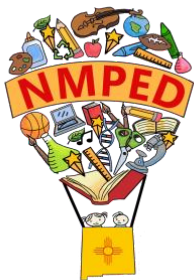# CULTURALLY and LINGUISTICALLY RESPONSIVE

GUIDANCE HANDBOOK

New Mexico Public Education Department
Language and Culture Division

CLR Guidance Handbook - 2022

Culturally and Linguistically Responsive Guidance Handbook
June 2022

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Notes
This guidance handbook is located on the NMPED website:
https://webnew.ped.state.nm.us/bureaus/languageandculture/culturally-and-linguistically-responsive-instruction/

Table of Contents

How to Use this Guidance Handbook

This handbook provides guidance on culturally and linguistically responsiveness and how it may inform, influence and inspire policies, programs, systems, teaching, and learning. Each section in this guidance handbook expands upon how each school, district, and charter school may use the guidance to support the design and implementation of Culturally and Linguistically Responsive (CLR) pedagogy and instruction.

Guiding Definitions

The NMPED defines CLR as validating and affirming an individual's home culture and language to create connections with other cultures and languages in various social contexts. Below are the historically developed and key theoretical definitions explored in this guidance handbook.

Description	Resource
Culturally responsive teaching "accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every students' cultural identity" (p. 17)	Wlodkowski and Ginsberg (1994)
Culturally responsive teaching "is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical references, to impart knowledge, skills, and to change attitudes" (pg.13)	Gloria Ladson Billings (1994)
Culturally responsive pedagogy is "the use of cultural knowledge, prior experiences, frames of references, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for them" (2000, 31)	Geneva Gay (2000)
Culturally and Linguistically Responsiveness is "the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society" (p.23)	Sharroky Hollie (2012)

Guiding Descriptions: Insights from Literature Review

CLR instruction...

- "accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every students' cultural identity" (Wlodkowski and Ginsberg, 1994, p. 17)

- "is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical references, to impart knowledge, skills, and to change attitudes" (Ladson Billings, 1994, pg. 13)

- "the use of cultural knowledge, prior experiences, frames of references, and performance styles of ethnically diverse students to make learning encounters more relevant to, and effective for them" (Gay, 2000, p. 31)

- "the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society" (Hollie, 2012, p.23)

Purpose

The NMPED LCD supports two educational approaches for districts, schools, and charter schools to employ in meeting the academic needs of culturally and linguistically diverse (CLD) students in New Mexico schools: Culturally Responsive Pedagogy (CRP) and CLR Instruction. This handbook provides

- definitions of these concepts,
- examples of frameworks and resources,
- in-depth implications for CLR focused district or school leadership, and
- outlines a framework for district and/or school implementation that prioritizes the development of learning environments that are *safe, equitable, diverse, inclusive, and culturally and linguistically responsive.*

The LCD is committed to partnering with districts and charter schools as they work to transform school systems, climates, and classrooms into safe environments where students feel the value and power of their culture, language and lived experiences. The guidance provided by the LCD prioritizes building capacity through CLR to transform educational environments into learning spaces that promote equity and social justice.

SOCIALIZATION

LANGUAGE

LEARNING

HOME

CULTURE
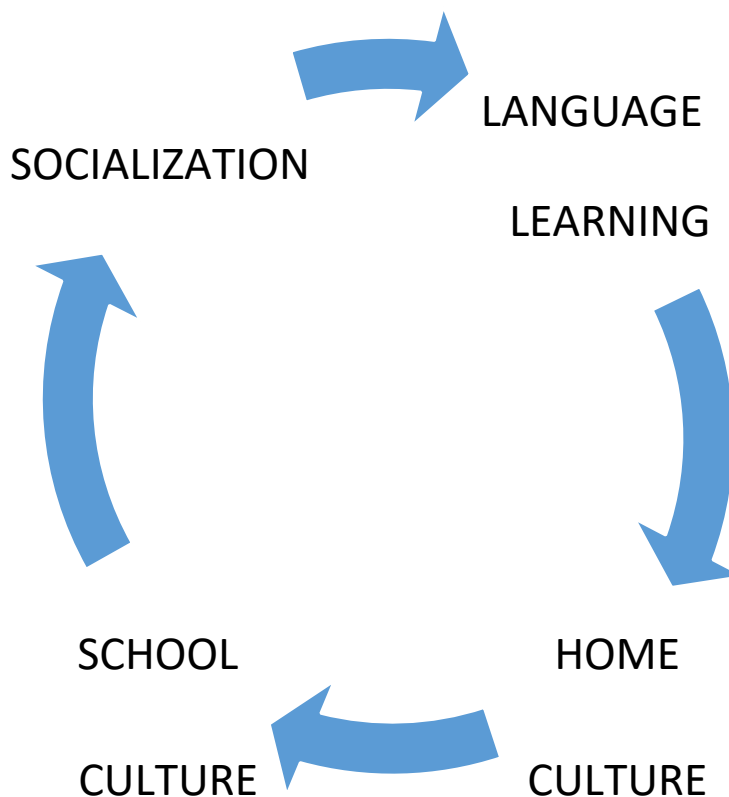
SCHOOL

CULTURE

"There is a deep continuity between patterns of socialization and language learning in the home culture and what goes on at schools"

(Brice, 1983, p.56)

Visual Representations of CLR Frameworks

Wlodkowski and Ginsberg (1994)

The framework developed by Wlodkowski and Ginsberg (1994) suggests the following pathway to assist public school educators in creating school climates anchored in culturally responsive pedagogy:

