

APPENDIX IV – 77

**The National Panel on Culturally Responsive Curriculum & Instruction  
2016-17**

Department of Culturally Relevant Pedagogy and Instruction  
Tucson Unified School District  
Tucson, AZ

**Group Description:**

The National Panel on Culturally Responsive Curriculum & Instruction is a group of renowned scholars dedicated to addressing the educational needs of children of color in historically marginalized communities. With a diversity of perspectives and expertise, these scholars provide guidance to the Department of Culturally Relevant Pedagogy and Instruction within the Tucson Unified School District in the development of culturally responsive and relevant curriculum and pedagogy.

**Purpose:**

The purpose of this entity is to work collaboratively with district administration and the Special Master in the federal desegregation case to provide consultative guidance on the theoretical and practical application of culturally relevant & responsive, critical and multicultural education. The unique nature of this district's federal mandate and the changing demographics occurring nationally, provide opportunities to shape national discourse around what has been called the civil rights issue of this generation. The expectation is that panel members will review general materials and be vocal advocates on a national level for the ongoing work being done within the District. The implications transcend local Tucson community. The research on effects of these courses (published in AERJ) found extraordinary outcomes. This work will be in the vanguard of the impending educational reforms necessary for our changing national demographics.

**Expectations:**

The consultation of panelists will greatly influence the future of the Department of Culturally Relevant Pedagogy & Instruction in TUSD. With this consideration, the expectations of panel member are as follows:

- Work three days time throughout the year beginning in the month of July.
- Provide general input on curriculum, not to review particular courses as a whole (though they are welcome to do so).
- Personally review sample curricula to provide input initiating July 1, 2015.
- Correspond with District representatives via email or phone.
- Advocate for the continued development of culturally relevant curriculum and ethnic studies in TUSD and across the nation
- Promote TUSD's efforts in establishing a culturally relevant curriculum and social justice centered educational approach

**Compensation:**

Members are offered a small stipend of three thousand dollars as a gesture of gratitude for their participation. Members who decide to visit Tucson to provide insights and guidance to the teachers involved in this important effort will be compensated for their time and travel expenses.

**Department of Culturally Relevant Pedagogy & Instruction:**

The purpose of the Department of Culturally Relevant Pedagogy & Instruction is to comply in good faith with USP requirements regarding the implementation of culturally relevant courses, curriculum and instruction. Further, the district has developed the Department of Culturally Relevant Pedagogy & Instruction (CRPI) 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.

The Unitary Status Plan (USP) ordered by the TUSD Desegregation order 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.*

**Beliefs:**

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 Mexican American Studies (MAS) program studied in the Cabrera report, labored to build and to instill a pride in students' identity, parents, and 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 Department of Culturally Relevant Pedagogy & Instruction 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.”

**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
  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

## The National Panel on Culturally Responsive Curriculum & Instruction Panel Members



### Chair: Christine Sleeter-

Christine E. Sleeter, PhD. (University of Wisconsin-Madison, 1982) is Professor Emerita in the College of Professional Studies at California State University Monterey Bay, where she was a founding faculty member. Formerly a high school learning disabilities teacher in Seattle, she previously served as a faculty member at Ripon College in Wisconsin and at the University of Wisconsin-Parkside.

Currently she is consultant to a project for teacher education improvement at Pontificia Universidad Católica de Valparaíso, and a fellow of the American Educational Research Association. She is past President of the National Association for Multicultural Education, and past Vice President of Division K (Teaching and Teacher Education) of the American Educational Research Association. Her research focuses on anti-racist multicultural education and teacher education.

Dr. Sleeter has published over 100 articles in journals and edited books, such as *Educational Researcher*, *Multicultural Review*, *Urban Education*, and *Teaching and Teacher Education*. Her recent books include *Diversifying the Teacher Workforce* (Routledge, 2014, with L. I. Neal and K. K. Kumashiro), *Power, Teaching and Teacher Education* (Peter Lang, 2013), and *Professional Development for Culturally Responsive and Relationship-based Pedagogy* (Peter Lang, 2013).

She has been invited to speak in most U.S. states as well as several countries. Recent awards for her work include the American Educational Research Association Social Justice in Education Award, the Chapman University Paulo Freire Education Project Social Justice Award, the American Educational Research Association Division K Legacy Award, and the American Educational Research Association Special Interest Group on Multicultural and Multiethnic Lifetime Achievement Award. She has recently completed her first novel, *White Bread*.

**Members:**



**Amado Padilla** is a professor of Developmental and Psychological Sciences in Education at Stanford University and has also taught at the State University of New York at Potsdam, University of California at Santa Barbara, and UCLA. Dr. Padilla's educational background includes a B.A., (Psychology) from New Mexico Highlands University, M.S., (Experimental Psychology) Oklahoma State University and a Ph.D., (Experimental Psychology) from University of New Mexico. Dr. Padilla's research follows three major strands: (1) resilient students who achieve high levels of academic performance despite coming from home and community backgrounds that pose multiple challenges to educational excellence, including adaptation to U.S. culture and English by immigrant adolescents; (2) acculturation and acculturation stressors that impact the physical and psychological well-being of newcomer youth and adults as well as the acquisition of bicultural strategies for functioning in their home culture and in mainstream American culture; and (3) studies involving second language learning and teaching, and strategies for achieving bilingual proficiency especially among heritage speakers of numerous European and Asian languages. He has published widely in his areas of research expertise.

