

**CRC Multi-Year Expansion Plan**

Project	Section	Document Name	Date
V	10	CRC Multi-Year Expansion Plan	06082015

**2015 Intervention Plan  
for Implementing TUSD's Culturally Relevant Courses**

*Ethnic studies curricula are supported by a body of research documenting the relationship between the racial/ethnic identity of students of color and academic achievement.*

—Christine E. Sleeter, 2011

Unitary Status Plan (USP) Section V.E.6.a.ii mandates that by the start of the 2013-14 school year:

The District shall develop and implement culturally relevant courses of instruction designed to reflect the history, experiences, and culture of African American and Mexican American communities. Such courses of instruction for core English and Social Studies credit shall be developed and offered at all feasible grade levels in all high schools across the district, subject to the District's minimum enrollment guidelines....The District shall pilot the expansion of courses designed to reflect the history, experiences, and culture of African American and Mexican American communities to sixth through eighth graders in the 2014-2015 school year, and shall explore similar expansion through the K-12 curriculum in the 2015-2016 school year.

This corrective action intervention plan builds on TUSD's Spring 2015 CRC Intervention Plan to expand CR courses at TUSD's comprehensive high schools to comply with the mandates of the USP, and has been developed to provide a more fully articulated approach to implementation of CR courses as prescribed in the USP, consistent with the development of Action Plans by the District for implementation of other provisions of the USP. Specifically, it provides a framework for additional expansion of CR courses at TUSD high schools, expansion to middle schools, and piloting of CR units at the elementary school level.

**RATIONALE**

The purpose of this intervention plan is to comply in good faith with USP requirements regarding the implementation of CR courses and provide an Action Plan for monitoring by the Special Master and the Implementation Committee. Further, the district has developed this intervention Action Plan consistent with the USP's purpose and its own strong commitment to providing TUSD students with an educational framework that will ensure each student's academic potential and educational opportunities are being realized.

A culturally relevant (CR) educator should be responsive to the cultural, social, emotional, physical and educational needs of the children served. The teacher invests their time in

becoming experts in the social, historical, cultural, economic needs and realities of their students' lives. Academic instruction must be informed by the lived experiences of the students being taught. Dr. Angela Valenzuela defines this as "authentic caring".

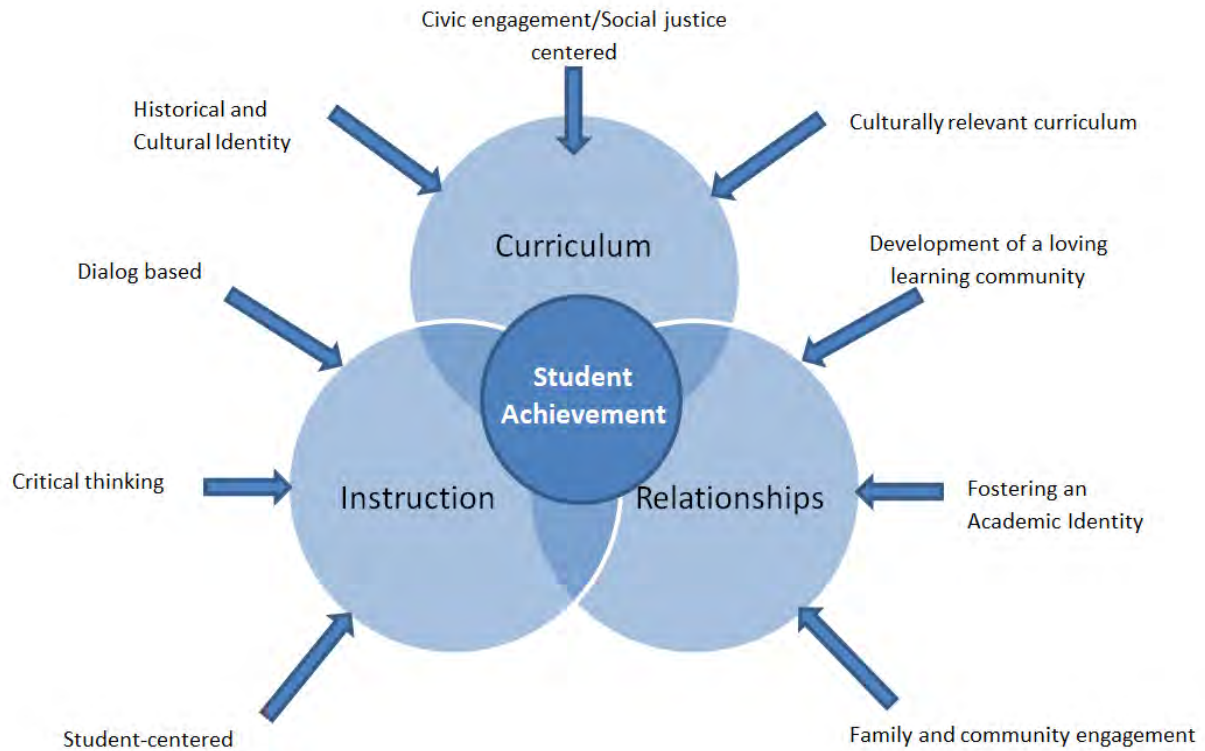
Marcus Garvey used a simile to describe the connection: "A people without the knowledge of their past history, origin and culture is like a tree without roots." The culturally relevant (CR) educator must work vigorously to find literature and historical accounts that are reflective of their students' ethnic backgrounds, filling a void that traditional textbooks often neglect to address.

Based on the work of Dr. Luis Moll, CR teachers must be responsive to the "funds of knowledge" that their students bring to the classroom. This is done by incorporating culturally responsive strategies into the classroom in both curriculum and pedagogy. The byproducts of this approach to education are students who become engaged in what they learn and begin to see themselves as scholars. Student engagement becomes infectious and classroom disruption and student discipline problems become nonexistent.

Successful culturally relevant educators, such as those in the MAS program studied in the Cabrera report, labored to build and to instill a pride in their students, to be proud of their parents, and their community. Christine Sleeter notes that, "ethnic studies curricula foster a positive relationship between racial/ethnic identity and academic achievement among students of color" (Cabrera 1089). When students begin to learn, within the school curriculum, about the contributions that their people have made to the United States, students begin to feel good about themselves, their families, and their ethnic group. This new-found appreciation for self gives rise to a new cultural, historical and academic identity. The combination of academic skills and a positive, self-determinant identity helps to "provide opportunities that enhance student learning" (Cabrera). As students are learning about their peoples' contribution in texts that are academically challenging, they are building a positive ethnic identity while at the same time building their academic identity. This constant building of the students' confidence is critical to the self actualizing belief that they are scholars.

The success of this academic approach was unprecedented in that students who were enrolled in the classes outperformed all other groups academically. Extensive findings on this topic can be found in the Cabrera Report.

Culturally Responsive instruction and Culturally Relevant curriculum centered in TUSD's Culturally Relevant Education Department spearhead the District's effort to re-establish this academic success for all students, in particular, its Latino and African American students. This research-based approach serves as "best practices" that counters a culturally subtractive model of education. As stated in the Cabrera Report, "This curriculum is critically important to provide opportunities that enhance student learning."



This research-based model incorporates the work of leading scholars in the area of culturally relevant education (see Appendix Document A-6 Literature Review). It highlights the three critical components of a culturally relevant education. These are illustrated by the large circles labeled; Curriculum, Instruction and Relationships. Each of the aforementioned elements contain its own essential elements. Some of these elements are fluid and may work within the other components. For the purpose of this model, they are drawn as static. Each of these elements, as defined by the synthesized work of leading scholars, needs to be extensively articulated in order to be fully understood.

The image illustrates the idea that these elements merge to increase student achievement. Although student achievement is traditionally defined by standardized test scores, this model does not so limit measurement of achievement. Standardized test scores are but one measure of academic success. Other measures include graduation rates, attendance, grades/GPA, discipline referral rates and qualitative data from student and family surveys. These measures, often overlooked, are the core indicators of “student achievement” as defined by culturally relevant educators.

**GOALS:**

- Develop a positive academic identity among all students, particularly Latino and African American students.
- Create a rigorous and safe learning community conducive to students of all ethnic, cultural, socioeconomic and linguistic backgrounds
- Develop student explicit knowledge about cultural diversity
- Build a culturally sustaining curriculum that is transformational and action-focused
- Develop critical thinking skills

Improve African American and Latino students' educational outcomes as measured by (1) improved graduation rates, (2) reduced retention rates (3) reduced disciplinary referrals, (4) higher cumulative grade point averages and (5) higher college matriculation rates.

**OBJECTIVES:**

- Focus on students by being responsive to their cultural assets, background and strengths
- Create curriculum that positively reflects the historic and social contributions of Latinos and African Americans
- Utilize research based strategies that foster strong teacher-student-family relationships
- Implement a professional development plan that develops critical educators

**PROFESSIONAL DEVELOPMENT**

The Department of Culturally Relevant Pedagogy and Instruction (CRPI) has developed a tiered approach to professional development of CR teachers. Each of the PD sessions will consist of teachers from the elementary, middle and high school grade levels.