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┌─────────────┐  ┌─────────────┐  ┌─────────────┐  ┌─────────────┐
│ Establishing│  │  Developing │  │  Enhancing  │  │ Engendering │
│  Inclusion  │  │   Attitude  │  │   Meaning   │  │  Competence │
└─────────────┘  └─────────────┘  └─────────────┘  └─────────────┘
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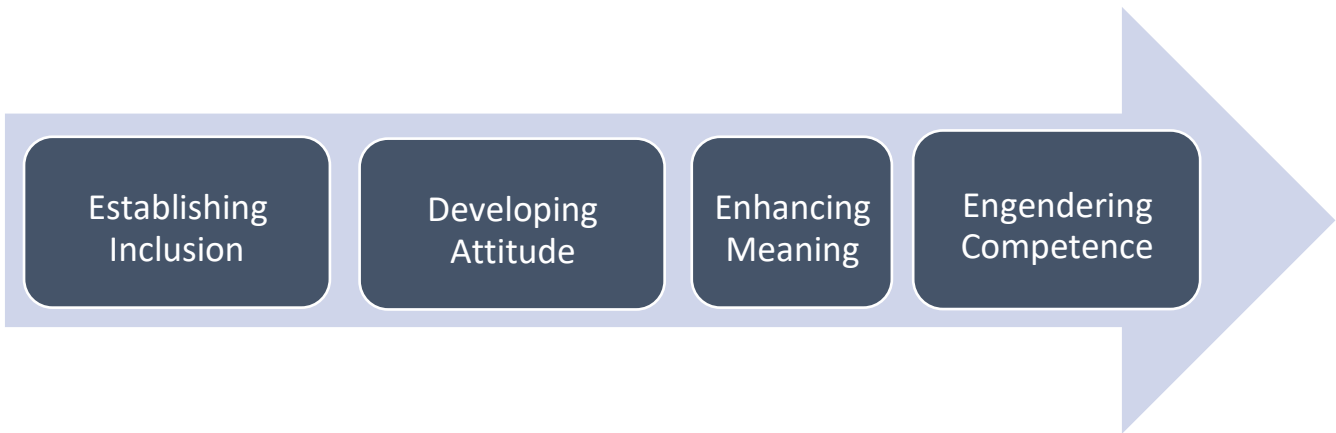
Novick (1996)

In this framework, Novick approaches culturally responsive pedagogy from a broader perspective and summarizes CRP-oriented educational practices in the schema below.

CULTURALLY RESPONSIVE PEDAGOGY TO USE WHEN TEACHING CLD STUDENTS

- High Expectations for ALL students
- Commitment to learn from and about children
- SELF-REFLECTIVE ANALYSIS
- Building on the culture children bring to school
- Developing schools as a caring community
- Giving wider choices and more power to teachers

"The biggest mistake of past centuries on teaching has been to treat all children as if they were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way"- Howard Gardner

Hollie (2018)

Another framework in CRP developed by Sharroky Hollie helps educators to understand CLR from a pragmatic perspective that emphasizes instructional experiences. The below illustration summarizes Hollie's framework.

VALIDATE	The intentional and purposeful legitimization of the home culture and language of the student.
AFFIRM	The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream media.
BUILD	Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.
BRIDGE	Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.

To build culturally and linguistically responsive school climates and classrooms, educators should <u>avoid</u> a one-size-fits-all mentality. This guidance handbook provides three pathways to guide and promote use of best practices and development of a CLR orientation. The three pathways are: "Change Perspective", "Change Practice", and "Become a CLR Change Agent."

Change, Transform, and Become a CLR Change Agent Checklist

Change Your Perspective

	Exercise to learn your self-identity
	Create a Growth Mindset
	Know your biases
	Get informed, influenced , and inspired by multicultural education, critical pedagogy, and action research
	Understand the role of surface, shallow, and deep culture

Transform Your Leadership and Teaching Practices

	Use CLR to drive your leadership and instruction
	Know your students
	Believe that all students can learn
	Validate and Affirm cultural and linguistic diversity in ALL content areas for ALL students
	Build on your students' cultural and linguistic backgrounds to bridge your instruction in meeting the academic and socioemotional needs of your students
	Continuously examine the necessity of CLR in the current education system and address the role of CLR in academic success, cultural integrity, critical consciousness, and equity
	Seek strong collaboration with your students' parents, families, and communities

Become a CLR Change Agent

	Advocate for social justice and equity in your professional and personal life
	Opt for willful awareness
	Engage the people and systems around you
	Deepen your knowledge, leadership, and instruction in CLR
	Inspire other colleagues to be informed and influenced by CLR

How To Build a School/District-Based CLR Action Plan

This section of the guidance handbook will provide a road map for schools or districts to design a CLR-oriented action plan to create and maintain learning environments that are safe, equitable, inclusive, culturally and linguistically responsive and comprehensive.

| Step 1: Build or Reenergize a District or school CLR Team | Districts and schools with a focus on creating learning environments that are culturally and linguistically responsive can start with creating a school or district team made up of district leaders, program directors, instructional coaches, student representatives, parents/families, and community members focused on transforming the school environment into a safe, equitable, inclusive, and culturally and linguistically responsive place.

Building an inclusive team helps in designing a CLR action plan that is rigorous, rich, effective, and strong. Appendix A may be used as material to reach out to team members, build up the team, and facilitate team meetings. |
|---|---|
| Step 2: Review and Implement CLR Guidance Handbook Reflection | Review of this guidance will help the school or district teams to provide the current educational approaches and practices that inform culturally and linguistically responsive pedagogy and instruction. Appendix B may be used as a material to frame the review and reflection in designing the action plan grounded in research and practice. |
| Step 3: Conduct CLR Needs Assessment | Conducting a needs assessment is much needed to prioritize the main focus areas for the CLR Action Plan and to determine the essential goals and strategies to integrate CLR and to transform school environments. The tables in Appendix B may be used to identify the current district policy and practices in each area. Based on the content of this guidance handbook, the focus areas are determined as curriculum, learning environments, professional development, and parent and family engagement. Other focus areas may be added to these determined focus areas according to the needs of the district or school. |
| Step 4: CLR Integration and Transformation Goals and Strategies | After analyzing the items in the needs assessments, districts and schools may list the integration and transformation goals to implement the plan. Appendix B includes the items to be considered in this step. To fill out the table, identify the sections (curriculum, learning environments, professional development, and parent engagement). Next, districts or schools develop strategies and activities that are specific, responsive, achievable, realistic, and time-bound to integrate the plan. After assigning staff to implement the projected strategies and activities, a timeline should be set to follow up with progress toward the integration and transformation goals. |

Step 5: Develop a Guide	Designing a CLR Guide that highlights the foundations, recommendations, and implementation steps to integrate CLR and to transform the school/district into an equitable, safe, diverse, and inclusive learning environment will serve as a resource for the district and schools to launch CLR, to introduce the CLR to the district school community, to guide the planned implementation, and to make needed course adjustments toward attainment and effectiveness of best practices. The guide should prioritize the district's requirements and approach to integrating CLR and outline the district vision. The following frame detailed below may help districts or schools to design a guide that is rigorous and organized.

