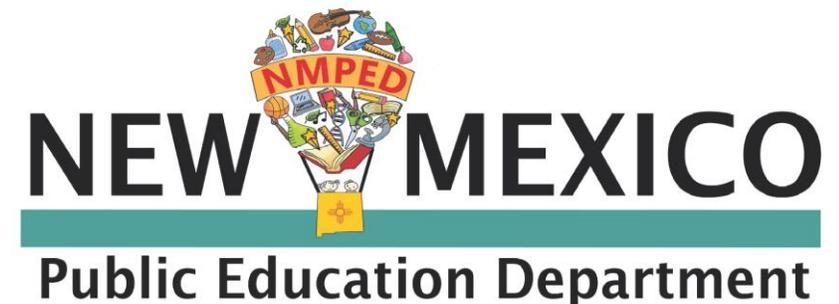




Highly Qualified Instructional Materials for Critical Consciousness: Vetting of Multiculturalism and Culturally Responsiveness in Instructional Materials.

Kadriye El-Atwani, PhD
New Mexico HQIM Conference, December 2019
Albuquerque, NM



NMPED VISION, MISSION, and CORE VALUES

Mission

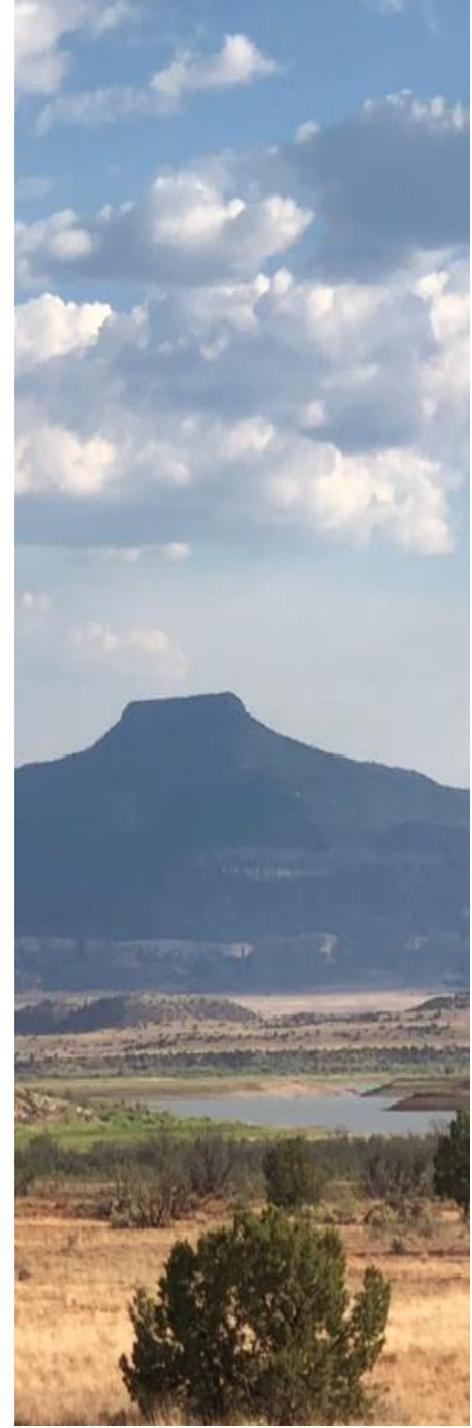
Equity, Excellence and Relevance · The New Mexico Public Education Department partners with educators, communities, and families to ensure that ALL students are healthy, secure in their identity, and holistically prepared for college, career, and life.

Vision

Rooted in our Strengths · Students in New Mexico are engaged in a culturally and linguistically responsive (CLR) educational system that meets the social, emotional, and academic needs of ALL students.

Core Values

Student Centered · Responsive · Collaborative · Transformative · Innovative · Reflective



Framework to Ensure Students are Engaged in a Culturally and Linguistically Responsive Educational System



CLR Framework

- ❖ Integrated Curriculum
- ❖ Cultural Relevancy
- ❖ Collaborative Community Relationships

