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

Meg Kamman, Will Hunter, Corlis Snow & Rachel Silva

# Today

- \*CEEDAR's Equity Efforts and Topical Action Group
- Y 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

	ELA	Math
White	232	248
Black	206	223
Hispanic	209	229



## **Educator Workforce**

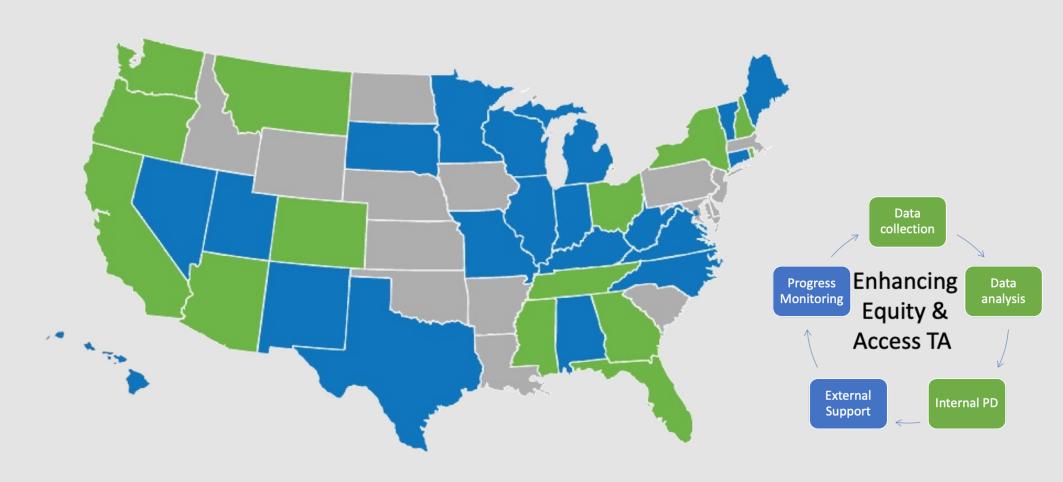
- Predominantly White, middle class, and monolingual
- TPP faculty have varied knowledge and skill for meeting the needs of diverse learners

### **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



# **States with Equity Focus**





# **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





## **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** 

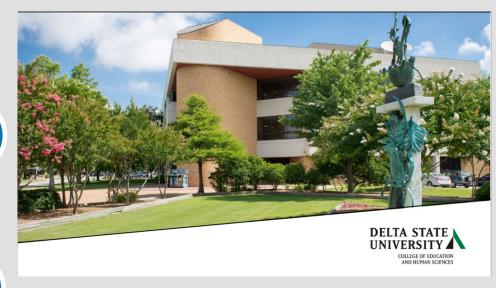


**Cultural Competence Professional Development Module** 



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.





- 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?





#### **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+

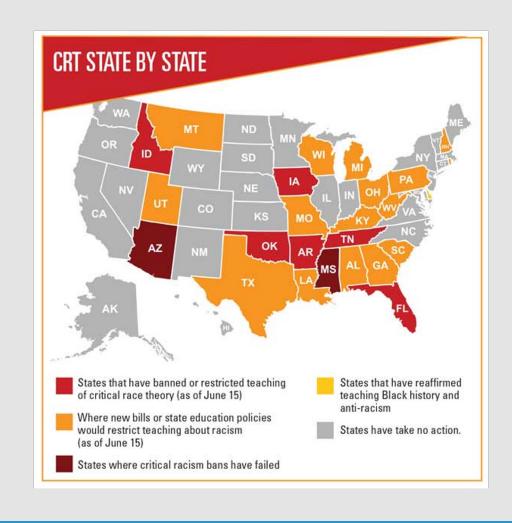
COVID-19

### **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**



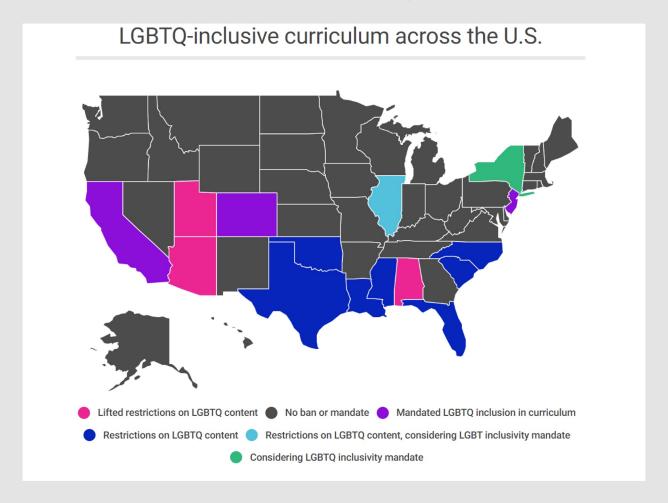


# LGBTQ+

- In 2016, the U.S. departments of Education and Justice released guidance clarifying transgender students were protected under Title IX; yet, in 2017, the guidance was rescinded.
- In 2021, 32 state legislatures had proposed bills to authorize discrimination against LGBTQ+ students (Temkin, 2021).
- As of May 2021, twenty-nine state have no legislation that affirms non-discrimination for LBGTQ+students.