Multicultural Education, Critical Thinking, and Action Research

To pursue an effective "Change Your Perspective", it is important to embrace the role of self-identity recognition, biases, and layers of culture (surface, shallow, deep- Hanley, 1999; Hammond, 2015; & Hollie, 2018) with other educational contexts such as multicultural education, critical thinking, and social justice and equity.

Multicultural education is a broad context that requires the inclusion of race, culture, ethnicity, and language diversity in all aspects of education to reduce the negative profiling, misconceptions, prejudices, and discrimination; and to close the achievement gap. The main goal of multicultural education is to help students to see the other ethnic group members and cultures as important and valid as their own self and culture. Banks (2005) draws four approaches to integrate multicultural education in the school curriculum. The following table summarizes these approaches and exemplifies the practices.

James A Banks Four Levels 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.)

LEVELS	IMPORTANT CHARACTERISTICS	LIMITATIONS	EXAMPLES OF INSTRUCTIONAL APPROACHES
LEVEL 1: THE CONTRIBUTIONS APPROACH	• Inserting ethnic heroes/heroines and discrete cultural artifacts into the curriculum. • This approach does not change the mainstream curriculum and its basic structure. • The cultural/ethnical content in this approach includes basic knowledge about the cultural/ethnical groups' roles and contributions to U.S society and culture. • The easiest approach for teachers to use to integrate the curriculum with multicultural content.	• Students do not attain a global view of the role of ethnic/cultural groups in the U.S society as they see ethnic/cultural issues and events primarily as an addition. • Issues such as racism, poverty, and oppression are not included in the content to guarantee better curriculum integration. • Gives little attention to the social dynamics of ethnic/cultural groups; and provides memorable onetime experience.	• Famous Mexican Americans are studied only during the week of Cinco de Mayo • African Americans are studies 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 Christmastime although their holidays do not match with Christmas in a time manner. • Ethnic food lessons with elementary school students that pay little attention to the culture.
LEVEL 2: THE ADDITIVE APPROACH	• Integration of ethnic content, concepts, themes and perspectives to the curriculum without changing its basic structure, purposes and characteristics. • Allows teachers to put ethnic/cultural content into the curriculum without restructuring, which would take time and effort.	• Usually results in the viewing the ethnic content from the perspectives of mainstream historians, writers, artists, and scientists because it does not involve curriculum reconstruction. • Students view ethnic groups from Anglo centric and Eurocentric perspectives.	• 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 Indians today.

LEVELS	IMPORTANT CHARACTERISTICS	LIMITATIONS	EXAMPLES OF INSTRUCTIONAL APPROACHES

LEVEL 3: THE TRANSFORMATIVE APPROACH	• Differs fundamentally from the contributions and additive approach. • Requires changes in the mainstream curriculum regarding foundation and perspective. • Helps students to view concepts and issues from more than one perspective and from the point of view of the cultural/ethnic groups. • Helps reduce racial and ethnic encapsulation. • Provides balanced view of the nature and development of U.S culture and society to students. • Helps students to reflect on their perspectives and may guide them to take role to empower racial, ethnic, and disadvantaged cultural groups.	• The implementation of this approach requires substantial curriculum revision, in-service training and the identification and development of materials written from the perspectives various ethnic/cultural groups. • Requires in-depth and personal interest to teach for all students coming from vastly diverse backgrounds. • Staff development for the institutionalization of this approach must be continual and ongoing.	• 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	• Includes all the elements of transformation approach but requires students to make decisions and take social actions related to the issues presented in the unit. • The main goal of this approach is to educate students for social criticism and social change in light of promised decision making skills. • Helps students to improve research skills such as data gathering, reviewing official reports, working in groups, and presenting to public. • Helps students to strengthen the sense of political efficacy.	• Requires a considerable amount of curriculum planning and materials development. • May take longer than more traditional instruction. • May focus on problems and issues considered controversial by some members of the school staff and citizens of the community. • Students may take few meaningful actions that contribute to the resolution of the social issue or problem.	• 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

Critical Thinking

Another context for educators to build upon CLR is to instruct students in a way that they can be critical thinkers. Critical thinking requires higher order thinking skills that help students to construct their own knowledge systems in light of reflecting on multiple and diverse voices in multicultural society. Research indicates that educators cannot help students to be critical thinkers unless they practice critical thinking themselves. Critical thinking helps educators and students to integrate their cultural and indigenous experiences into new learnings, including when they face with challenges. The

following skills and strategies help students to process new information after having an analysis of existing one: "solving problems, inferring and predicting, gathering relevant information, interpreting themes and motives, evaluating evidence, comparing, seeing multiple perspectives, recognizing bias and ethical issues, applying ideas and skills to novel situations, and analyzing patterns and relationships"(Zwiers and Crawford, 2011, p. 15). The most well-known study in fostering critical thinking skills is Bloom's Taxonomy https://tips.uark.edu/using-blooms-taxonomy/.

