. (1996). *Culture in school learning: Revealing the deep meaning*. Mahwah, NJ: Lawrence Erlbaum Associates. This publication presents a process for developing a teaching perspective that embraces the centrality of culture in school learning. The six-part process presented in the book involves objectifying culture, personalizing culture, inquiring about students’ cultures and communities, applying knowledge about culture to teaching, formulating theory linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds. All aspects of the process are interrelated and interdependent. Designed for preservice teachers, the volume is organized to facilitate its use as a textbook. Focus questions at the beginning of each of the eight chapters assist the reader in identifying complex issues to be examined. The discussion in the chapter is not intended to provide complete and final answers to the questions posted, but rather to generate discussion, critical thinking, and further investigation.

Howard, D. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press. With lively stories and compelling analysis, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally responsive. Inspired by his extensive travel and collaboration with students and colleagues from many different cultures, We Can't Teach What We Don’t Know offers a healing vision for the future of education in pluralistic nations.

Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass Publishing Co. This book highlights several individuals and programs that have been responsible for improving the academic achievement of African-American students. The author reports on the positive results of culturally conscious education and highlights eight teachers who, though they differ in personal style and methods, share an approach to teaching that strengthens cultural identity.

Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165. Describes the centrality of culturally relevant pedagogy to academic success for minority students who are poorly served in public schools, discussing linkages between school and culture, examining the theoretical grounding of culturally relevant teaching in the context of a study of successful teachers of black students. Provides examples of culturally relevant teaching practices.


How can committed city teachers boost the literacy skills of their poor, minority students? According to some educational researchers, the answer lies in a more "sociocultural" approach to literacy instruction. One of the leading advocates of this approach is Luis C. Moll, associate professor at the University of Arizona. Moll has been studying bilingual literacy and directing field studies for more than a decade. His findings have made him a strong advocate for minority and bilingual students.


Nieto, S. M. (2002). Equity and opportunity: Profoundly Multicultural Questions. *Educational Leadership*, 60(4), 6-10. Educators must ask themselves profoundly multicultural questions, that is, troubling questions about equity, access, and fair play—questions that examine the sociopolitical context of education and school policies and practices. We must address the deeply ingrained inequities of today's schools by asking difficult questions related to equity and access.

Noguera, P. A. (2003). How racial identity affects school performance. Harvard Education Letter. Retrieved November 17, 2005, from http://www.edletter.org/past/issues/2003-ma/noguera.shtml For many years to come, race will undoubtedly continue to be a significant source of demarcation within the U.S. population. For many of us it will continue to shape where we live, pray, go to school, and socialize. We cannot wish away the existence of race or racism, but we can take steps to lessen the ways in which the categories trap and confine us. As educators who should be committed to helping young people realize their intellectual potential as they make their way toward adulthood, we have a responsibility to help them find ways to expand their notions of identity related to race and, in so doing, help them discover all that they may become.
Racism is a system of advantage based on race. And you have to ask yourself, who is advantaged by this system, and who is disadvantaged? In the U.S., it's the white people who are advantaged. This is all about preparing kids for leadership in the 21st century. Everyone pays a price for racism. Racism harms white people as well as people of color, particularly in terms of the rising tide of fear and violence that exist when people don't know how to cross racial boundaries.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms.* (2nd Ed.) Alexandria, VA: ASCD. Noting that teachers in mixed-ability classrooms face multiple challenges at every grade level, this book provides guidance for teachers who are interested in creating learning environments that address the diversity typical of mixed-ability classrooms. The principles and strategies included can help teachers address a variety of learning profiles, interests, and readiness levels. The goal of the book is to help teachers determine what differentiated instruction is, why it is appropriate for all learners, how to begin to plan for it, and how to become comfortable enough with student differences to make school comfortable for each learner. Numerous practical examples assist teachers to use instructional strategies such as curriculum compacting, entry points, graphic organizers, contracts, and portfolios.

Tomlinson, C.A. (2000b). Differentiation of instruction in the elementary grades. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education. In most elementary classrooms, some students struggle with learning, others perform well beyond grade-level expectations, and the rest fit somewhere in between. Within each of these categories of students, individuals also learn in a variety of ways and have different interests. To meet the needs of a diverse student population, many teachers differentiate instruction. This Digest describes differentiated instruction, discusses the reasons for differentiating instruction and what makes the approach successful, and suggests how teachers can start implementing this type of instruction.

Villegas, A. M. (1991). *Culturally responsive pedagogy for the 1990's and beyond.* Washington, DC: ERIC Clearinghouse on Teacher Education. The purpose of this trends and issues paper is to advance the search for creative solutions to the difficulties experienced by minority students and to draw attention to what teachers need to know and do in order to work effectively with a culturally heterogeneous population. Attention is given to the schooling of minority students in general, with an emphasis on the experiences of African Americans, Hispanics, and American Indians.

Villegas, A. M. & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education, 53* (1), 20-32. To successfully move the field of teacher education beyond the fragmented and superficial treatment of diversity that currently prevails, teacher educators must articulate a vision of teaching and learning in a diverse society and use that vision to systematically guide the infusion of multicultural issues throughout the preservice curriculum. A vision is offered of culturally responsive teachers that can serve as the starting point for conversations among teacher educators in this process.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. and Trans.). Cambridge, MA: Harvard University. Carefully edited by a group of outstanding Vygotsky scholars, the book presents a unique selection of Vygotsky's important essays. In these essays he outlines a dialectical-materialist theory of cognitive development that anticipates much recent work in American social science. The mind, Vygotsky argues, cannot be understood in isolation from the surrounding society. Man is the only animal who uses tools to alter his own inner world as well as the world around him. From the handkerchief knotted as a simple mnemonic device to the complexities of symbolic language, society provides the individual with technology that can be used to shape the private processes of mind. In *Mind in Society* Vygotsky applies this theoretical framework to the development of perception, attention, memory, language, and play, and he examines its implications for education.
Zion S., & Kozleski, E. B. (2005). Understanding culture. Denver, CO: National Institute for Urban School Improvement. In urban centers, almost two-thirds of the students are neither European-American nor middle-class. Urban students need to be surrounded by adults who live, speak and act with respect for the diversity of heritages and experiences that children bring to school. In this article, authors use anthropological definitions of culture, particularly as they define the elements of culture, and combine that viewpoint with psychological perspectives as we discuss the formation of cultural identity. Finally, the sections on cultural responsivity rely on research from work in both education and counseling fields related to multiculturalism and relating to other cultures.