**Tier I PD** provides foundational information and strategies for successful instruction within the CR classroom. For newer CR teachers, CRPI has prepared unit lessons and Tier I professional development (PD) presentations. The focus of Tier I PD shall be on CR theory, research and practical applications as well as to assist in the further development of the CR curriculum and design common assessments.

Tier I PD shall include the following grade-level CR courses:

**High School**

- 11<sup>th</sup> Grade ELA (English Language Arts) - Mexican American Lit.
- 11<sup>th</sup> Grade ELA- African American Lit.
- 11<sup>th</sup> Grade American History- Mexican American Viewpoint
- 11<sup>th</sup> Grade American History- African American Viewpoint
- 12<sup>th</sup> Grade ELA- Mexican American Lit.
- 12<sup>th</sup> Grade ELA- African American Lit.
- 12<sup>th</sup> Grade Government- Mexican American Viewpoint
- 12<sup>th</sup> Grade Government- African American Viewpoint

**Middle School**

- 8<sup>th</sup> Grade ELA- Mexican American/African American Lit
- 8<sup>th</sup> Grade Social Studies- Mexican American/African American Viewpoint

**Elementary**

- \*5<sup>th</sup> Grade Teachers- ELA Content Standards- Mexican American/African American Lit.
- \*ELA Content Standards will be used to address ELA and Social Studies content/material

The Saturday sessions also provide teachers with opportunities to become familiar with new textbooks, to

collaborate with colleagues and develop their instructional strategies as appropriate, and to advise each other as they share the successes and challenges encountered in the classroom. The sessions will be open to current and new CR teachers and TUSD educators who are interested in leading Culturally Relevant classes in the future.

All CR professional development will be dynamic and will evolve with the participants. Teachers who join the CR PD sessions will have access to the previous materials presented in the Tier I PD.

As part of this SY 2015-2016 Intervention Plan, teachers will be provided with training and theoretical understanding in the field of culturally relevant education. Within each PD session, teachers will have an opportunity to work with other teachers of the same content area and grade level. This work will be specific to the appropriate application of CR strategies and curriculum development within those grade levels.

Tier I PD will take the form of a symposium. After an initial informational session and update, members will be split into two groups; elementary-middle and high school. In these groups, members will conduct their collaborative work. Model instruction and sample units are presented by mentor teachers and CRPI program coordinators. Discussions on literature in the field of culturally relevant pedagogy are held and discussed in small group, grade appropriate sessions. This grouping is an effort to provide a more meaningful experience to the teachers. At the conclusion of the PD, all members will be brought together to close the session. Each of the sessions will take place at the Lee Instructional Materials Center.

**Tier II PD** shall review and analyze research literature within the fields effecting culturally relevant education. This group will consist of CR teachers who are more knowledgeable in the theoretical foundations of culturally relevant education. This work will serve as the driving force behind the innovation and direction of future professional development offerings.

As a designated cadre of experienced CR teachers, this group shall serve as Peer Mentors and assist the Program Coordinators in modeling effective CR instruction and in developing additional CR unit lessons and professional development presentations.

**Both Tier I and Tier II** professional development sessions will promote the use of CR instructional strategies that are research-based and foster students' development of complex knowledge and skills in the larger community as well as in the classroom. Culturally responsive instructional strategies promote:

- Student collaboration through positive intercultural interactions
- Teachers' high expectations for student achievement
- The use of academically challenging curricula and materials
- Approaches that are both culturally and linguistically responsive
- Academic engagement among students
- Socially responsible community action
- Higher-order, critical thinking skills

### **2015-16 SY Tier I Saturday PD Schedule**

These sessions shall occur four times per semester and are (tentatively) scheduled as follows:

*Fall Semester:*

- August 22, 2015
- September 19, 2015
- October 17, 2015

- November 21, 2015

*Spring Semester:*

- January 16, 2016
- February 20, 2016
- March 19, 2016
- April 23, 2016

(See sample PD outline included in Appendix A-1. *Note: This outline is for the current semester Spring SY 2014-2015*)

**Assessment of PD Session Effectiveness:**

- Teacher feedback post-PD sessions.
- Walkthroughs of CR classes will be conducted on a quarterly basis to assess Intensive Preparation effectiveness.
- Each new teacher of a CR course will be informally observed for use of culturally responsive teaching strategies, critical pedagogy, and implementation of curriculum maps using the **2015-2016 OBSERVATION & REFLECTION INSTRUMENT** form for documentation (see Appendix Document A-2).

**Summer CR Professional Development:**

An intensive three day summer PD will be developed for new CR teachers who have not yet received any CR training. This training will incorporate elements presented in previous CR trainings.

**CURRICULUM DEVELOPMENT AND ARTICULATION**

**Summer Articulation Cadre:**

In the summer of 2015, in preparation for the 2015-2016 SY, a cadre of experienced CR teachers and district staff will work on curricular and programmatic alignment. Identified district teachers with experience in CR instruction shall collaborate with CRPI staff to develop necessary curriculum for CR expansion for the following upcoming school year. The grade levels asked to participate will reflect the course offerings for that year. For the summer of 2015, CRPI will work with;

- high school ELA and social studies
- middle school ELA and social studies
- 5<sup>th</sup> grade elementary teachers focusing on ELA Literacy Standards for ELA and social studies

They will be tasked with revision of the curriculum maps, development of CR lessons, ensuring vertical articulation of curriculum across grade levels, and general preparation for full implementation of this plan in the 2015-2016 SY.

**Curriculum Unit Development:**

Mentor/Itinerant Teachers will develop extensive curricular units for courses at the middle and high school level (*see Staffing section below*). The mentoring model involves pairing an experienced and highly successful educator with a less experienced colleague. Mentors will be chosen based on their credibility among their colleagues and their ability to initiate curriculum and school change. This model will offer a high individualized approach to professional development and can benefit both of the individuals involved. Future plans beyond the 2015-2016 SY include the development of elementary interdisciplinary curriculum units. These units will be used to enhance the curricular offerings to other CR teachers and will be made available to teachers district-wide. They will serve as exemplar culturally relevant

curriculum in presentations to various audiences within and outside the district. Teachers selected to participate will be paid a stipend for the work that is produced. Curricular units developed will be made available to other CR faculty teaching the same content area. They will also be available for curricular infusion of CR material into non-CR classes. This material will be made available upon request by CRPI.

**Curriculum Unit Presentations:**

Curricular units produced by CR teachers are to be of the highest quality as they relate to culturally relevant education. With the goal of becoming the premier culturally relevant K-12 program and providing TUSD students a first rate transformational educational experience, select CR teachers shall attend and possibly present their educational contributions at national conferences.

CR teachers will develop a PD presentation for our department and/or district on the insights they have gained. The investment will be returned via the professional development and quality of instruction by our department.

Select units will be submitted as presentation proposals for national audiences at educational conferences. The intent of presenting these units at national conferences is two-fold. One- CR teachers will have the incentive to become an expert in and produce cutting-edge curriculum on culturally relevant education. Two- Exposure to national gatherings focused on culturally relevant education will further the talent pool available to the CRPI department. *(see In-State and Out of State Travel in Budget)*

**Ongoing Curriculum Development:**

Along with their mentorship and model instruction responsibilities, Itinerant Teachers (IT) will continue to develop research-based, culturally relevant curriculum lessons throughout the year. These lessons will be developed within their content areas, will follow the predetermined lesson format, will be aligned to all state and district standards, and will use the most effective culturally relevant strategies. *(See Staffing section below)*

**IMPLEMENTATION PLAN**

At the conclusion of the 2015-2016 SY, a comprehensive program evaluation will be conducted to determine future development and modification to this plan. This evaluation plan will specifically track metrics associated with the middle school and elementary models and will be consistent with the goals outlined in this plan.

**High School Level:**

**2015-2016 SY:** Culturally Relevant (CR) courses shall be made available at all comprehensive high schools in the District. CR teachers newly recruited in the spring semester, as well as continuing CR teachers, will complete monthly professional development (PD) sessions during the spring and additional sessions during the summer. All CR teachers shall be highly qualified in the content areas they are assigned to teach. At least one section of CR will be running at each comprehensive high school during the regularly scheduled school day.

**2016-2017 SY:** At least one section of English and one section of social studies shall be available at all comprehensive high schools in the District.