Social Justice and Equity

Social justice and equity is another context that has been receiving remarkable attention in the last decade too. Social justice and equity-oriented education prepares students to be active citizens in solving problems in society and making a positive change in the world. In social justice and equity-oriented educational experiences, students take opportunities to find solutions for real-life problems and gain leadership skills. The educational experiences supported by social justice and equity have strong attachments into students' lives and their communities. Although this type of experiences does not fit perfectly into the general curriculum assessment structure, providing social justice and equity practices to students improves the skills of critical thinking, problem-solving, teamwork, self-reflection, risk management, and cultural competency. To provide a more practical example and guidance, the table on the next page summarizes the basic characteristics of an action research project, which is the most common educational and instructional practice of social justice and equity.

Bloom's Taxonomy

REMEMBER
UNDERSTAND
APPLY
ANALYZE
EVALUATE
CREATE
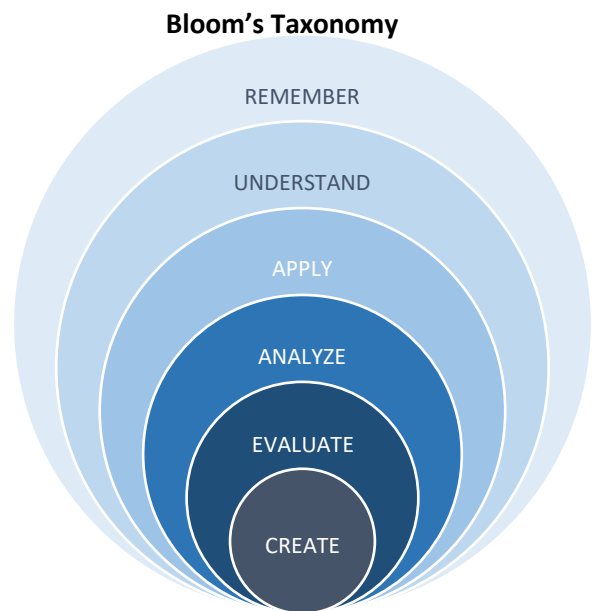
Brief Summary of Action Research

The diagram shows a 7-step cycle:
1. Selecting a Focus
2. Clarifying Theories
3. Identifying Research Questions
4. Collecting Data
5. Analyzing Data
6. Reporting Results
7. Taking Informed Action

Center text: Action Research: Set of empowering experiences that are relevant to participants (students); and make real difference in their life. Action research can be engaged in by a single teacher (Individual action research), by a group of colleagues who share same educational goal (collaborative action research), or by the entire school or division (school wide action research).

1- Choosing topics that promise to enrich the educational objectives and worth of study
2- Reflecting on selected focus in light of beliefs, values, and existing context
3- Generating set of clear and meaningful questions to inquire
4- Using multiple source of data that are valid and reliable to answer the generated research questions 5- Examining the collected data and relating it to the research questions to make the research meaningful 6- Preparing final document or material to share the research journey with others in various attempts such as presenting in staff/school/district meeting, or in public 7- Engaging the learnings of completed action research to the next one to endeavor best practices and outcomes.

Why it is important to practice Action Research?
- To achieve professional teaching
- To enhance the motivation and self-efficacy for teachers
- To meet the needs of diverse students with real life experiences
- To achieve success for ALL
- To provide clear understanding of social justice
- To enhance civic education

Some but not limited reasons for practicing Action Research:
- Building reflective practitioner
- Making progress on classroom wide and school wide
- Building professional cultures
- Attaining lifelong skills
- Providing real life experiences to support critical thinking, and self-reflection

Extending Knowledge

Educators who want to practice culturally and linguistically responsive instruction and help students to develop important lifelong social skills first should have "outrageous love" to teach for culturally and linguistically diverse students and then should shift their beliefs, attitudes, and knowledge (Hollie, 2018). Transforming personal ideas, beliefs, and attitudes is not easy and does not happen in a short amount of time. To deepen personal interest and knowledge on CLR, this guidance provides frequently asked questions and resources.

Myths about Culturally and Linguistically Responsiveness
Should educators understand and practice CLR only for Culturally and Linguistically Diverse (CLD) Students?

One of the most common misconceptions related to CLR is that educators may align its content and practice to CLD students only, however, research indicates *that CLR is an example of a holistic approach that promotes cognitive and socioemotional well-being of ALL students.* CLR creates foundations to promote barrier-free school and classroom environments for ALL students. Best practices of CLR inform educators to utilize all resources to create school and classroom cultures that prioritize

- inclusiveness of every student,
- validation and affirmation of every culture and language,
- positive connections between the academic content and student culture,
- emphasis on socio-emotional development of every student, and
- the strong belief that any student can meet high academic expectations regardless of any culture or language.

Do "equality" and "equity" have the same meaning in education?

The current social justice and equity-focused educational research explains the difference between equality and equity well. Educators still may believe they are practicing CLR when they provide the same or similar educational opportunities for CLD students as they do for students from the mainstream culture. This approach exemplifies equality in education. On the other hand, equity pedagogy is practiced when educators modify and facilitate their classrooms and schools in such a way that CLD students receive several differentiated opportunities to receive a high-quality education that targets the same academic goals as students from the mainstream culture. "There is a common misconception that equity and equality mean the same thing- and that they can be used interchangeably, especially when talking about education. But the truth is they do not- cannot. Yes, the two words are similar, but the difference between them is crucial. Making sure all students have equal access to resources is an important goal. All students should have the resources necessary for a high quality education. Equality has become synonymous with "leveling the playing field"; equity is synonymous with "more for those who need it"- adapted from The Education Trust, retrieved from https://edtrust.org/the-equity-line/equity-and-equality-are-notequal/

Is the "spectator at a sports event" equality vs. equity graphic the best way to explain equity?