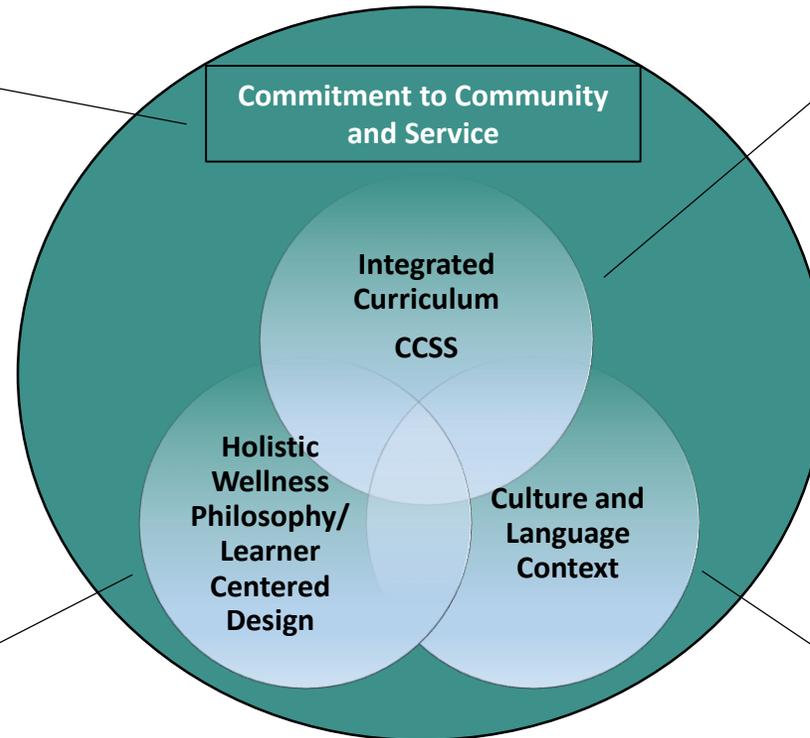
- ❖ Holistic Wellness Philosophy
- ❖ Language Revitalization
- ❖ Enrichment & CC Preparatory Focus

Aligned to the Common Core State Standards and College and Career (CC) Readiness

Assessments, current and future, will be aligned to CCSS and Framework

Commitment to Community and Service

District budget approvals ensure that the key areas identified in the framework and NMPED professional learning and evaluation include these framework elements 100% of the time.



Addresses student growth and development from early learning to adulthood and allows for assessment in authentic ways

Learner Centered Design or Personalized Learning is a key strategy to address the needs of Students with Disabilities and Students with Learning Differences

Brings CLR education to the core of School Development and Learning - flexible for student interest and identity development

Provides a lens for teams to create policy, protocols, RFPs and assess impact of program design of professional learning from NMPED



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RYAN STEWART, Ed.L.D.
 SECRETARY-DESIGNATE OF EDUCATION

MICHELLE LUJAN GRISHAM
 GOVERNOR

October 22, 2019

Via Email and First-Class Mail

Re: *Martinez* and *Yazzie* Consolidated Lawsuit

Dear Colleagues:

We are excited to connect with you at this time regarding our collective work to address the needs of New Mexico’s students, families and communities. We recognize that there is a lot of energy and commitment to the transformation of our education system which begins with shared leadership and focus.

The purpose of this letter is to provide information about select changes that will be required as a result of the recent school funding lawsuits, *Martinez v. State of New Mexico* and *Yazzie v. State of New Mexico*¹. The New Mexico Constitution instructs the State to develop a uniform system of public schools sufficient for the education of New Mexico students. The Court’s decision and order in the *Martinez* and *Yazzie* consolidated lawsuit held that New Mexico has not met its duty to provide an education to the state’s “at-risk” students, including those who are economically disadvantaged, Native American, English learners, or students with disabilities. The Court further found the Indian Education Act (IEA), the Hispanic Education Act (HEA), and the Bilingual Multicultural Education Act (BMEA), which were enacted to help many of these students succeed, were not being fully implemented.

The New Mexico Public Education Department (NMPED) agrees with the Court that “no education system can be sufficient for the education of all children unless it is founded on the

¹ No. D-101-CV-2014-00793



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MICHELLE LUJAN GRISHAM
 GOVERNOR

November 22, 2019

MEMORANDUM

TO: District and Charter School Leaders

FROM: Kara Bobroff, Deputy Secretary of Identity, Equity, and Transformation

RE: **DISTRICT-AND CHARTER-LEVEL SUPERINTENDENT’S/EXECUTIVE DIRECTOR’S EQUITY COUNCILS & THE *MARTINEZ* and *YAZZIE* CONSOLIDATED LAWSUIT**

Thank you to all of the district and charter school leaders that have provided input into and asked thought-provoking questions about establishing an equity council; we know this is important and complex work that raises many questions. The purpose of this Memorandum is to provide guidance to school districts and charter schools on the establishment and work of equity councils and information about upcoming webinars that offer an opportunity to dive deeper into the process. As stated in our October 22, 2019 letter and as further discussed in the “NMPED CLR FRAMEWORK ROADMAP” (attached), equity councils will help inform the districts’ and charter schools’ actions in response to the *Martinez* and *Yazzie* consolidated lawsuit (*Martinez/Yazzie*). We are embracing a great opportunity to work toward serving New Mexico’s students by building an equitable, excellent, and relevant educational system that draws upon the experiences and strengths of our communities. We are excited to engage families and stakeholders across the state in the first phase of this process: establishing district- and charter-level Superintendent’s/Executive Director’s equity councils.

Below are guidelines for creating and conducting a Superintendent’s/Executive Director’s Equity Council for the remainder of the 2019–2020 school year. Please note that the window for naming members to a Superintendent’s/Executive Director’s Equity Council is December 9, 2019 – December 16, 2019.

Roadmap



NMPED CLR FRAMEWORK ROADMAP

All Students in New Mexico are engaged in a culturally and linguistically responsive education system that meets their social, emotional, and academic needs.