The Department of Culturally Relevant Pedagogy and Instruction (CRPI) shall provide the designated CR teachers with instructional materials, professional development, and curriculum support. For the 2015-2016 SY, eight CR courses shall be available and offered at all comprehensive high schools as

part of the regular school day:

1. 11<sup>th</sup> Grade English—African American Literature
2. 11<sup>th</sup> Grade English—Mexican American Literature
3. 11<sup>th</sup> Grade History—African American Viewpoint
4. 11<sup>th</sup> Grade History—Mexican American Viewpoint
5. 12<sup>th</sup> Grade English—African American Literature
6. 12<sup>th</sup> Grade English—Mexican American Literature
7. 12<sup>th</sup> Grade Government—Mexican American Perspective
8. 12<sup>th</sup> Grade Government— African American Perspective

The following chart shows the number of CR sections per school for the spring semester, 2015:

	11 ELA AA	11 ELA MA	11 Hist AA	11 Hist MA	12 ELA AA	12 ELA MA	12 Gov MA.	12 Gov AA.	Total Sections
Catalina	1						1		2
Cholla	1	2	1	3	1	2	1		11
PaloVerde									0
Pueblo		2		3		3	2		10
University									0
Rincon				1	1				2
*Sabino							1		1
*Sahuaro									0
Santa Rita		1				1			2
Tucson		2			1		1		4
<b>TOTALS:</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>7</b>	<b>3</b>	<b>6</b>	<b>6</b>		<b>32</b>

Designated CR teachers at each site have also begun recruiting students for the 2015-2016 SY.

\*High Schools that are still developing a 7<sup>th</sup> period option as this draft is circulated.

### Middle School Level

#### 2015-2016 SY:

**8<sup>th</sup> Grade English Language Arts (ELA) CR-designated courses shall be available at all ten of the District's "traditional middle schools".**

- **ELA:** An 8<sup>th</sup> grade CR ELA course shall be developed for the middle school level. This course curriculum shall be developed in collaboration with CRPI and content area teachers during the summer preceding implementation of this plan. This course shall focus on literature reflecting the experiences of Latino/Mexican Americans during the first semester. During the second semester, the literary focus shall reflect the experience of African Americans.
- A teacher shall be identified at each of the District's traditional middle school sites during the spring semester of the preceding year. Identified teachers shall have a minimum of one section of CR in their course load. Each of these teachers shall attend the District provided CR professional development training listed above, as well as additional training as needed.
- Designated CR courses/teachers shall receive support from CRPI in the form of instructional materials, classroom/instructional support, CR PD training and CR teacher-mentorship.
- Students will be identified by the CR teacher and administrative staff at the perspective middle schools. Student selection will be based on interest expressed at the end of the preceding year. Course offerings may expand depending on student interest.
- Program monitoring and observations are outlined below.



**Social Studies:** Three 8<sup>th</sup> grade CR Social Studies teachers will be identified from the District's traditional middle schools. Each of these identified CR teachers will teach a minimum of one designated section of CR 8<sup>th</sup> grade social studies. This CR course will be developed in collaboration with the CRPI staff and will incorporate the historical perspectives of African American and Latino/Mexican Americans. The content will equitably infuse the historical experiences of the groups mentioned into the existing curricular topic map that exists for all students. Sites will be selected based upon their demographically concentrated student population.

**2016-2017 SY:**

**8<sup>th</sup> Grade ELA CR-**designated courses shall be available at all eleven of the District's **K-8** schools.

- **ELA:** An 8<sup>th</sup> grade CR ELA course shall focus on literature reflecting the experiences of Latino/Mexican Americans during the first semester. During the second semester, the literary focus shall reflect the experience of African Americans.
- A teacher shall be identified at each of the District's traditional middle school sites during the spring semester of the preceding year. Identified teachers shall have a minimum of one section of CR in their course load. Each of these teachers shall attend the District provided CR professional development training listed above, as well as additional training as needed.
- Designated CR courses/teachers shall receive support from CRPI in the form of instructional materials, classroom/instructional support, CR PD training and CR teacher-mentorship.
- Students will be identified by the CR teacher and administrative staff at the perspective middle schools. Student selection will be based on interest expressed at the end of the preceding year. Course offerings may expand depending on student interest.
- Program monitoring and observations are outlined below.

**Social Studies:** Six additional 8<sup>th</sup> grade CR Social Studies teachers will be identified from the District's K-8 schools. Each of these identified CR teachers will teach a minimum of one designated section of CR 8<sup>th</sup> grade social studies. This CR course will incorporate the historical perspectives of African American and Latino/Mexican Americans. The content will equitably infuse the historical experiences of the groups mentioned into the existing curricular topic map that exists for all students. Sites will be selected based upon their demographically concentrated student population.

**2017-2018 SY:**

**7<sup>th</sup> Grade ELA CR-**designated courses shall be available at all 21 of the District's K-8 and middle schools. An **8<sup>th</sup> Grade Social Studies CR-**designated course shall be available at eleven of the District's twenty one K-8 or middle schools.

- **ELA:** A 7<sup>th</sup> grade CR ELA course shall be developed for the middle school level. This course curriculum shall be developed in collaboration with CRPI and content area teachers during the summer preceding implementation of this plan. This course shall focus on literature reflecting the experiences of Latino/Mexican Americans for the first semester. During the second semester, the literary focus shall reflect the experience of African Americans.
- A teacher shall be identified at each of the District's K-8 and traditional middle school sites during

the spring semester of the preceding year. Identified teachers shall have a minimum of one section of CR. Each of these teachers shall attend the District provided CR professional development training listed above, as well as additional training as needed.

- Designated CR courses/teachers shall receive support from CRPI in the form of instructional materials, classroom/instructional support, CR PD training and CR teacher-mentorship.
- Students will be identified by the CR teacher and administrative staff at the perspective middle schools. Student selection will be based on interest expressed at the end of the preceding year. Course offerings may expand depending on student interest.
- Program monitoring and observations are outlined below.

**Social Studies:** An 8<sup>th</sup> grade CR Social Studies teacher will be identified from thirteen of the District's K-8 or middle schools. Each of these identified CR teachers will teach a minimum of one section of CR 8<sup>th</sup> grade social studies. This CR course will incorporate the historical perspectives of African American and Latino/Mexican Americans. The content will infuse the experiences of the groups mentioned into the existing curriculum topic map that exists for all students. Sites will be selected based upon their demographically concentrated student population.

#### **Elementary School Level:**

##### **2015-2016 SY:**

##### **5<sup>th</sup> Grade ELA Content Standards Infused with Culturally Relevant Literature-**

Three 5<sup>th</sup> grade elementary schools shall infuse CR literature to satisfy the ELA content standards in **ELA and social studies**.

- 5<sup>th</sup> grade CR curriculum shall be developed for the elementary school level. This course curriculum shall be developed in collaboration with CRPI and content area teachers during the summer preceding implementation of this plan. This curriculum shall focus primarily on literature reflecting the experiences of Latino/Mexican Americans and African Americans.
- Culturally relevant informational text and literature shall be used to infuse the social studies curriculum with CR curriculum.
- Selected sites will have at least one participating 5<sup>th</sup> grade teacher infusing CR curriculum into their class.
- A teacher shall be identified at three of the District's elementary school sites during the spring semester of the preceding year. Each of these teachers shall attend the District provided CR professional development training listed above, as well as additional training as needed.
- Teachers implementing CR infused curriculum shall receive support from CRPI in the form of instructional materials, classroom/instructional support, CR PD training and CR teacher-mentorship.
- Sites will be selected based upon their demographically concentrated student population.
- Program monitoring and observations are outlined below.

##### **2016-2017 SY:**

##### **5<sup>th</sup> Grade ELA Content Standards Infused with Culturally Relevant Literature-**

Six additional 5<sup>th</sup> grade elementary schools shall infuse CR literature to satisfy the ELA content standards in **ELA and social studies**.

- 5<sup>th</sup> grade CR curriculum shall be developed for the elementary school level. This curriculum shall focus primarily on literature reflecting the experiences of Latino/Mexican Americans and African Americans.
- Selected sites will have at least one participating 5<sup>th</sup> grade teacher infusing CR curriculum into their class.
- A teacher shall be identified at six of the District's elementary school sites during the spring semester of the preceding year. Each of these teachers shall attend the District provided CR professional development training listed above, as well as additional training as needed.
- Teachers implementing CR infused curriculum shall receive support from CRPI in the form of instructional materials, classroom/instructional support, CR PD training and CR teacher-mentorship.
- Sites will be selected based upon their demographically concentrated student population.
- Program monitoring and observations are outlined below.

**2017-2018 SY:**

**5<sup>th</sup> Grade ELA Content Standards Infused with Culturally Relevant Literature-**

Eight additional 5<sup>th</sup> grade elementary schools shall infuse CR literature to satisfy the ELA content standards in **ELA and social studies**.