(Retrieved from The problem with that equity vs. equality graphic you're using | Cultural Organizing (socialventurepartners.org)

In the first of two images, all three people have one crate to stand on. In other words, there is "equality," because everyone has the same number of crates. While this is helpful for the middle-height person, it is not enough for the shortest and superfluous for the tallest. In contrast, in the second image there is "equity" — each person has the number of crates they need to fully enjoy the game.
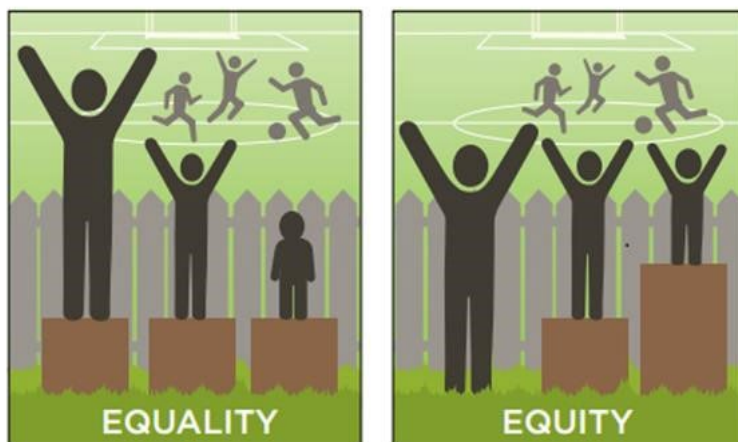
The distinction between equity and equality is an important one. For example, if we're talking about school funding, advocating for equality would mean ensuring that all schools had the same amount of resources per pupil (an improvement in most cases, to be sure). On the other hand, advocating for equity would mean recognizing that some schools — like those serving students in low-income Communities of Color — will actually need more resources (funding, experienced teachers, relevant curriculum, etc.) if we are going to make a dent in the educational disparities that have come to be known as the "achievement gap."

The problem with the graphic has to do with where the initial inequity is located. In the graphic, some people need more support to see over the fence because they are shorter, an issue inherent to the people themselves. That's fine if we're talking about height, but if this is supposed to be a metaphor for other inequities, it becomes problematic. For instance, if we return to the school funding example, this image implies that students in low-income Communities of Color and other marginalized communities need more resources in their schools because they are inherently less academically capable. They (or their families, or their communities) are metaphorically "shorter" and need more support. But that is not why the so-called "achievement gap" exists. As many have argued, it should actually be termed the "opportunity gap" because the problem is not in the abilities of students, but in the disparate opportunities they are afforded. It is rooted in a history of oppression, from colonization and slavery to "separate but equal" and redlining. It is sustained by systemic racism and the country's ever-growing economic inequality.

This metaphor is actually a great example of deficit thinking — an ideology that blames victims of oppression for their own situation. As with this image, deficit thinking makes systemic forms of racism and oppression invisible. Other images, like the one of different animals having to climb a tree, or of people picking fruit, suffer from the same problem. *How would we make these root causes more visible in our "equity vs. equality" image?* For ideas on how to remedy the deficit thinking metaphor see the remainder of this article here: The problem with that equity vs. equality graphic you're using | Cultural Organizing (socialventurepartners.org)

Are there resources, tool kits, or pre-packaged curriculum materials to help educators practice CLR in a classroom or school?

In fact, there is no CLR tool kit or pre-packaged curriculum that may meet the needs of educators in this context. The most important requirement of CLR is reflecting on whole school culture regarding the diversity dynamics and then changing existing educational policy, practices, and programs accordingly to guarantee the best educational achievements with intentionally on specific needs for ALL students regardless of any specific demographics.

Culturally Responsive School Leadership

The purpose of this guidance handbook is to provide information and resources to district and school leaders so that they may recognize the differences in culture, language, value, beliefs, practices and traditions of all students and staff and validate and affirm them in the school curriculum to create safe, equitable, inclusive, and culturally and linguistically responsive school climates by bridging home, school and community.

What Does Culture Mean?

Culture refers to deep patterns of values, beliefs, practices and traditions that have been complied and normalized over a period of time, setting the standard for what is normal and expected (Muhammad & Hollie, 2012)