IMPLEMENTATION CALENDAR 2019-2020

OCT	Districts and charter schools receive the Martinez and Yazzie consolidated lawsuit (Martinez/Yazzie) letter from the New Mexico Public Education Department (NMPED) regarding the culturally and linguistically responsive (CLR) framework and equity expectations for economically disadvantaged students, English learners, Native American students, and students with disabilities.
NOV	The NMPED and the Identity, Equity, and Transformation (IET) team provide guidance on Martinez/Yazzie and the role of the equity councils.
DEC	The NMPED IET hosts round tables for school boards, charter school governing bodies, superintendents, charter school executive directors, and Tribal Department of Education Directors. Districts and charter schools establish equity councils by December 9-16, 2019.
JAN	The NMPED IET offers support to equity councils on the Martinez/Yazzie Readiness Assessment. The NMPED IET offers training on identity and the CLR framework to NMPED staff, school boards, charter school governing bodies, superintendents, charter school executive directors, and Tribal Department of Education Directors.
FEB-MAR	Equity councils complete the Martinez/Yazzie Readiness Assessment by February 3, 2020. The NMPED IET provides regional trainings to equity councils with a primary focus on the Martinez/Yazzie Readiness Assessment and submitting an equity plan.
APR-MAY	The NMPED IET hosts round tables for school boards, charter school governing bodies, superintendents, charter school executive directors, and Tribal Department of Education Directors. Equity councils complete the equity plan by April 1, 2020. The NMPED IET provides regional trainings to equity councils on supporting with the establishment of school equity teams and the creation of school-level CLR frameworks.
MAY-JUN	The annual NMPED Teacher Conference offers strands focused on economically disadvantaged students, English learners, Native American students, students with disabilities, school-level CLR frameworks, the NMDASH, and the New Mexico Spotlight system.
JUN	The school-level CLR frameworks are submitted to the NMPED by June 30, 2020, and adopted and implemented by districts, charter schools, and schools.
JUL	The NMPED IET provides technical assistance to districts, charter schools, and schools that do not have school-level CLR frameworks established, with a timeline for completion within 90 days.

NMPED Equity Team

Completes the Martinez/Yazzie Readiness Assessment tool and **Designs** a scorecard to track progress.
Integrates Martinez/Yazzie into each bureau and division; *doing the work of operationalizing the CLR framework.*
Ensures the NMDASH includes CLR framework components in all aspects of reporting, and launch with early-adopter schools.
Supports districts, charter schools, and schools through feedback in the NMDASH, the New Mexico Spotlight system, regional trainings, webinars, and guidance handbooks to ensure co-creation with parents, families, Tribes and community stakeholders.
Collaborate with the Higher Education, Indian Affairs, and Finance and Administration departments on key aspects of Martinez/Yazzie.

School Boards and Charter School Governing Bodies

Continue to provide support and leadership for districts and charter schools.

Superintendent's/Charter School Executive Director's Equity Councils

Conduct a Martinez/Yazzie Readiness Assessment provided by the NMPED—with a focus on economically disadvantaged students, English learners, Native American students, and students with disabilities—to support schools.
Analyze the Martinez/Yazzie Readiness Assessment data at regional trainings hosted by the NMPED, and **establish** an equity plan.
Support the establishment of school equity teams and the creation of school-level CLR frameworks.

School Equity Teams

Build the school-level CLR framework integrating learnings from parents, families, Tribes, and community stakeholders with support from the equity council.
Submit and implement 90-day plans to the NMDASH and use data from the New Mexico Spotlight system to track annual progress with specific focus on economically disadvantaged students, English learners, Native American students, and students with disabilities.
Empower teachers and the school community to implement the school-level CLR framework.

Students

Inform district and charter school equity councils, equity plans, school equity teams and the creation of the school-level CLR Framework.
Engaged and supported culturally, linguistically, socially, emotionally, and academically.

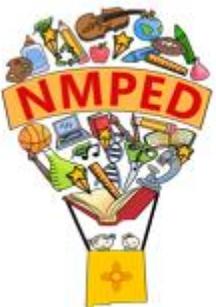
Parents, Families, Tribes, and Community Stakeholders

Engaged, connected, and consulted through sharing what is important and necessary to ensure students are culturally, linguistically, socially, emotionally, and academically supported.



Culturally and Linguistically Responsive

Validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts.