# LGBTQ+





### **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).



#### COVID-19

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:

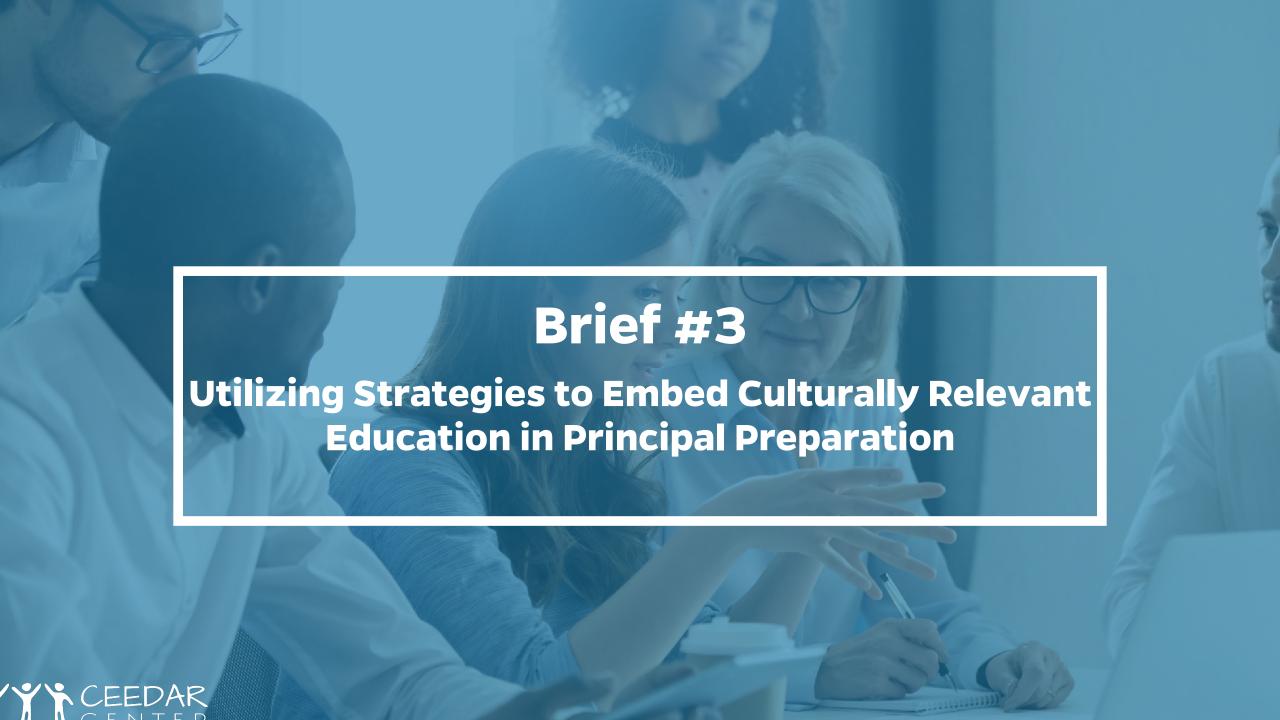
Bill	Amount provided to the ESSER Fund	When
CARES Act	\$13.5 Billion	March 2020
CRRSA	\$54.3 Billion	December 2020
The American Rescue Plan Act	\$122.7 Billion	March 2021





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?



### **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**

Use Modeling Apply a Systems Approach

Encourage Shared Leadership Provide a Learning School Example



### **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

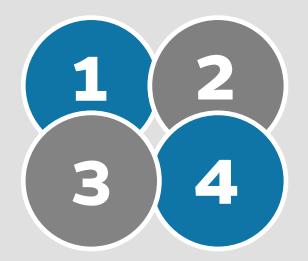




### Resources

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?





How do you connect with family and community advocacy groups in your role?



Questions?

# Disclaimer



This content was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H325A220002. David Guardino serves as the project officer. The views expressed herein do not necessarily represent the positions or **policies** of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.