The Multi-Dimensions of Culture (Original source: Hanley 1999. Taken from: *English as a Second Language Council of the Alberta Teachers 'Association: Moving Toward Cultural Responsiveness—A Guide for Teachers*)
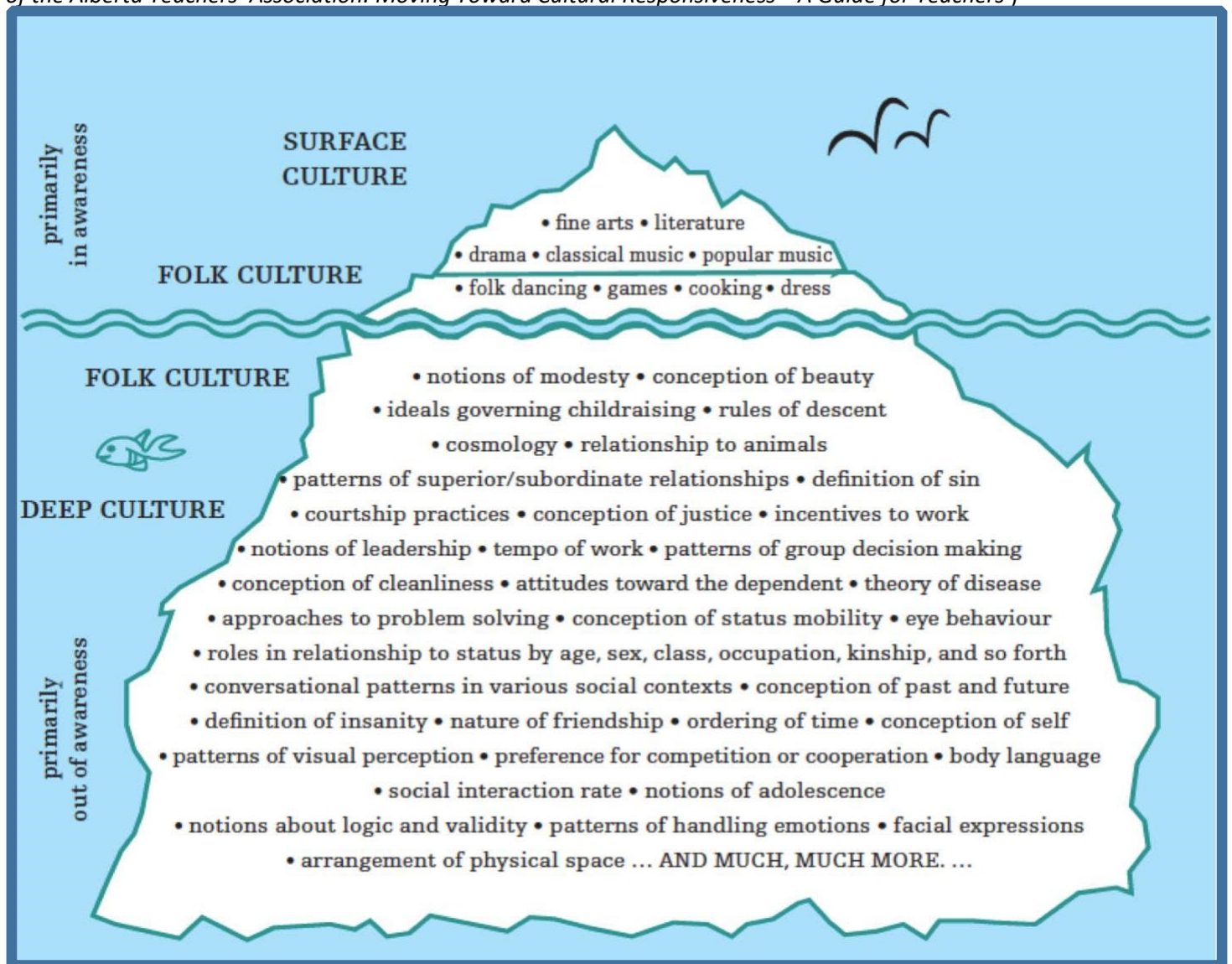
"The iceberg metaphor of culture distinguishes between surface and deep culture. Deep culture is mostly hidden and comprises the aspects of identity that most powerfully affect our self-concept, perceptions and interactions with others. It is the many subtleties of deep culture that we must respond to with acceptance and sensitivity in our classrooms and hallways."

To practice CLR, educators should focus more on deep culture to build on ALL students' culture, language, and lived experiences so school and classroom climates can bridge to meet the academic and socio-emotional needs of students. Zaretta Hammond (2014) connects neuroscience and instruction to articulate the role of cultural relevancy and responsiveness in engaging students and unleashing the intellectual potential of culturally and linguistically diverse students.

Hammond uses the "Culture Tree" to conceptualize surface, shallow, and deep levels of culture. The surface culture is made of visible, observable, and concrete elements of culture such as food, dress, music, and holidays. The culture clash that *may* happen at this level may not create great anxiety that risks cognitive ability. The shallow culture includes unspoken rules that guide our everyday social interactions such as eye contact, respect, and gestures. The culture clash that *may* happen at this level may cause distrust, anxiety, and micro-aggressions due to disrespectful, offensive, and hostile circumstances. The deep culture includes tacit knowledge and unconscious assumptions that guide and govern worldview. Deep culture is like the root system of a tree and processes how we learn new information. The culture clash that *may* happen at this level may cause culture shock which yields to brain's fight, brain's flight, and brain freeze, and can risk cognitive learning highly.
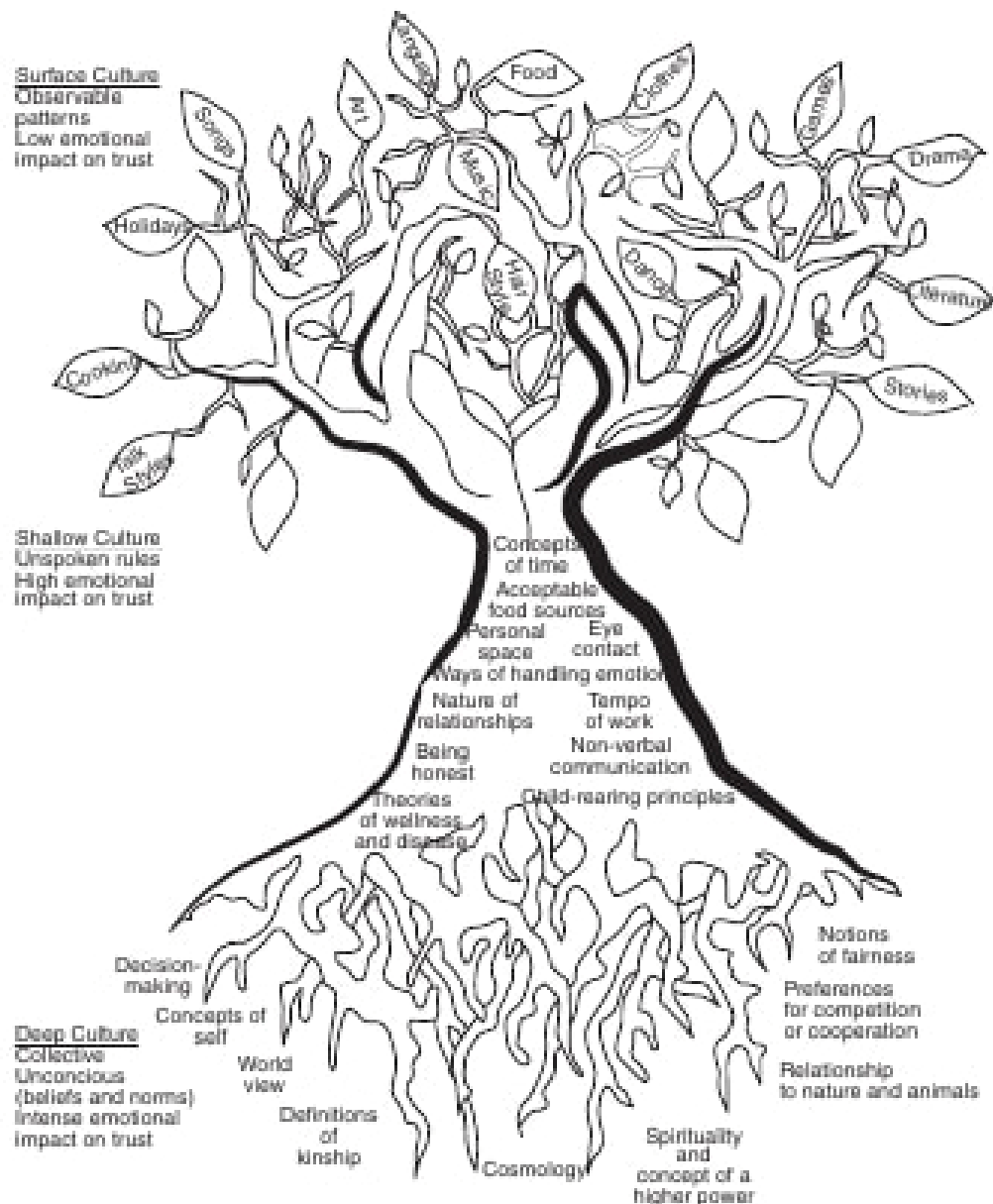
For further information about Zaretta Hammond's work, please visit [Zaretta Hammond | Learning for Justice](#).