- 5<sup>th</sup> grade CR curriculum shall be developed for the elementary school level. This curriculum shall focus primarily on literature reflecting the experiences of Latino/Mexican Americans and African Americans.
- Selected sites will have at least one participating 5<sup>th</sup> grade teacher infusing CR curriculum into their class.
- A teacher shall be identified at eight of the District's elementary school sites during the spring semester of the preceding year. Each of these teachers shall attend the District provided CR professional development training listed above, as well as additional training as needed.
- Teachers implementing CR infused curriculum shall receive support from CRPI in the form of instructional materials, classroom/instructional support, CR PD training and CR teacher-mentorship.
- Sites will be selected based upon their demographically concentrated student population.
- Program monitoring and observations are outlined below.

**STUDENT RECRUITMENT AND RETENTION**

Each fall, the Deputy Superintendent shall meet with Assistant Superintendent for Secondary Schools and Directors to clarify their responsibilities regarding the effective recruitment and retention of CR students and to emphasize the high priority assigned to that recruitment.

The Deputy and Assistant Superintendent shall meet with the high school and middle school principals and

counselors to communicate and clarify the expectations for implementing CR courses at all high school and middle schools campuses. The principals will provide a list of tasks and activities that address the implementation of CR courses, parent and teacher efforts, communication and dates. This will be submitted to the Assistant Superintendent for accountability.

The District shall adhere to the registration protocol developed by the CRPI department (See Appendix Document A-7) to assist students with course selection.

CRPI Director and the Director of Curriculum shall revise the TUSD course catalog so that CR course titles and course descriptions are meaningful and attractive to students.

CRPI Program Coordinators and CR teachers shall prepare and distribute recruitment fliers or pamphlets to all high schools and shall visit English and social studies classes to encourage student participation in CR courses, documenting in a “student interest sheet” the names of students expressing interest.

There shall be a lower minimum student threshold for CR courses of 15 (a lower threshold may be determined by the Assistant Superintendent) students and a maximum of 27 students. The Assistant Superintendent for Secondary Schools shall compare the student interest sheets to the number of CR section offered to ensure that a sufficient number of CR sections exist.

CRPI staff shall monitor enrollment numbers and shall immediately discuss with the Assistant Superintendent for Secondary Schools any apparently under-enrolled sections needing additional recruitment efforts. Identified under-enrolled CR classes shall not be eliminated or collapsed until an additional recruitment effort by CRPI staff has been made.

## **ALIGNMENT GUIDE**

The following three documents, sequentially developed by the CRPI Department, facilitate the alignment of curriculum and standards:

**1. The Scope & Sequence** This is a one-page document prepared by the Office of Curriculum and Instruction. It provides an overview of the grade-level standards that students will master in an academic year. It also identifies the unifying concept for each quarter, the sequence in which the AZCCR standards will be taught, and the reading and writing focus for each quarter.

**2. The Curriculum Map** is a one-page document based on the Scope and Sequence but focused on a single quarter. It is designed by individual teachers and shows the enduring understandings, the essential questions, and the specific texts that the teacher has chosen to teach during that quarter.

**3. The Culturally Responsive Unit** is a multi-page, teacher-created document based on the curriculum map. It outlines the individual lessons contained in a quarterly unit, including the learning objectives, the performance tasks, the student outcomes and the CR instructional strategies that the teacher will use.

**4. The Culturally Responsive Lesson Plan** is a 1-2 page teacher-created document, contained in the unit. It outlines the individual lessons, activities and objectives for the given day or week. This document outlines the specific learning objectives and state standards covered.

(See Appendix Document A-3)

**RESOURCES: BOOKS, MATERIALS & MATERIALS**

**Textbooks:** Each high school CR teacher shall teach the extended text identified in the curriculum map for a given quarter and shall receive the necessary class sets. The CRPI Department selected the books, with input from CR teachers, to ensure that the material meets the AZCCR Standards for the grade level and that the content supports the unit topics found in the curriculum maps.

The specific titles that have been ordered are shown in the following chart:

<b>Quarterly Units</b>	<b>Texts: 11<sup>th</sup> Grade African American Literature</b>	<b>Authors</b>
Oral Traditions/Folklore	<i>From My People: 400 Years of African American Folklore</i>	Daryl C. Dance
Harlem Renaissance	<i>Harlem Stomp: A Cultural History of the Harlem Renaissance</i>	Laban Carrick Hill
Family and Kinship	<i>Kindred</i>	Octavia Butler
Fate and Choice	<i>A Testament of Hope</i>	Martin Luther King

<b>Quarterly Units</b>	<b>Texts: 11<sup>th</sup> Grade Mexican American Literature</b>	<b>Authors</b>
Oral Traditions/Folklore	<i>Women Who Live in Coffee Shops</i>	Stella Pope Duarte
Chicano Renaissance	<i>Always Running</i>	Luis Rodriguez
Family and Kinship	<i>Mexican Whiteboy</i>	Matt De La Peña
Fate and Choice	<i>The Devil's Highway</i>	Luis Alberto Urrea

<b>Quarterly Units</b>	<b>Texts: 12<sup>th</sup> Grade African American Literature</b>	<b>Authors</b>
Gender Roles/Feminism	<i>In Love and Trouble: Stories of Black Women</i>	Alice Walker
Language and Identity	<i>Spoken Soul</i>	John R. Rickford
Crime Fiction	<i>Always Outnumbered, Always Outgunned</i>	Walter Mosley
The American Dream	<i>The Other Wes Moore</i>	Wes Moore

<b>Quarterly Units</b>	<b>Texts: 12<sup>th</sup> Gr. Mexican American Lit.</b>	<b>Authors</b>
Gender Roles/Feminism	<i>Woman Hollering Creek</i>	Sandra Cisneros
Language and Identity	<i>Drink Cultura</i>	Jose A. Burciaga
Crime Fiction	<i>Zia Summer</i>	Rudolfo Anaya
The American Dream	<i>Becoming Dr. Q: My Journey from Migrant Farmworker to Brain Surgeon</i>	Alfredo Quiñónez-Hinojosa

<b>Texts: 11<sup>th</sup> Grade US History—African American Viewpoint</b>	<b>Authors</b>
<i>Voices of Freedom</i>	Eric Foner
<i>Life Upon These Shores: Looking at African American History, 1513-2008</i>	Henry Louis Gates, Jr.

<b>Texts: 11<sup>th</sup> Grade History—Mexican American Viewpoint</b>	<b>Authors</b>
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<i>A People's History of the United States</i>	Howard Zinn
<i>Occupied America: A History of Chicanos</i> , 7 <sup>th</sup> edition	Rodolfo Acuña

<b>Text: 12<sup>th</sup> Grade Government—Mexican American Perspective</b>	<b>Author</b>
<i>Critical Race Theory: An Introduction</i>	Delgado and Stefancic
<i>The New Jim Crow</i>	Michelle Alexander

<b>Text: 12<sup>th</sup> Grade Government—African American Perspective</b>	<b>Author</b>
<i>Critical Race Theory: An Introduction</i>	Delgado and Stefancic
<i>The New Jim Crow</i>	Michelle Alexander

<b>Texts: Middle School Language Arts</b>	<b>AUTHOR</b>
<i>The Afterlife</i>	Gary Soto
<i>The House on Mango Street</i>	Sandra Cisneros
<i>Call Me Maria</i>	Judith Ortiz Coffey
<i>Enrique's Journey</i>	Sonia Nazario
<i>Becoming Naomi Leon</i>	Pam Muñoz Ryan
<i>The Circuit</i>	Francisco Jimenez
<i>Her Stories: African American Folktales, Fairytales and True Tales</i>	Virginia Hamilton
<i>Sugar</i>	Jewel Parker Rhodes
<i>The Other Half of My Heart</i>	Sundee Frazier
<i>Miracle's Boys</i>	Jacquelin Woodson

<b>Texts: Middle School Social Studies</b>	<b>AUTHOR</b>
<i>A Young People's History of the United States</i>	Howard Zinn
<i>An American Plague: The True and Terrifying Story...</i>	Jim Murphy
<i>Black Pioneers of Science and Invention</i>	Louis Haber
<i>Pink and Say</i>	Patricia Polacco
<i>Latino Americans: The 500 Year Legacy That Shaped a Nation</i>	Ray Suarez

**Office Equipment:** The CRPI Department shall purchase equipment necessary for the program coordinators and itinerant teachers to carry out their duties.

**Instructional Supplies:** The CRPI Department shall provide CR teachers with chart paper and other instructional supplies not normally provided to them by school administrators.

**Office Supplies:** The CRPI Department shall budget for a sufficient store of office supplies in support of the department's mission.

### **NATIONAL ADVISORY GROUP**

The CRPI Department shall commission a panel of National Experts to develop and vet curriculum materials on an on-going basis. This panel will represent scholars with expertise in both African American and Mexican American Curriculum. The panel will be created through a collaborative effort between the CRPI department and the Fisher/Mendoza representatives.