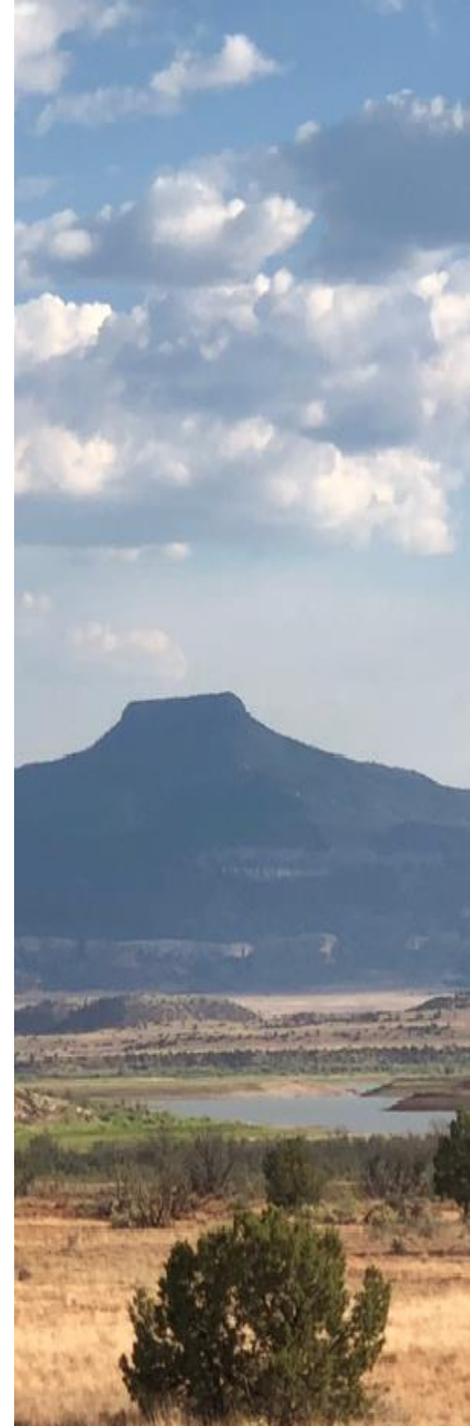


CLR

Validation — the intentional and purposeful legitimatization of the home culture and language of the student

Affirmation — the intentional and purposeful effort to reverse the negative stereotypes of non-mainstream cultures and languages portrayed in historical perspective

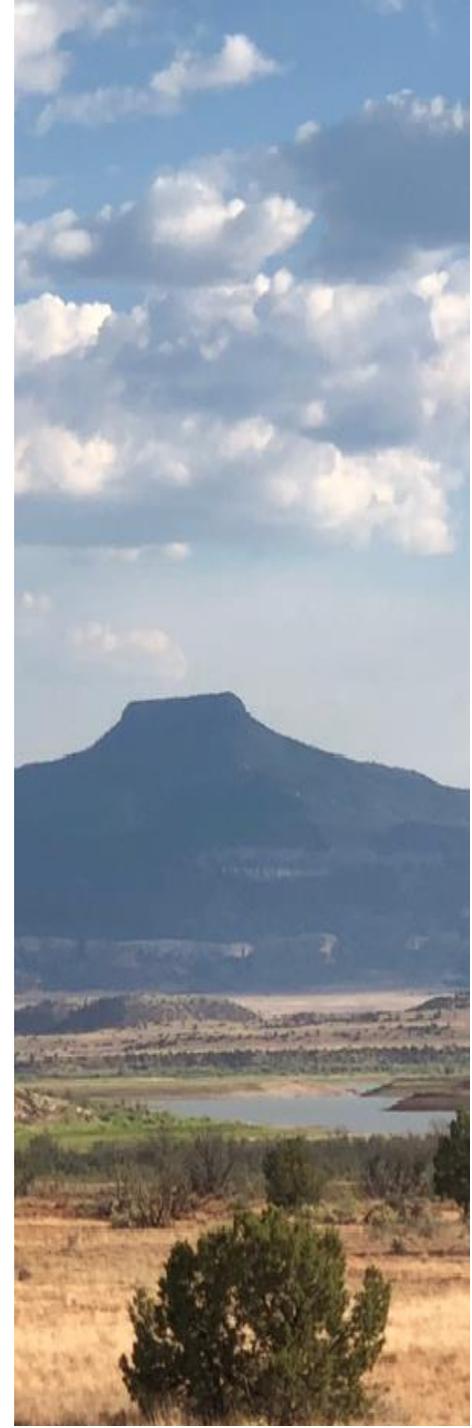
- (Hollie, 2012)



CLR

Building — creating connections between the home culture/language and the school culture/ language through instruction for success in school and society

Bridging — creating opportunities for situational appropriateness or utilizing appropriate cultural and linguistic behaviors
- (Hollie, 2012)



Rethinking the Role of Schools

Deficit Thinking Paradigm:

“ ...remediating problems rather than appreciating the strengths all children bring to the classroom upon which a teacher can build to extend knowledge” (Delpit, 1988)



CLR Ready Schools and Classrooms

Change Perspective

- Recognize Your Self Identity
- Know Your Biases
- Get Inspired by Multicultural Education, Critical Pedagogy, and Action Research
- Rethink the Role of Schools
- Understand the role of surface, shallow, and deep culture

Change Practice

- Have High expectations for ALL
- Know ALL students
- Know ALL students' parents, families, communities
- Seek strong collaboration with parents, families, and communities
- Affirm cultural and linguistic diversity in ALL content areas
- Help students relate academic learning to their home culture
- Master teaching skills for culturally diverse students

CLR Practitioner

- Advocate for social justice and equity in your professional and personal life
- Deepen knowledge and leadership in CLR
- Influence and help other colleagues to practice CLR

