Building Blocks for Culturally Relevant Education: Policy, Preparation, Practice, and Partnerships

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Today

- CEEDAR’s Equity Efforts and Topical Action Group
- Overview of 4 briefs
CEEDAR’s Winning Aspiration

Every student with a disability has an equitable opportunity to achieve.
Students of color
- 53% public school students
- 48% of students served under IDEA

### 2017 National Assessment of Educational Programs

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>232</td>
<td>248</td>
</tr>
<tr>
<td>Black</td>
<td>206</td>
<td>223</td>
</tr>
<tr>
<td>Hispanic</td>
<td>209</td>
<td>229</td>
</tr>
</tbody>
</table>
Educator Workforce

- Predominantly White, middle class, and monolingual
- TPP faculty have varied knowledge and skill for meeting the needs of diverse learners

Supporting Special Education Teachers of Color (18%)

- Provide culturally responsive teaching and evidence-based interventions
- Advocate against biased practices and policies
- Create a sense of belonging
The CEEDAR Center, a technical assistance Center funded to improve educator professional learning systems to support students with disabilities, is partnering with states and educator preparation programs to reform their policies and practices with a focus on equity and access.
CRE Topical Action Group

- 9 states
- SEA and EPP approaches to CRE in preparation, partnerships, and policy
- Leverage state efforts in a common focus area
  - Facilitate discussions
  - Develop resources
  - Recommend policy action

Two Committees
- Professional Development
- Infrastructure Supports
Four Briefs

**Brief #1**
A Call to Action: Supporting Faculty Development for Culturally Responsive Teacher Preparation Programs

**Brief #2**
Supporting Equity Focused Preparation through Policy

**Brief #3**
Utilizing Strategies to Embed Culturally Relevant Education in Principal Preparation

**Brief #4**
(in progress)
Family and Community Advocacy to Influence Policy
Brief #1
A Call to Action: Supporting Faculty Development for Culturally Responsive Teacher Preparation Programs
Our Foundations

Gay
Ladson-Billings
Paris
We realize the definition is constantly evolving to encompass new contexts. For the purpose of this brief, we define culturally responsive teaching as:

- **instructional practices and interactions that acknowledge sociopolitical, historical, and social contexts of education while promoting equity for all.**
• Professional develop begins with self-reflection and a willingness to grow
• Resources offered rather than mandated.
Delta State University
College of Education & Human Sciences

- Yearly Survey of Student Identities
- Cultural Competence Professional Development Module
- Cultural Competence link on the College of Education & Human Sciences webpage
Northern Arizona University

Substantive efforts to revise course syllabi and programs of study to reflect culturally responsive pedagogy.

Tribal Nation partnerships:
- Building Capacity in Early Childhood on Tribal Nations
- Native School Administrator education

Universal Design for Learning
What are you doing within your context around cultural competence awareness and development?
How would the approaches from Delta State and Northern Arizona University fit your context?
Brief #2
Supporting Equity Focused Preparation through Policy
Guiding Questions

Over the past few years, has educational policy affected students with exceptionalities and students from marginalized populations?

Are there examples of parents leveraging educational policies historically?

Topics to Consider:

Racial Educational Policies

LGBTQ+

COVID-19
Racial Educational Policies

From a historical perspective the foundation of special education law (Public Law 94-142, later evolving to IDEA) was based on the Brown vs. Board of Education of Topeka 1954 Supreme Court Case (Yell, 1998).

Interestingly in 2022, at the state level, policies are being enacted for K-12 educators not to discuss concepts associated with race. Currently there are 28 states that have successfully banned or are considering banning concepts associated with race in public school curriculums.
Racial Educational Policies
LGBTQ+

LGBTQ+

LGBTQ-inclusive curriculum across the U.S.

- Lifted restrictions on LGBTQ content
- No ban or mandate
- Mandated LGBTQ inclusion in curriculum
- Restrictions on LGBTQ content
- Restrictions on LGBTQ content, considering LGBT inclusivity mandate
- Considering LGBTQ inclusivity mandate
COVID 19

- Being those most likely to deal with the possibility of COVID loss and job loss, left students of color with a higher likelihood of trauma during and coming out of the pandemic.

- In many cases schools were not able to continue providing students with disabilities the same Individualized Education program (IEP) that they were able to receive in person and, in some cases, schools could not accommodate a student with a disability at all (Office of Civil Rights, 2021).
As more schools across the country were re-opening under the guidance of the CDC, it was estimated that in order to adhere to CDC guidelines for in-school instruction, districts would need to invest $55 per student for materials and consumables only. This number could go up to $442 if schools decided to employ more staff such as custodians and additional transportation and went down depending on a school's learning model (i.e., hybrid) (Rice, 2020). As of March 2021, the following funding has been allocated by the federal government:

<table>
<thead>
<tr>
<th>Bill</th>
<th>Amount provided to the ESSER Fund</th>
<th>When</th>
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<tbody>
<tr>
<td>CARES Act</td>
<td>$13.5 Billion</td>
<td>March 2020</td>
</tr>
<tr>
<td>CRRSA</td>
<td>$54.3 Billion</td>
<td>December 2020</td>
</tr>
<tr>
<td>The American Rescue Plan Act</td>
<td>$122.7 Billion</td>
<td>March 2021</td>
</tr>
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Over the past few years, has educational policy affected students with exceptionalities and students from marginalized populations?

Are there examples of parents leveraging educational policies historically?
Brief #3
Utilizing Strategies to Embed Culturally Relevant Education in Principal Preparation
Student Leader Data

- Huge gaps in achievement
- Overrepresentation in special education
- Higher referral and suspension rates
- Higher dropout rates

- Slow changes in demographics of leaders
- Overall, administrators have less experience
- High needs schools have least experienced administrators
## Recommendations for Leader Learning

<table>
<thead>
<tr>
<th>Use Modeling</th>
<th>Apply a Systems Approach</th>
<th>Encourage Shared Leadership</th>
<th>Provide a Learning School Example</th>
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</thead>
</table>
Leader Role

- Host Leader
- Conditions for Learning
- Self-Reflection
- Heart
Syracuse Example

Embedding Culturally Responsive Pedagogy

Simulation related to CRP misunderstandings

Aligned with NY framework in coursework
Resources

Culturally Relevant Education Innovation Configuration

EXPLORING EQUITY ISSUES: Culturally Responsive Leaders

Inclusive Leadership Innovation Configuration

University Council for Educational Administration
Do you collaborate with your Educational Leadership Program?
Brief #4 (in progress)  
Family and Community Advocacy to Influence Policy
How do you connect with family and community advocacy groups in your role?
Disclaimer

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