## **PROGRAM EFFECTIVENESS**

Teacher supervision and program effectiveness will be evaluated using data points from the items listed below (items marked with an asterisk have relevant samples included in the appendix):

- **Teacher feedback** following the completion of individual PD sessions shall help to measure how well the PD was understood and valued by teachers
- **Bi-weekly monitoring** of CR courses to ensure the curriculum maps are followed
- **\*Quarterly walkthroughs** documented by an Observation & Reflection Instrument to measure the quality of instruction (See Appendix Document A-2)
- **\*Student Qualitative Surveys** (pre- and post) to help to measure changes in student attitudes toward school, based on the CR classroom experience (See Appendix Document A-5)
- **\*Teacher Qualitative Surveys** (pre- and post) to help the CRE Department evaluate how well it supports teachers and responds to teachers' needs (See Appendix Document A-4)
- **Graduation Rates, College Matriculation Rates, Reduced Disciplinary Referrals, Grade Point Averages & Standardized Test Scores:** For each of these items, a comparison of the results for CR students to the results produced by other comparable groups of students, shall help determine whether CR participation appears to have a positive or negative effect on student achievement.

## **SUPERVISION & OBSERVATIONS**

*(Note: These observations are informal and are not to be interpreted as evaluative of the teacher. These walkthrough observations are intended to be program evaluation tools.)*

All observations and “walkthroughs” shall be supervised by the Director of Culturally Relevant Pedagogy and Instruction.

- The following instrument (see Appendix Document A-2) shall be used for walkthroughs in all classes, including CR classes. It is consistent with the Danielson Instructional Framework and provides a useful basis for feedback to teachers on their classroom instruction.
- The duration of each classroom visit is 15-20 minutes. At the completion of each visit, the walkthrough team convenes to discuss evidence of instructional quality as well as constructive feedback for the teacher.
- Classroom visits consist of walkthrough teams, comprised of individuals with expertise in CR pedagogy, collecting evidence of effective instruction.
- Observations shall be conducted quarterly.

Monitoring the evaluative indicators such as, classroom environment, instruction and the explicit use of culturally responsive strategies will be the objective of the class visits. Quarterly observations will be conducted of all CR classes. The results of these observations will be used as instructional quality instruments to collaborate with site administration on how to best support CR teachers.

## **INTERNAL MONITORING**

The walk-through team will consist of the Director of Culturally Relevant Pedagogy, Coordinators who have been trained in Essentials Elements of Instruction and mentor CR teachers with experience in effective culturally relevant pedagogy and practices. Mentor teachers will be provided release time and/or classroom coverage to allow for their participation. Teams will be led by the Director of CRPI. The role of the Director will be to supervise the process and provide specific feedback to principals and teachers.

This monitoring process is part of the program evaluation plan detailed above and should not be confused with the teachers evaluation that is conducted by the site administrators.

### **EXTERNAL MONITORING**

External monitoring teams will conduct walkthrough visits throughout the implementation process. These visits will be conducted by the Special Master and/or Implementation Committee members with the purpose of observing and documenting the implementation of this plan. The Implementation Committee will work closely with district central administration to plan the visits and provide feedback.

### **TEACHER MENTORING AND SUPPORT**

New CR teachers will receive support from the CRPI team as well as from CR mentor teachers. As part of the non-instructional duties, itinerant teachers (IT) will serve as mentor teachers as assigned. Once a week, the assigned mentor or CRPI staff will contact the teacher and discuss effective CR instruction. The CRPI team member will provide resources and support as needed. Classroom observations shall be conducted at least once every two weeks. The feedback provided will focus on; effective implementation of culturally relevant and responsive pedagogy; critical thinking and questioning skills; and dialogical techniques that elicit student voice

A mentor teacher will be assigned to new CR teachers or CR teachers with limited experience in teaching a CR course. The role of the mentor teacher will be to provide coaching in the form of curricular and pedagogical suggestions and model instruction when possible. New CR teachers will be given the opportunity to observe experienced CR teachers in their content area at other sites. Release time and/or class coverage will be provided.

### **STAFFING**

The District will staff the department of Culturally Relevant Pedagogy and Instruction with the following positions.

**Director:** The Director of CRPI will oversee district mandates relevant to CRPI, as directed by central administration. The director will oversee the CRPI department operations and budget, supervise and evaluate CRPI staff, present at board and community meetings on CRPI, Serve as community representative for the district in the area of CRPI, perform duties relevant to CRPI as directed.

**2 Program Coordinators:** Coordinators will develop and deliver CR staff Professional Development (PD), collaborate with district staff to embed CR strategies into the traditional curriculum, provide support to CR teachers and staff, coordinate teacher resources, work with site admin to increase capacity and development of CRPI, develop and maintain partnerships with community entities to advance the interests of CRPI, coordinate with other educational institutions to develop partnerships for teacher preparation and CR-to-college pipelines, supervise Itinerant Teachers (IT), Academic Interns (AI) and Student Workers.

**12 Itinerant Teacher: (Secondary Education Certified) (3 classes, 2 CRPI Duty)-**

**Instruction:** Each IT will teach 3 CR course(s) at two high or middle school sites.

**Non-Instructional Duties:** While at those sites, the IT will engage in:

- CR teacher and student recruitment, parent engagement, & community outreach.
- IT will provide model instruction for non-CR teachers, district wide
- Develop curriculum that will be available to other district teachers.
- Mentor new CR teachers by providing instructional support.



- Observe, document and provide feedback to mentee CR teachers.
- Develop CR curricular lessons for implementation by new and continuing CR teachers.
- When not traveling to mentee sites, IT/mentor teachers will work with site administration to provide support for CR students and families.
- Serve on observation “walkthroughs” teams.
- Present during CR Tier I PD sessions.
- During the summer, IT will develop comprehensive CR curriculum units to present during the CRPI summer symposium. (These units will be proposed as presentations to national educational conferences.)
- IT will assist in bringing CR to scale at the
  - 10 comprehensive high schools; each offering one or more of the 8 CR sections available
  - 21 K-8 or middle schools; each offering 1 or more CR 8<sup>th</sup> grade ELA class AND several offering sections of CR social studies
  - 9 elementary school target sights infusing CR into the ELA content literacy standards for ELA and social studies.

### **6 College-Student Academic Interns:**

**(3 College Helpers -60 college credit hours & 3 Enrichment Specialists +60 college credit hours)**

These positions serve as role models for students in the CR classes. The AI should attend the CR classes (primarily in the 12<sup>th</sup> grade level) regularly to facilitate the transition into college (FAFSA education, college application assistance, college networking, etc.), encourage civic engagement (surrounding issues of social justice, voter registration, etc.), and provide positive role models of traditionally under-represented students in higher education. Past experience with CRPI or similar programs is preferred in the hiring selection for these positions.

The different designation for these positions reflects the transition from under-class college students to upper-division, prospective educators.

### **HIRING CALENDAR**

The hiring process for the CRE staff will commence during the month of March. Job posting will be made public in April and the filtering process will begin. Interviews will take place in the month of June. All new hires will officially begin on the July 1; the first day of the fiscal year.

**BUDGET****2015-2016 Culturally Relevant Working Budget**

<u>ADMINISTRATION</u>	<u>FTE</u>	<u>Amount</u>
Director	1.00	\$93,000.00
Program Coordinator - 12 months	2.00	\$127,098.00
Benefits @28%		\$61,627.44
College Helpers (6 students , 4 hours a day for 12 month)	3.00	\$56,626.56
Benefits @20%		\$11,325.31
District Supplies		\$5,000.00
Marketing Campaign Supplies		\$1,000.00
Summer Symposium		\$20,000.00
 <u>INSTRUCTIONAL</u>		
Itinerant Teachers	12.00	\$511,440.00
Benefits @ 28%		\$143,203.20
Enrichment Specialist -College (6 college students, 4 hours day for 9.5 months)	3.00	\$74,520.00
Benefits @ 20%		\$14,904.00
Teaching Supplies		\$2,400.00
 <u>INSTRUCTIONAL SUPPORT</u>		
Teacher Added Duty -Site based teachers -Compliance Justification (1 hr. per week @ \$25 X 38 weeks X 20 teachers)		\$19,000.00
Employee Training & Professional Development (30 teachers per month @ \$100 - Saturday for 9 months)		\$27,000.00
(2 itinerate teachers @ \$150 - Saturday for 9 months)		\$2,700.00
Benefits @20%		\$9,740.00
Consultants		\$25,000.00
Travel		
Special Events Recruitment		\$1,500.00
In State Travel		\$5,000.00
Out of State Travel		\$10,000.00
Registration Fees		\$3,000.00
Mileage		\$5,000.00

Membership Dues	\$790.00
Staff Development Supplies	\$5,000.00
Student Field Trips - Transportation	
Elementary (25)	\$3,750.00
Middle (20)	\$3,000.00
High School (10)	\$1,500.00
Student Admissions	\$1,000.00
Capital Equipment	\$10,000.00
Textbooks (Adopted and Aligned to State Standards)	\$12,000.00
<b>TOTAL</b>	<b>\$1,267,124.51</b>

<b>Administration Total</b>	\$355,677.31
<b>Instructional Total</b>	\$746,467.20
<b>Instructional Support Total</b>	\$122,980.00
<b>Capital Total</b>	\$22,000.00

**BUDGET MODIFICATION**

Budget modifications may be made to account for any unforeseen expenses related to the expansion efforts detailed in this plan. The budget does not reflect the total cost of books for SY 2015-2016. Additional supplemental material is in the process of approval from the school board.