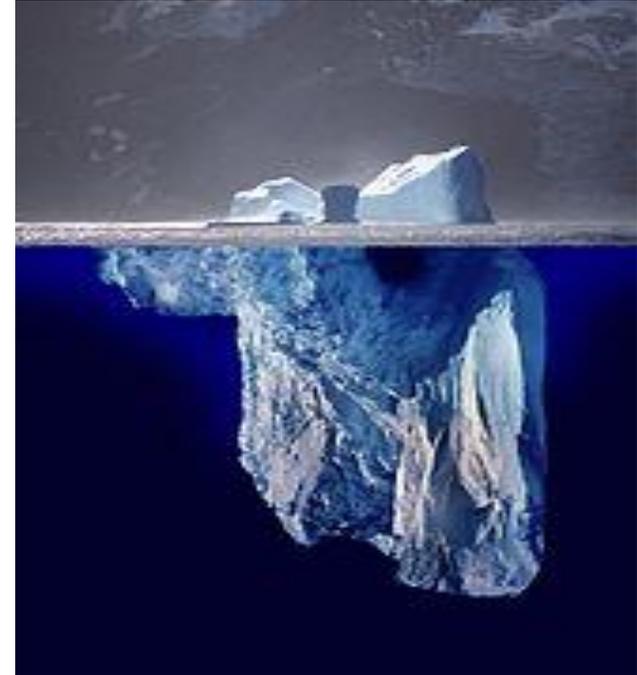
What Does *Culture* Mean?

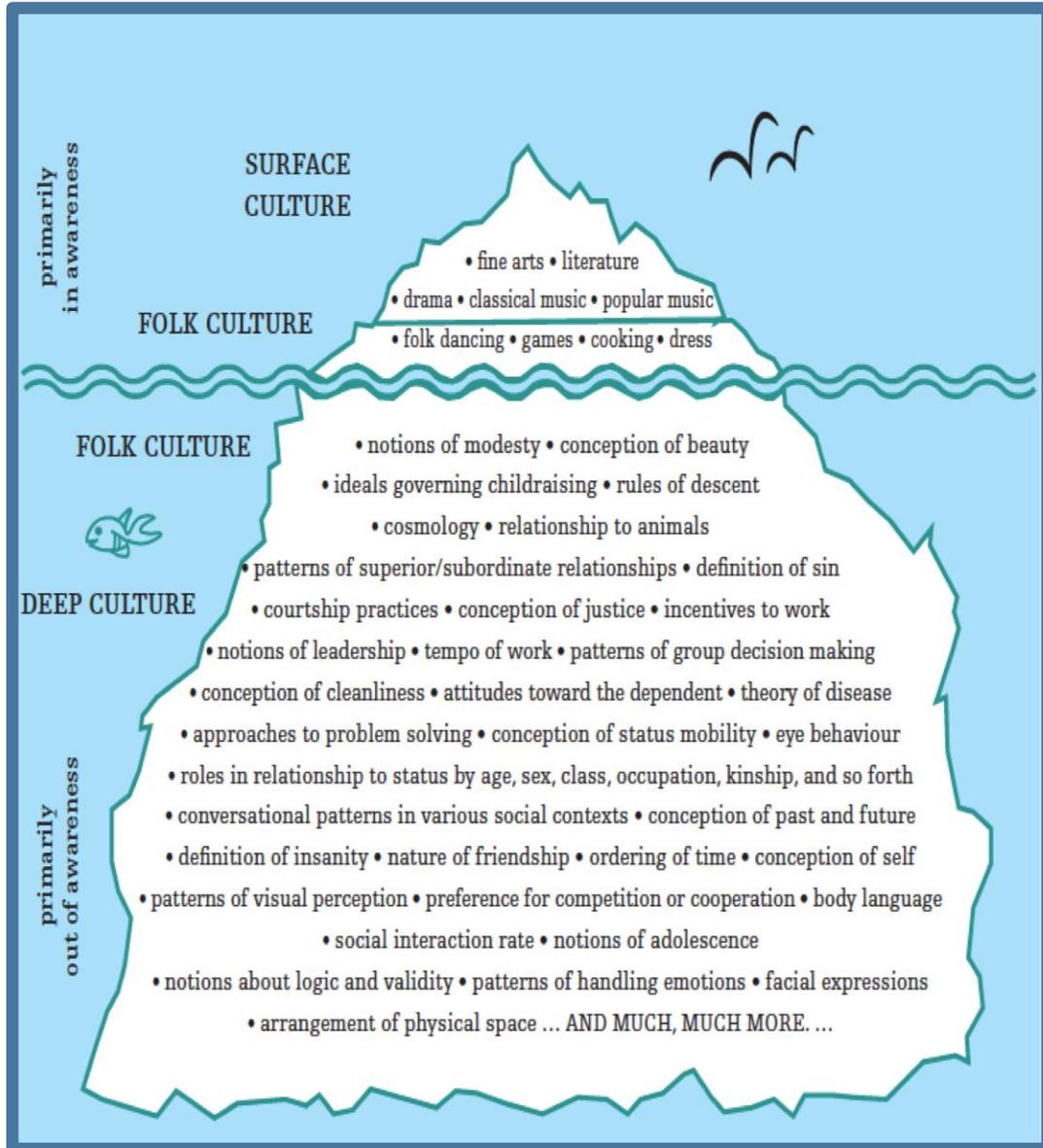
“Deep patterns of values, beliefs, practices and traditions that have been compiled and normalized over a period of time, setting the standard for what is normal and expected.”