Dr. Padilla is also interested in quantitative research in multicultural contexts. He serves as the principal investigator of the California World Language Project (CWLP), a program that assists California teachers in world language instruction. A final interest includes the history of ethnic minority scholars in psychology. Current projects include: (a) the development of models of ethnic identity that incorporate social cognition theory and social identity; (b) acculturation stress and mental health status across three generations of Latinos; (c) home, school and community protective factors that empower Latino students to succeed academically; (d) learning of Mandarin by high school students in summer intensive programs vs. students in regular high school world language classes; and (e) student language and academic content learning in a Mandarin/English dual language immersion program.



**Geneva Gay** began her educational career as a high school social studies teacher in an urban school system in Akron, Ohio. When pursuing her PhD, she found that multicultural education was not offered, so she took cultural anthropology. She had gone back to graduate school to make sense of her relationships with her black students. Geneva Gay is now a Professor of Education at the University of Washington-Seattle where she teaches multicultural education and general curriculum theory. She is nationally and internationally known for her scholarship in multicultural education, particularly as it relates to curriculum design, staff development, classroom instruction, and intersections of culture, race, ethnicity, teaching, and learning. She has written a number of books and book chapters, including the book *Culturally Responsive Teaching*. She works with Scott Foresman as a member of the authorship team for its New Elementary Social Studies Series.





**Luis C. Moll** is Professor in the Language, Reading and Culture Program of the Department of Teaching, Learning and Sociocultural Studies, College of Education, University of Arizona. He was awarded his Ph.D. in Educational Psychology/Early Childhood Development from the University of California, Los Angeles. Prior to his current position, he was an Assistant Research Psychologist at the Laboratory of Comparative Human Cognition of the University of California, San Diego.

His main research interest is the connection among culture, psychology and education, especially as it relates to the education of Latino children in the US. Among other studies, he has analyzed the quality of classroom teaching, examined literacy instruction in English and Spanish, studied how knowledge is produced in the broader social contexts of household and community life and, in collaboration with teachers, attempted to establish pedagogical relationships among these domains of study.

He has served on the editorial board of several journals, including the *American Educational Research Journal*, *Educational Researcher*, *Reading Research Quarterly*, *Journal of Literacy Research*, and *Mind, Culture, and Activity*. His co-edited volume, *Funds of knowledge: Theorizing practices in households, communities, and classrooms*, was published in 2005 by Erlbaum Press, and received the 2006 Critics' Choice Award of the American Educational Studies Association.

His most recent books are the co-edited volume, *The International Handbook of Research on Children's Literacy, Learning and Culture*, published by Wiley Blackwell in 2013, and the book *L. S. Vygotsky and education*, published by Routledge Press in 2014. Among his honors, he was elected to membership in the National Academy of Education (1998), named a Kappa Delta Pi Laureate (2013), and to the Reading Hall of Fame (2014). He was also named Fellow (2009), received the Presidential Citation Award (2010) and the Palmer O. Johnson Award (2011), all from the American Educational Research Association.



**Ernest Morrell** is the Director of the Institute for Urban and Minority Education (IUME) and Professor of English Education at Teachers College, Columbia University. He is also the Vice-President of the National Council of Teachers of English (NCTE) and will assume the presidency of this 50,000-member organization in 2013. For nearly twenty years Dr. Morrell's research has focused on drawing upon youth's interest in popular culture and participatory media technologies to increase motivation and to promote academic literacy development, civic engagement and college access. He is also recognized nationally for developing powerful models of teaching and learning in classrooms and non-school environments and for engaging youth and communities in the project of educational reform.

Professor Morrell has written more than 50 articles that have appeared in journals such as Teachers College Record, the Journal of Teacher Education, Reading Research Quarterly, English Education, the English Journal, the Journal of Adolescent and Adult Literacy, Action in Teacher Education, and the Annual Yearbook of the National Reading Conference. He has written numerous book chapters and four books including *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools* (with Jeff Duncan-Andrade) and *Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation*. He is a sought after speaker by universities, school districts, professional organizations, and private foundations. Morrell has also received several commendations for his teaching including being recognized five times by Who's Who Among America's High School teachers and receiving UCLA's Department of Education's Distinguished Teaching Award. Morrell received his Ph.D. in Language, Literacy, and Culture from the University of California, Berkeley and was the recipient of the Outstanding Dissertation award.