**COMMUNICATION**

All public notices and marketing efforts will be coordinated with the district and site leadership. Site based teachers and administrators will be responsible for disseminating information that is specific to that site. Information relating to the department or culturally relevant courses in general will come from the department of Culturally Relevant Education. This includes media release forms, district updates on the CRE department compliance with the Arizona Department of Education or the Unitary Status Plan, media marketing campaigns, etc.

**COMMUNITY EVENTS/ENCUENTROS**

As part of the community outreach effort CR sites will host at least one family night, also known as an Encuentro. At least once per semester, each site will host an evening event inviting the parents of CR students to attend. These events shall be held at the school, provide food for CR families, and serve as a venue to showcase the students’ work. Families should be encouraged to contribute to the event by providing a dish.

The CR department shall assist the site based teacher or IT to coordinate this event. Additionally, the CR department should assist with part of the financial burden otherwise assumed by the teacher.

Students should engage in an in-depth study on a topic of importance to their community. The research topics will vary depending on the CR course. However, each topic should be of significance to the community of the school. The school may choose to hold one Encuentro for all of the CR courses offered. They may also choose to hold several smaller events.

**Purpose:** Encuentros serve several beneficial purposes. They allow for;

- Elimination of the artificial barrier between home and school
- Engagement of parents in a low-risk environment where perceived power relations are eliminated
- Past academic student achievement is secondary to the scholarly potential displayed in the presentations
- Development of a student academic identity through public speaking on authentic research
- Dissemination of important information to the community
- Opportunities for parents to contribute to the learning process through their own cultural/social capital
- Informal, positive interactions between families within the community
- Affirmation of students as scholars
- Increased positive interactions between school officials and community members

### **CULTURALLY RELEVANT SUMMER SYMPOSIUM**

Beginning in the summer of 2016, a summer symposium shall be developed by the CRPI department and the District. This symposium will take place over the span of three days. The symposium will host local and national experts in the field of culturally relevant pedagogy. This event will provide a unique professional development opportunity for District CR teachers and non-CR teachers alike.

In addition to the renowned experts in the field (paid as consultants), university level researchers will be called to submit their research in the field of CR education. Exposure to this level of scholarly work will provide CR educators with a wealth of resources and experiences to draw upon. The District shall support the CRPI department in the coordination and funding for this event.

### **TEACHER ADDED DUTY: COMPLIANCE JUSTIFICATION**

CR teachers will be provided a financial compensation of an hour of added duty to each CR teacher per week per separate course. This will allow the CR teachers time to refine their lesson plans for the purpose of collaborating with others. This section of the budget may be modified to account for fluctuations in CR teachers and the amount of time required for documentation of teaching a CR course.

# APPENDIX

**Document A-1: Outline of CR Professional Development Sessions for Spring 2015**

**Culturally Relevant Pedagogy Saturday  
Professional Development Sessions: Schedule  
and Topics**

PD-5

During the first PD in the spring semester, participants will study a model unit lesson designed by a mentor teacher. This lesson will illustrate several of the elements central to culturally relevant pedagogy, including the use of intellectually engaging material and dialog-based instruction. The presentation also will include readings of pedagogical literature describing the concept of authentic caring as a key component of the CR classroom. During the second half of this PD, teachers will engage in collaborative work on lesson plan development and a review of the common assessments for CR courses.

PD-6

This session will focus on development of dialogical strategies to develop students' critical thinking skills. Model instruction will be provided by a mentor CR teacher in the field of gender equality. The focus of this PD will be to model effective strategies on how to broach sensitive issues in the CR classroom. Of particular interest is the implementation of small group activities organized by the facilitator. The second half of this PD will be devoted to sharing of instructional strategies, resources and cross-curricular planning within sites.

PD-7

During this session, CR teachers will dissect the most recent research or "best practices" in the field of culturally relevant/multicultural education. The CRP staff will present an analysis of effective educational models that have been proven to positively impact the achievement gap for students of color. The analysis will emphasize the interrelatedness of pedagogy, curriculum and student/teacher relationships. The second half of this session will focus on the development of a common assessment for the second semester of this academic year. We will discuss the strength and weaknesses of the common assessment provided in the first semester.

PD-8

The final PD of the year will be devoted to a program assessment. We will collect student surveys, conduct teacher surveys and finalize any work on the common assessment. The program evaluation will consist of oral feedback via discussion, written feedback via teacher survey, and anonymously provided feedback via online survey. The group will collaboratively plan the next steps for the program's development, identifying and addressing problems related to program implementation. After soliciting comments from participants, the facilitators will lead a discussion of possible corrective actions and will guide the development of an action plan. Finally, the group will divide into subject-area curriculum development teams to plan summer work.

(Document A-2)

**Office of Teaching & Learning**  
**2014-2015 OBSERVATION & REFLECTION INSTRUMENT**

<b>School:</b>	<b>Teacher:</b>	<b>Date:</b>
<b>Class/Grade:</b>	<b>Observer:</b>	<b>#Students:</b>

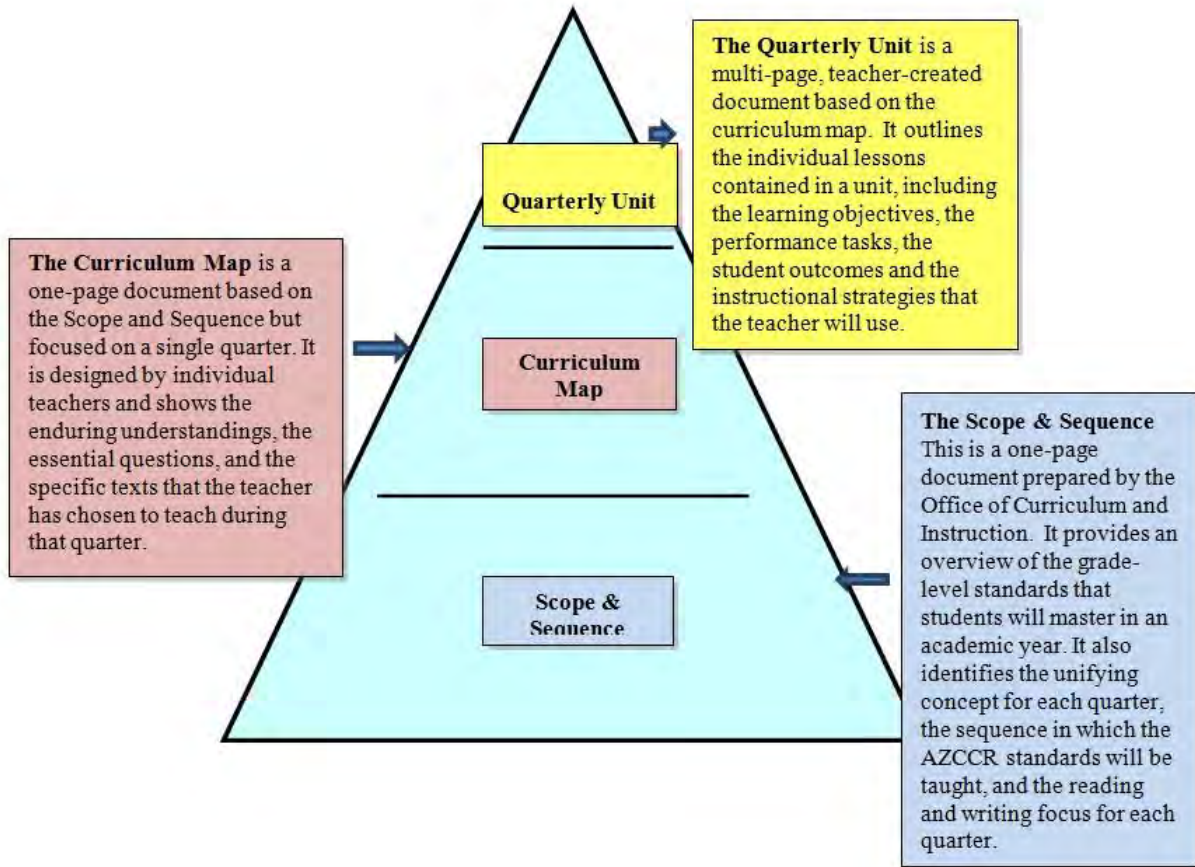
<b>Creating an Environment of Respect &amp; Rapport (2a)</b>	<b>Observation Notes on Domain 2</b>
<ul style="list-style-type: none"> <li>• The teacher and the students speak respectfully</li> <li>• The teacher models respectful behavior</li> <li>• Students participate willingly</li> <li>• The teacher connects well with individual students</li> </ul>	
<p style="text-align: center;"><b>Establishing a Culture for Learning (2b)</b></p> <ul style="list-style-type: none"> <li>• The teacher communicates the importance of the content</li> <li>• The teacher demonstrates a high regard for students' abilities</li> <li>• The teacher conveys an expectation of good effort from all students</li> <li>• The teacher insists on precise use of language by students</li> </ul>	
<b>Managing Classroom Procedures (2c)</b>	<b>Recommendations for Domain 2</b>
<ul style="list-style-type: none"> <li>• Students in groups or independently are productively engaged</li> <li>• Transitions between large and small group activities are smooth</li> <li>• Routines for distributing/collecting materials and supplies work well</li> <li>• Routine for taking attendance functions smoothly</li> </ul>	
<p style="text-align: center;"><b>Managing Student Behavior (2d)</b></p> <ul style="list-style-type: none"> <li>• Standards of conduct appear to be well established and successful</li> <li>• Student behavior is generally appropriate overall</li> <li>• The teacher monitors for and corrects student misbehavior</li> <li>• The teacher acknowledges students' good behavior</li> </ul>	