(Muhammad & Hollie, **2012**)

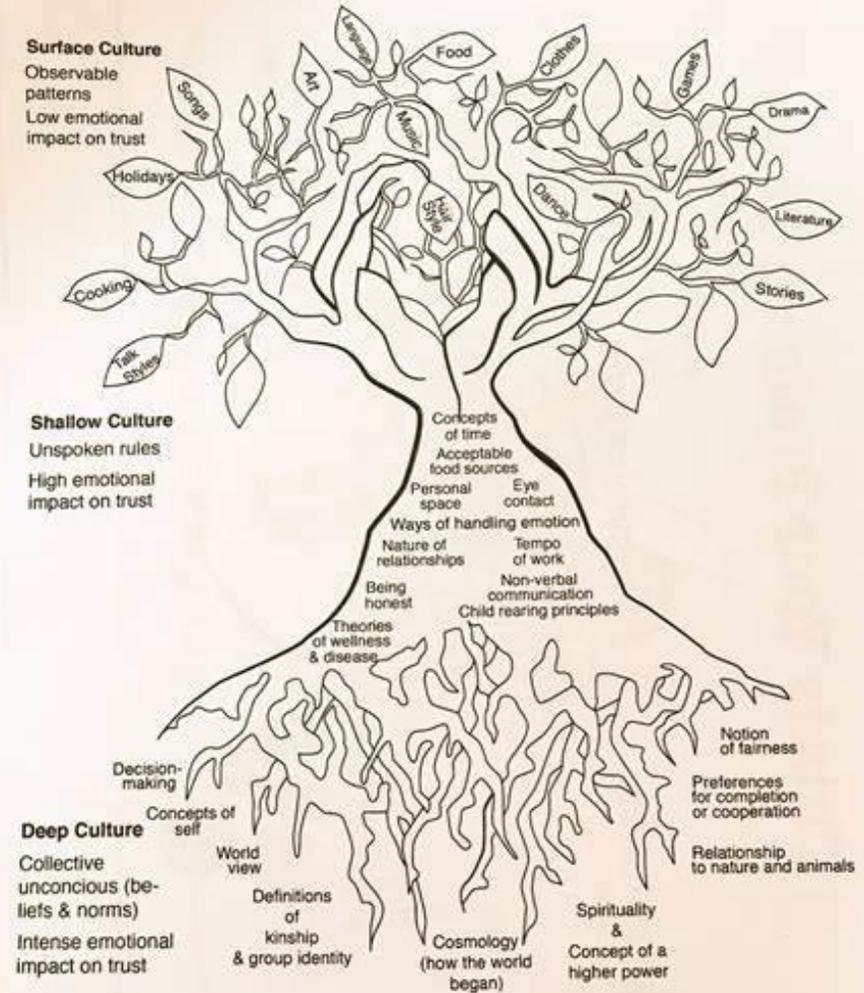
- Socially acquired knowledge
- Shared among individuals in the home, community, and/or institutions

Iceberg Concept





Levels of Culture



Multicultural Education

James A Bank's Four Level of Integration of Multicultural Content (Retrieved and adopted from Approaches to Multicultural Curriculum Reform by J. A. Banks, *Multicultural Education: Issues and Perspectives*, p. 242-263. Copyright 2001 by John Wiley & Sons.)

	Example(s) of Instructional Approach
Level 1: The Contributions Approach.	<ul style="list-style-type: none"> - Famous Mexican Americans are studied only during the week of Cinco de Mayo (May 2) - African Americans are studied during African American History Month in February but rarely during the rest of the year - Other cultures' holidays/celebrations are included in the mainstream curriculum during Christmas time although their holidays do not match with Christmas in a time manner - Ethnic foods are studied in the first grade with little attention to the culture
Level 2: The Additive Approach	<ul style="list-style-type: none"> - Adding a unit on the Japanese American internment to a U.S history course without treating the Japanese any other unit - Adding a unit on Indian boarding schools to a U.S history course without giving information about the tragic impact of boarding schools related to humiliation and deculturalization in the memory of American Indian today
Level 3: The Transformative Approach	<ul style="list-style-type: none"> - A unit on the American revolution describes the meaning of the revolution to Anglo revolutionaries, Anglo loyalist, African Americans, Indians, and the British - A unit on the Chicano movement describes the meaning of the revolution to African Americans, Native Americans, and other ethnic/cultural groups
Level 4: The Social Action Approach	<ul style="list-style-type: none"> - A class studies prejudice and discrimination in their school or community to take action to resolve the issue - A class studies treatment of ethnic groups in a local newspaper and writes a letter to the newspaper publisher suggesting ways to improve the ways of treatment of ethnic groups - If the school is interracial, conducting a survey in a unit to determine whether the posters, bulletin boards, photographs, and school holidays reflect the ethnic diversity within school community, and if necessary implementing a plan to make the school environment more inclusive and multicultural

How May Multicultural Education look like in HQIM?