Morrell has been invited to give numerous keynote addresses on his work on popular culture and literacy achievement for urban adolescents to postsecondary institutions such as Columbia University, the University of California at Berkeley, the University of Massachusetts at Amherst, DePaul University, Barnard University, Simmons University, and New York University; research organizations such as the National Council of Teachers of English Assembly for Research, the National Reading Conference, the Black Education Alliance of Massachusetts, the Michigan Reading Association, and the Michigan Council of teachers of English, private foundations such as the HOPE Foundation, the Rosalinde and Arthur Gilbert Foundation; and local school districts and schools throughout the nation, including work with Boston Public School teachers through the Boston Plan for Excellence in Education. Morrell is currently involved in a research project examining the applications of critical pedagogy in several classrooms across Los Angeles. He is also involved in a summer seminar where urban teens conduct research project in local neighborhoods and schools.

Morrell previously taught English for six years at Oakland High school in Northern California where he was nominated five times for "Who's Who Among America's High School Teachers" and was recognized by the Oakland Unified School District, Oakland Community Organizations, US Congresswoman Barbara Lee, and the California State Senate for his service to the Oakland Public Schools. Morrell received his doctorate in Language, Literacy, and Culture from the University of California at Berkeley.



**Kris D. Gutiérrez** is University Distinguished Professor of Literacy and Learning Sciences and holds the Inaugural Provost's Chair at the University of Colorado, Boulder. She is also Professor Emerita of Social Research Methodology in the Graduate School of Education & Information Studies at the University of California, Los Angeles where she also served as Director of the Education Studies Minor and Director of the Center for the Study of Urban Literacies. Gutiérrez is the current President and a Fellow of the American Educational Research Association (AERA). She is also a Fellow at the National Conference on Research on Language and Literacy, and the National Education Policy Center.

Her research examines learning in designed learning environments, with particular attention to students from non-dominant communities and English Learners. Her work on *Third Spaces* examines the affordances of syncretic approaches to literacy learning and re-mediation of functional systems of learning. Professor Gutiérrez's research has been published widely in premier academic journals and is a co-editor of *Learning and Expanding with Activity Theory*. Additionally, Professor Gutiérrez has written a column for the *Los Angeles Times' Reading Page*.

Gutiérrez was recently elected to the national Academy of Education and nominated by President Obama to be a member of the National Board for the Institute of Education Sciences. She has received numerous awards, including the 2010 AERA Hispanic Research in Elementary, Secondary, or Postsecondary Education Award and the 2010 Inaugural Award for Innovations in Research on Diversity in Teacher Education, Division K (AERA) and was the 2010 Osher Fellow at the Exploratorium Museum of Science. Previously, Gutiérrez received the American Educational Research Association (AERA) Distinguished Scholar Award 2007 and was the 2005 recipient of the AERA Division C Sylvia Scribner Award for influencing the field of learning and instruction, and was a Fellow at the Center for Advanced Studies in the Behavioral Sciences 2006-07.

She serves on numerous policymaking and advisory boards. She served as a member of the U.S. Department of Education Reading First Advisory Committee and recently served as a member of President Obama's Education Policy Transition Team. Professor Gutiérrez is also President of the National Conference on Research on Language and Literacy. Professor Gutiérrez was also recently identified as one of the 2009 Top 100 influential Hispanics in the nation by *Hispanic Business Magazine*. Gutiérrez has held Noted Scholar positions in Japan and Canada and is an invited speaker both nationally and internationally.

Gutiérrez has used her expertise to improve the educational condition of immigrant and underserved students in out of school and formal schooling settings and to design effective models for teacher preparation. For more than 15 years, Professor Gutiérrez served as the principal investigator and director of an after-school computer learning club for low-income and immigrant children (UCLinks, *Las Redes*) and for more than 10 years was the Director of the UCLA Migrant Scholars Leadership Program, a residential summer academic program for high school student from migrant farmworker backgrounds. Both programs have been touted as exemplary models of excellence and transformative change.



Anthony Brown's research focuses on historical and contemporary issues and discourses concerning African American students in schools and society.

Anthony Brown is Associate Professor of Curriculum & Instruction in Social Studies Education and Fellow in the Lawrence & Stel Marie Lowman College of Education Endowed Excellence Fund. He also is an affiliated faculty in the areas of cultural studies in education and the John Warfield Center of African and African American studies. He received his B.A and M.A. in political science from California State University-Long Beach and received his PhD from the University of Wisconsin Madison.

His research agenda falls into two interconnected strands of research, related broadly to the education of African Americans. His first strand of research examines how educational stakeholders make sense of and respond to the educational needs of African American male students. The second strand examines how school curriculum depicts the historical experiences of African Americans in official school knowledge (e.g. standards and textbooks) and within popular discourse.

Overall, his work pursues a theoretical argument, which suggests that the examination of the historical and racial constructions of African Americans within the social sciences, educational literature, popular discourse and curriculum is vital to making sense of how questions are raised and how educational and curricular reforms are pursued for African American students in the present. His work has been published in Teachers College Record, Harvard Educational Review, Race Ethnicity and Education and the Journal of Educational Policy.

Professor Brown is the recipient of numerous awards. In 2008, The American Educational Research Association (AERA) awarded Professor Brown the Division G Outstanding Dissertation Award. Professor Brown was also recently awarded by the American Educational Research Association (AERA) the 2011 Division G Early Career Award. He also received the prestigious 2011 University of Texas Regents' Outstanding Teaching Award.