<b>Communicating with Students (3a)</b>	<b>Observation Notes on Domain 3</b>
<ul style="list-style-type: none"> <li>• The teacher explains the content clearly and accurately</li> <li>• The teacher connects the content to students' cultures</li> <li>• The teacher promotes thoughtful participation among students</li> <li>• The teacher offers specific learning strategies to students</li> <li>• The teacher provides modeling or other scaffolding support</li> <li>• Instructional outcomes and interactions convey high expectations</li> </ul>	
<p style="text-align: center;"><b>Using Questioning &amp; Discussion Techniques (3b)</b></p> <ul style="list-style-type: none"> <li>• The teacher uses culturally responsive, open-ended questions</li> <li>• The teacher makes effective use of wait time</li> <li>• Students talk to one another without ongoing teacher mediation</li> <li>• The teacher calls on various students, not only those who volunteer</li> <li>• Many students actively engage in the discussion</li> <li>• Teacher successfully encourages students to justify their reasoning</li> </ul>	
<b>Engaging Students in Learning (3c)</b>	<b>Recommendations for Domain 3</b>
<ul style="list-style-type: none"> <li>• Learning tasks involve a variety of correct responses/approaches</li> <li>• Materials are intellectually stimulating &amp; support the learning goals</li> <li>• The lesson's pacing allows students time to be intellectually engaged</li> <li>• The teacher uses pacing and groupings that are suitable to the lesson</li> <li>• Students are encouraged to make cultural connections to the content</li> <li>• The teacher provides equitable learning opportunities for all students</li> </ul>	
<p style="text-align: center;"><b>Using Assessment in Instruction (3d)</b></p> <ul style="list-style-type: none"> <li>• Rubrics make the standards of high-quality work clear to students</li> <li>• The teacher elicits evidence of student understanding</li> <li>• Most students assess and make improvements on their own work</li> <li>• Feedback includes specific and timely guidance</li> <li>• Monitoring of student learning and behavior is subtle and supportive</li> </ul>	

- The teacher responds compassionately to students who are struggling

**(Document A-3)**

**Curriculum Guide Diagram**





## Culturally Relevant Pedagogy and Instruction

Year-Entering Survey for CRP Teachers

Date \_\_\_\_\_

Site: \_\_\_\_\_

Course: \_\_\_\_\_

Instructor: \_\_\_\_\_

**Directions:** For each numbered item below, place a check in the box that most accurately reflects your opinion.

ITEMS	Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree
1. I look forward to teaching and learning in my CR class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I would like instructional support from the CRPI Department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Educating students about social justice is an important goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have previously taught from a critical pedagogy perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am prepared to address controversial topics in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which of the following areas of CRPI Professional Development would be of most interest to you? Check no more than 3.

CR Pedagogy and Theory	<input type="checkbox"/>
Student Engagement	<input type="checkbox"/>
Classroom Management	<input type="checkbox"/>
Curriculum Development/Lesson Planning	<input type="checkbox"/>
Modeling of Instruction	<input type="checkbox"/>

Instructional Techniques	<input type="checkbox"/>
Building Partnerships with Student Families	<input type="checkbox"/>
Community Service Projects	<input type="checkbox"/>
Technology in the Classroom	<input type="checkbox"/>
Book Talks/Exploring New Texts	<input type="checkbox"/>

*Thank you for serving our students. Please know that any thoughts or ideas you share below are much appreciated.*

**Reflections/Suggestions/Comments**

School: \_\_\_\_\_ Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Directions: For each numbered item below, place a check in the box that most accurately reflects your opinion.

ITEMS	Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree
1. My reading skills have improved during the last year.				
2. My writing skills have improved during the last year.				
3. I generally feel motivated to come to school.				
4. I want to become involved in helping my community.				
5. I tend to be aware of social injustices and other public issues.				
6. I talk to my family about what I learn in school.				
7. I am confident that I will graduate from high school.				
8. The information I learn in class is useful to me.				
9. I think critically about literature and the media.				
10. I feel well prepared for college.				
11. I see myself as an important member of my school.				
12. I generally complete the homework I am assigned.				
13. I can help make school better for other students.				
14. I am likely to speak up in my classes.				
15. I am aware of current community issues.				
16. I participate in after-school activities/organizations.				
17. I read the newspaper and/or follow the news.				
18. I enjoy learning.				
19. I believe students can contribute positively to society.				
20. I feel confident in my public speaking ability.				
21. I have an understanding of my personal history.				
22. I am committed to improving my community.				
23. I have a positive view about my own ethnic group.				
24. I have a positive view about other ethnic groups.				
25. I have a more positive outlook about my future.				

**CRC Research Foundation**

**Banks, J. A. (1994). An introduction to multicultural education. Boston: Allyn and Bacon.**

Introduces the major issues, concepts, paradigms and teaching strategies in multicultural education. The book provides a comprehensive overview of multicultural education, a grasp of its complexity and an understanding of what it means for educational practice.

**Delpit, L. D. (2012). Multiplication is for white people: Raising expectations for other people's children. New York: New Press.**

Presents a striking picture of the elements of contemporary public education that conspire against the prospects for poor children of color, creating a persistent gap in achievement during the school years that has eluded several decades of reform.

**Duncan-Andrade, J. M. R., & Morrell, E., 1971. (2008). The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools. New York: Peter Lang.**

This book furthers the discussion concerning critical pedagogy and its practical applications for urban contexts. It addresses two looming, yet under-explored questions that have emerged with the ascendancy of critical pedagogy in the educational discourse: (1) What does critical pedagogy look like in work with urban youth? and (2) How can a systematic investigation of critical work enacted in urban contexts simultaneously draw upon and push the core tenets of critical pedagogy? Addressing the tensions inherent in enacting critical pedagogy - between working to disrupt and to successfully navigate oppressive institutionalized structures, and between the practice of critical pedagogy and the current standards-driven climate - The Art of Critical Pedagogy seeks to generate authentic internal and external dialogues among educators in search of texts that offer guidance for teaching for a more socially just world.

**Emdin, C. (2012). How to reach--and teach--black males. Educational Horizons, 91(1), 22.**

Plenty of reports and research have documented the achievement gap between black males and other students. But few have acknowledged that current structures and practices have contributed to that gap. To address the low achievement of black males, schools must be willing to accept that there are ways of looking at the world, modes of communication, and approaches to teaching and learning that are unique to black males. At the same time, educators must also acknowledge that these unique ways of being are just as complex as those of other students. The tie that binds all students is the desire to be academically successful. Too often, educators are afraid to acknowledge that differences exist between black males and others. However, once difference is fully acknowledged, educators can equip themselves with tools that can be used to encourage black males to become more interested and effective learners. In this article, the author discusses five tools and how to use them to engage the black male students in the classroom and start to close the achievement gap.

**Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.** Gay presents a case for improving the school success of ethnically diverse students through culturally responsive teaching and for preparing teachers in pre-service education programs with the knowledge, attitudes, and skills needed to do this.