- **positively** reflect the **diversity** in culture, languages, traditions, beliefs, values, and customs
- enough evidence to use illustrations and examples to create **cultural bias-free, stereotype-free,** and **barrier-free instruction**
- enough evidence to integrate multicultural literature, stories, and context to **validate students' life experiences** and help them to understand **the content of the course**
- enough evidence to examine and understand the **social justice and equity** in the larger society
- provide enough guidance for teachers to **engage parents and communities** of culturally and linguistically diverse students
- provide tools to set **high expectations** for culturally and linguistically diverse students

Culturally Responsive Texts

Culturally Authentic

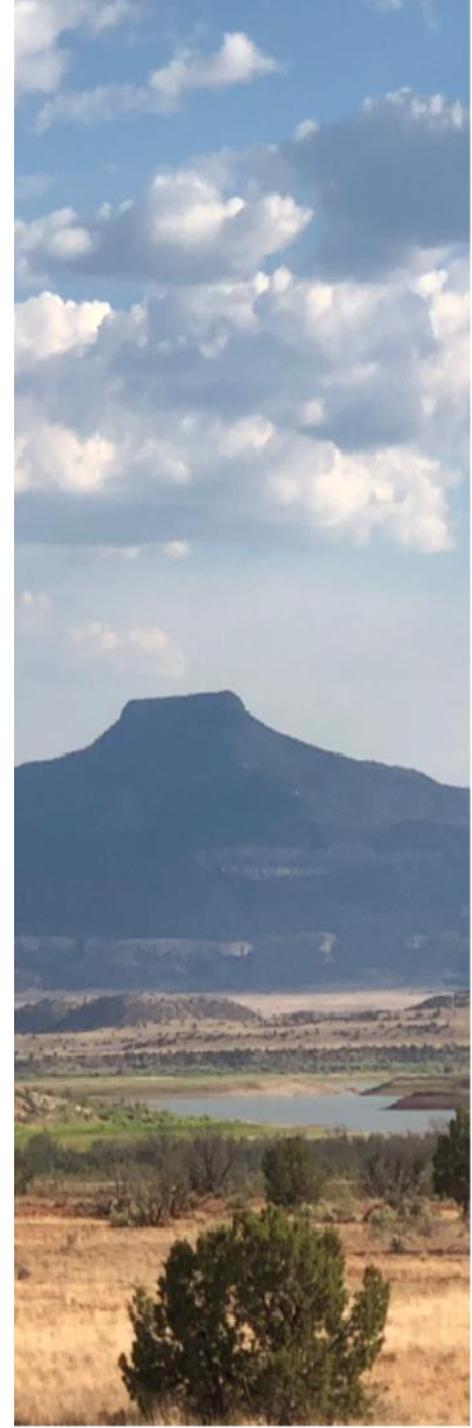
- Illuminates the authentic- deep- and accurate cultural and linguistic experiences of cultural groups

Culturally Generic

- Features characters of various racial identities but only with superficial cultural details

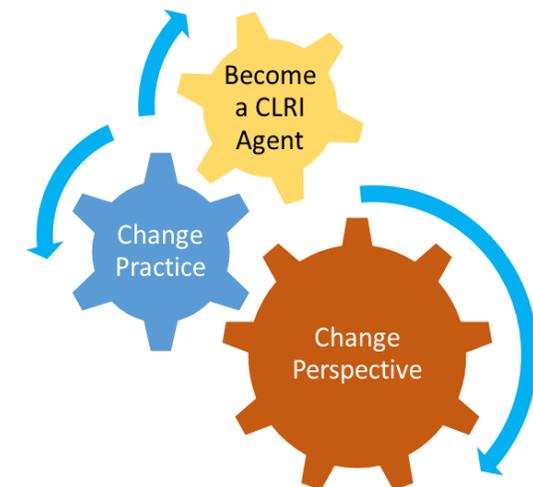
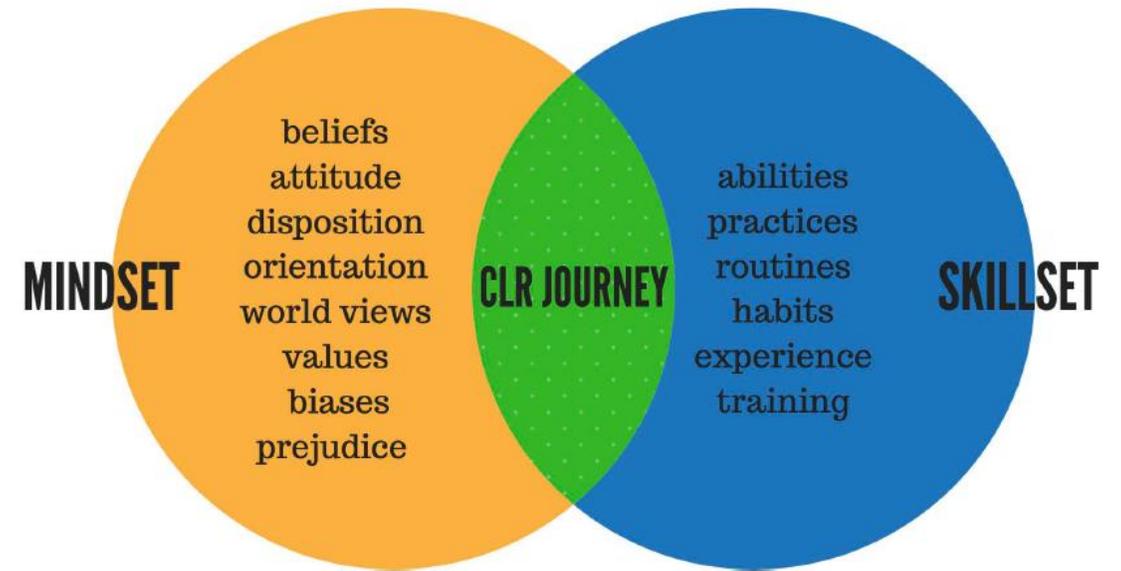
Culturally Neutral