Implementing Best Practices for Culturally Responsive Leadership

This guidance seeks to cultivate the knowledge and experiences of the educational leaders in local education agencies to transform New Mexico schools into culturally and linguistically responsive learning and teaching environments. The table below summarizes the key aspects of culturally and linguistically responsive leadership in light of reviewed literature and serves as one example of a qualitative tool with which to assess the strength of culturally and linguistically responsive pedagogy in school districts or schools.
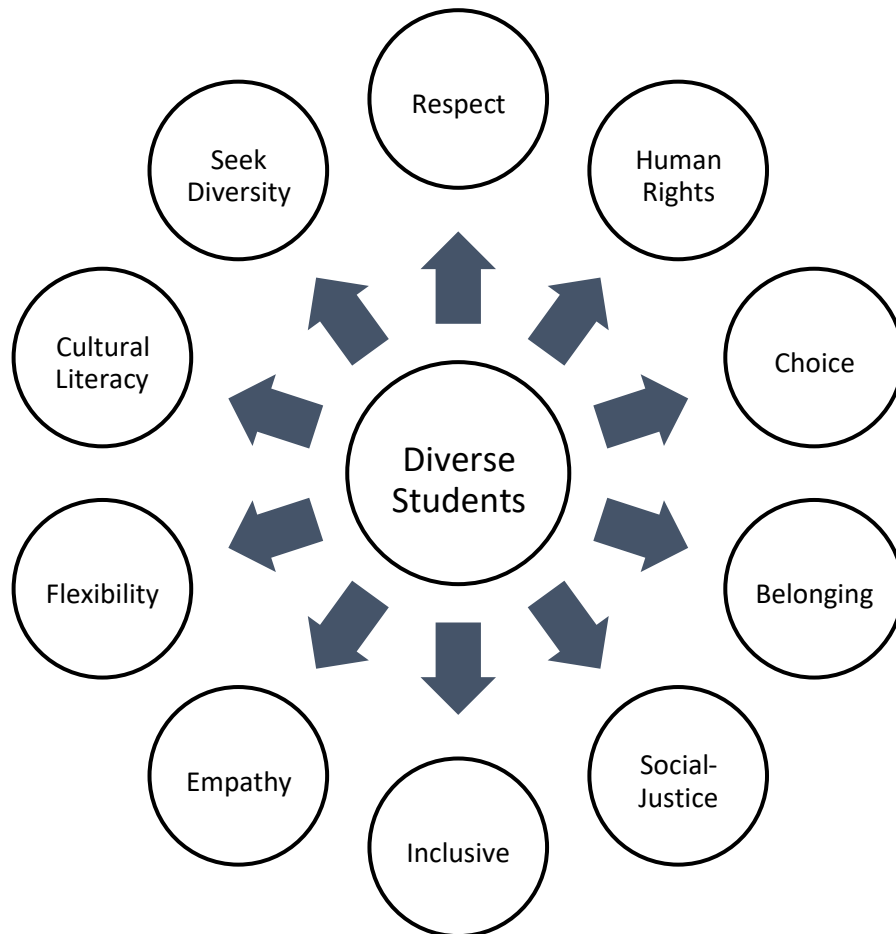
Rather than think of diverse students as problems, we can view them as resources who can help all of us learn what it feels like to move between cultures and language varieties, and thus perhaps better learn how you become citizens of the global community…" (Delpit, 1995, p.69)

Self-Reflection

Culturally and linguistically responsive leadership begins with critical self-reflection to maximize personal integrity and to be cognizant of the importance of culturally and linguistically responsive teaching and learning. District and school leaders who do not hesitate to change their mindsets and reflect on their own cultural beliefs, views, and perspectives will yield to effective school transformation to culturally and linguistically responsive learning and teaching environments. Exploring answers to self-reflective questions helps educators filter those beliefs and biases that impact the success of CLD students. Additionally, understanding our own identity supports with our ability to be responsive to others. The graphic on the next page includes some examples of self-reflective questions.

Reflecting on the current climate of your district and school, how might you create educational opportunities for the students, teachers, and parents in your district and school to engage with the values of culturally and linguistic responsiveness?

Reflecting on your professional and personal experiences, how might you map your own vision to transform your district and school in such a way that promotes equity for all students, and serve them successfully?

How do you relate your own racial, ethnic, and cultural background to your leadership in your district/school?

How do you reflect on the significance of culturally and linguistically responsive teaching and learning from your personal experiences?

How do you reflect on the culturally relevant pedagogy and its practices to maximize the climate of inclusiveness in your district or school?