**Hill, M. L. (2009). *Beats, rhymes, and classroom life: Hip-hop pedagogy and the politics of identity*. New York: Teachers College Press.**

Marc Lamont Hill shares his experience teaching a hip-hop centered English literature course in a Philadelphia high school where rap music, turntablism, breakdancing, graffiti culture, and other aspects of hip-hop were incorporated into the curriculum. Drawing on that experience and on his academic work on youth culture, identity, and educational processes, Hill offers a compelling case for the power of hip-hop, not just in driving up attendance and test performance, but in helping students forge their identities in an educational setting. For over a decade, educators have looked to capitalize on the appeal of hip-hop culture, sampling its language, techniques, and styles as a way of reaching out to students. But beyond a fashionable hipness, what does hip-hop have to offer our schools? Marc Lamont Hill shows, in this revelatory new book, it is the opportunity to affect students' lives in extraordinary ways

**Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American Studies controversy in Tucson. *American Educational Research Journal*, 51(6), 1084-1118. doi:10.3102/0002831214553705**

The Arizona legislature passed HB 2281, which eliminated Tucson Unified School District's (TUSD's) Mexican American Studies (MAS) program, arguing the curriculum was too political. This program has been at the center of contentious debates, but a central question has not been thoroughly examined: Do the classes raise student achievement? The current analyses use administrative data from TUSD (2008-2011), running logistic regression models to assess the relationship between taking MAS classes and passing AIMS (Arizona state standardized tests) and high school graduation. Results indicate that MAS participation was significantly related to an increased likelihood of both outcomes occurring. The authors discuss these results in terms of educational policy and critical pedagogy as well as the role academics can play in policy formation.

**Ladson-Billings, G. (2014). *Culturally relevant pedagogy 2.0: A.k.a. the remix*. *Harvard Educational Review*, 84(1), 75.**

In this article, Ladson-Billings reflects on the history of her theory of culturally relevant pedagogy and the ways it has been used and misused since its inception. She argues for the importance of dynamic scholarship and suggests that it is time for a "remix" of her original theory: culturally sustaining pedagogy, as proposed by Paris (2012). Ladson-Billings discusses her work with the hip-hop and spoken word program First Wave as an example of how culturally sustaining pedagogy allows for a fluid understanding of culture, and a teaching practice that explicitly engages questions of equity and justice. Influenced by her experience with the First Wave program, Ladson-Billings welcomes the burgeoning literature on culturally sustaining pedagogy as a way to push forward her original goals of engaging critically in the cultural landscapes of classrooms and teacher education programs. [PUBLICATION ABSTRACT]

Gloria Ladson-Billings revisits the eight teachers who were profiled in the first edition and introduces us to new teachers who are current exemplars of good teaching. She shows that culturally relevant teaching is not a matter of race, gender, or teaching style. What matters most is a teacher's efforts to work with the unique strengths a child brings to the classroom. --from publisher description

**Ladson-Billings, G., 1947. (2001). *Crossing over to canaan: The journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass.**

Today's teacher certification programs make an honest effort to prepare teachers for multicultural classrooms, but Ladson-Billings (*The Dreamkeepers*) argues that most programs don't do enough to foster "culturally relevant pedagogy." In this ethnographic study, she describes Teach for Diversity (TFD), an experimental graduate program at the University of Wisconsin, which recruited participants whose ethnic backgrounds or experiences had given them a solid commitment to social justice and equality. She follows one group of TFD participants during their practicum at an inner-city school. While the challenges the new teachers overcome, as well as the author's memories of her own initiation into teaching three decades ago, make for compelling reading, most of the book is centered around the structure, development, and underlying philosophy of the program.

**Ladson-Billings, G. (2013). "Stakes is high": Educating new century students. *The Journal of Negro Education*, 82(2), 105-110.**

My apologies to iconic hip-hop artists, De La Soul for I have shamelessly appropriated the title, "Stakes is high" to underscore the importance of the work ahead for educators, students, parents, community members, and researchers as we attempt to develop a generation of what I call "new century" students for a world we can hardly imagine. Through this article, I would like to address the so-called achievement gap, the concept of new century students, and the magnitude of the challenges that lay ahead—particularly as they pertain to African American students.

**Ladson-Billings, G. (1995). *Toward a theory of culturally relevant pedagogy*. *American Educational Research Journal*, 32(3), 465-491. doi:10.2307/1163320**

In the midst of discussions about improving education, teacher education, equity, and diversity, little has been done to make pedagogy a central area of investigation. This article attempts to challenge notions about the intersection of culture and teaching that rely solely on microanalytic or macroanalytic perspectives. Rather, the article attempts to build on the work done in both of these areas and proposes a culturally relevant theory of education. By raising questions about the location of the researcher in pedagogical research, the article attempts to explicate the theoretical framework of the author in the nexus of collaborative and reflexive research. The pedagogical practices of eight exemplary teachers of African-American students serve as the investigative "site." Their practices and reflections on those practices provide a way to define and recognize culturally relevant pedagogy.

**Moll, L. C., Amanti, C., & González, N. (2005). *Funds of knowledge : Theorizing practices in households and classrooms*. Mahwah: Lawrence Erlbaum Associates.**

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions.

**Morrell, E., & Duncan-Andrade, J. M. R. (2002). Promoting academic literacy with urban youth through engaging hip-hop culture. English Journal [H.W.Wilson - EDUC], 91(6), 88.**

An English language unit of work that utilized hip-hop music and culture to foster urban youth's academic literacy and critical consciousness is presented. The unit incorporated hip-hop music in a traditional senior English poetry unit and was designed to increase students' motivation and participation in assignments and discussions, teach critical essay writing and literary terminology in the context of rap music and other types of poetry, situate hip-hop historically and socially, and encourage students to critically examine popular culture and the messages of popular media and help them to understand the literary merit, intellectual integrity, and social critique contained in elements of their youth culture.

**Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. Harvard Educational Review, 84(1), 85.**

In this article, Django Paris and H. Samy Alim use the emergence of Paris's concept of culturally sustaining pedagogy (CSP) as the foundation for a respectful and productive critique of previous formulations of asset pedagogies. Paying particular attention to asset pedagogy's failures to remain dynamic and critical in a constantly evolving global world, they offer a vision that builds on the crucial work of the past toward a CSP that keeps pace with the changing lives and practices of youth of color. The authors argue that CSP seeks to perpetuate and foster linguistic, literate, and cultural pluralism as part of the democratic project of schooling and as a needed response to demographic and social change. Building from their critique, Paris and Alim suggest that CSP's two most important tenets are a focus on the plural and evolving nature of youth identity and cultural practices and a commitment to embracing youth culture's counterhegemonic potential while maintaining a clear-eyed critique of the ways in which youth culture can also reproduce systemic inequalities.

**Romero, A. F., & Sánchez, H. T. (2014). Construction of critically transformative education in the Tucson Unified School District. Multicultural Perspectives, 16(4), 240-244.**  
**doi:10.1080/15210960.2014.956631**

A critically transformative education continues to be at the center of Tucson Unified School District's (TUSD) equity and academic excellence mission. Through the use of the Social Transformation paradigm and the lesson learned from the implementation of the Critically Compassionate Intellectualism Model, TUSD once again created a cutting-edge transformative, cultural, ethnic, multicultural, equity-based curricula that seeks to stimulate the blossoming intellectual capacities of our students. It presents the opportunity to build foundations and structures of collective and individual agency. Along the lines of agency, it promotes what is called barriorganic intellectualism and the nurturing of gardens of intellectualism (jardines del intelectualismo) that provide opportunities for both the academic and personal transformation of our students.

**Sleeter, Christine: The Academic and Social Value of Ethnic Studies**

<https://www.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf>

## **CRPI Registration, Recruitment and Capacity** *High School Registration Protocol 1.2*

<b>Proposed Changes to Protocol</b>
<ul style="list-style-type: none"><li>* <b>Include CR course section in the course catalog.</b></li><li>* <b>CRPI Department or central staff shall provide a training to inform counselors and admin about CR courses</b></li><li>* <b>Create CRP info pamphlet for students/families to use with pre-registration form at sites.</b></li><li>* <b>Provide CRPI updates and resources via a monthly newsletter (linked to TUSD website).</b></li></ul>
<ul style="list-style-type: none"><li>* <b>All sites should be required to provide instructional time for online registration.</b></li><li>* <b>CRP certified counselors and teachers are available to accurately inform and guide students through the process.</b></li><li>* <b>Provide release time for CR teachers.</b></li></ul>
<ul style="list-style-type: none"><li>* <b>Schedule multiple sections of CR courses</b></li><li>* <b>Maintain the minimum class size allowance (15 to 1)</b></li><li>* <b>Identify CR teachers prior to registration so students and families can make more informed decisions.</b></li></ul>
<ul style="list-style-type: none"><li>* <b>In CR student recruitment training for counselors, include a marketing component on the benefits of CR, the USP requirements for compliance, and the process for recruiting students.</b></li><li>* <b>Prioritize CR class registration.</b></li><li>* <b>Secure permission from CRPI Director before any CR class can be cancelled, to ensure that every opportunity to recruit students and implement an intervention plan has been made.</b></li></ul>
<ul style="list-style-type: none"><li>* <b>Teacher outreach should be conducted at all sites.</b></li><li>* <b>Charge CRP Dept. with CR teacher recruitment.</b></li><li>* <b>Support sites during registration process.</b></li></ul>