- Features characters and topics of “diversity” but includes content with traditional and mainstream themes



Draw on ALL Students' Culture to Shape Curriculum and Instruction

Adopting CLR goes beyond celebrating students' cultural traditions once a year. Educators, who practice CLR, set rigorous learning objectives for all of their students and they continually build helpful bridges between what students need to learn and their heritage, lived realities, and the issues they care about. (Muniz, 2019)



How may CLR look like in HQIM?

- provide tools such as examples, contexts, illustrations, and applications related to students' **real-life experiences, cultural and linguistic backgrounds**
- **relate the content area** appropriately to the **diversity in culture and language**
- encourage **critical thinking**, effective **problem solving skills**, and **critical consciousness**
- include tools to inform and help teachers for implementing **differentiated instructional strategies** in CLR
- provide **cultural scaffolding** and develop **secure identity**
- stimulate **cross-cultural competency** in others' culture

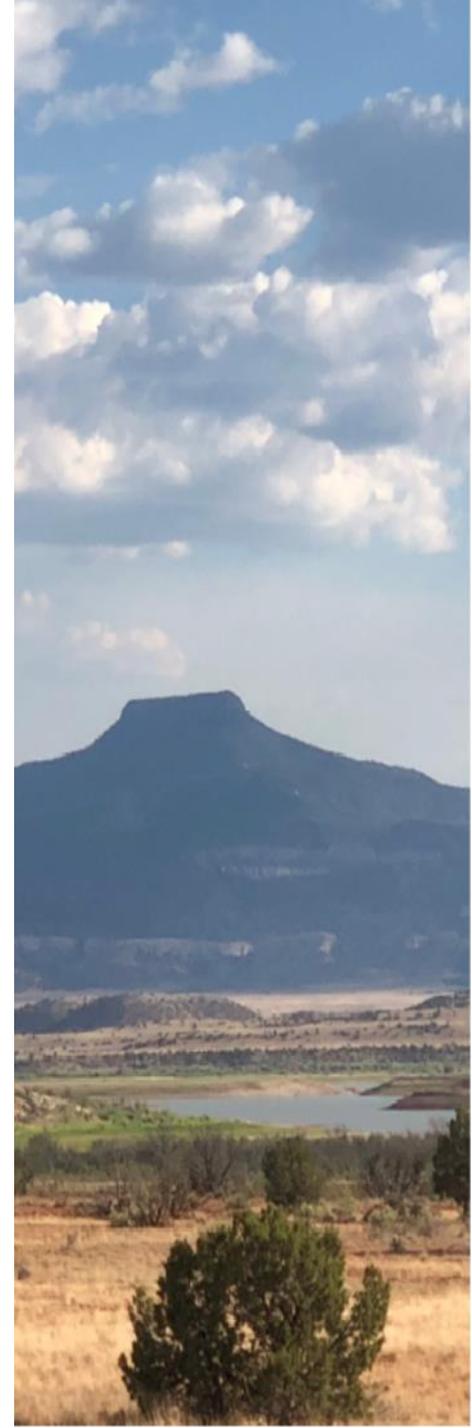
Rubric Examples to Review Instructional Materials with CLR Lens

1- Vetting of Multiculturalism and Culturally Responsiveness in Instructional Materials developed by the LCD-NMPED

2- English Language Development (ELD) Non-Negotiable Criteria for Instructional Materials developed by the LCD-NMPED

3- Rubric for Culturally Responsive Materials modified from Aguilar-Valdez-2015

4- Evaluation of Bias Content in Instructional Materials extracted from Washington Models for the Evaluation of Bias Content in Instructional Materials



“When I do not know myself, I cannot know who my students are. I will see them through a glass darkly in the shadows of my unexamined life – And when I cannot see them clearly, I cannot teach them well”

– Parker Palmer



Thank You!

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