What are the most important takeaways, challenges or captures for you as an educational leader in your personal interest and commitment to understand others?

How do you reflect on equity and social justice in your district/school/curriculum with the goal of transforming your district/school climate?

Hollie (2012) juxtaposes the ethno-cultural identity as a central feature of CLR but includes other identities that come with culture. With Hollie's framework, educators must be responsive to different rings of culture. Each of these rings must be a potential source of responsiveness for educators. The central focus of CLR is to understand the rings of culture (gender, age, orientation, nationality, language, disability, religious, age, etc.) besides ethnic culture to utilize these in the processes of validation and affirmation. Understanding the rings of culture also allows educators to recognize students' cultures without stereotyping. Educators must not confuse any of these rings with race because race does not apply to behavior. Race is a social construct and not tied to cultural behaviors of students in classrooms and schools, however cultural behaviors are often racialized.

Hollie (2012) also discusses race as follows: "Our racial identity is very clear: it is the biological DNA representation that gives us our blood lineage and inherited physical traits, such as bone structure and eye color. Other than that, racial identity really tells us nothing about who we are as individuals … Although we are locked into our racial identity by birth and perhaps genomes, we remain free to be who we are ethnically or otherwise" (pg. 36). Therefore, the comprehension of students' rings of culture is directly linked to the effective practices of validating, affirming, building, and bridging.

Rings of Culture
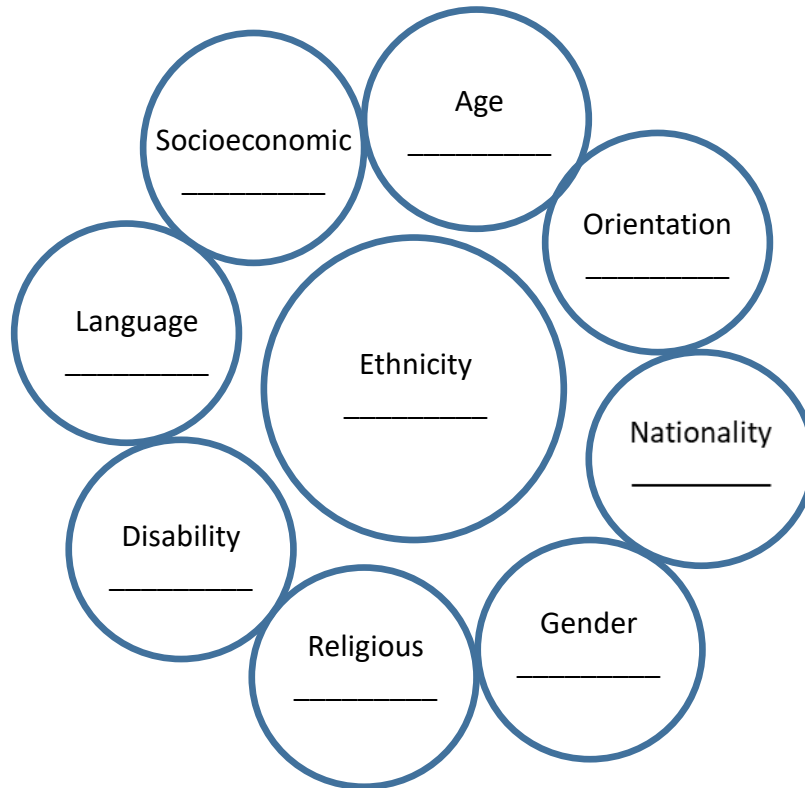
What are your behaviors associated with your rings of culture?

Raising High Expectations

Leadership grounded in cultural and linguistic responsiveness requires high expectations for CLD students just as with students from mainstream culture. Culturally responsive educational systems are oriented around the belief that all students can learn and achieve targeted educational outcomes if they receive high-quality instruction and have educational experiences that affirm their cultures, languages, and ethnic backgrounds (Bank, 2005; Gay, 2000; Khalifa, 2018; Nieto, 1999). To improve the educational outcomes and learnings of CLD students, the educational leaders in districts should integrate a variety of programs and activities to ensure CLD students achieve the state academic content standards and benchmarks, as well as other educational accomplishments appropriate to their grade level.

	SELF REFLECTION	
SUPPORT	**STRUCTURE**	**SUSTAIN**
• Leadership oriented in CLR pedagogy works continuously to support raising high expectations and rigorous standards to improve the educational outcomes for CLD students. • Have strong commitment to build systems that empower CLD students' language development and academic skills. • Provide differentiated support such as alternative assessments within a multicultural educationfocused curriculum to build on CLD students' strengths • Improve policies and practices to more effectively address the needs of CLD students	• Leadership oriented in CLR pedagogy provides flexibility, within the state standards and the values of equity and social justice, to structure the district/school rules for raising high expectations for CLD students. • Acknowledge that the school climate welcomes cultural diversity. • Follow a variety of differentiated educational approaches to pursue allowable flexibility • Change school policies and practices that reflect low expectations for CLD students • Partner with parents and families, policy makers, stakeholders, and community leaders to set standards for raising high expectations for CLD students.	• Leadership oriented in CLR pedagogy sustains high expectations for CLD students by collaborating with other parties in the delivery of meaningful and effective learning and support. • Sustain culture and language integration. • Reach out to parents, families and other partners to offer comprehensive services and supports for CLD students to improve the educational outcomes • Build capacity among parents, families, and other partners to challenge deficit mindsets for CLD students

Create opportunities to promote equity

The leadership emphasis on culturally responsive pedagogy embraces diversity by providing a barrier-free learning environment for CLD students. School and district leaders supported by multicultural education, social justice, and equity, and critical thinking continuously seek to create multiple pathways to high levels of academic success for these students. This guidance suggests some examples of educational programs and curriculum envisioned by the state educational agency. It is always beneficial to remember that these programs should be prioritized, planned, and evaluated according to the needs of our students. The programs purposed to bring high expectations for CLD students may focus on English Language Development, Academic Language Development, Bilingual Education, and Whole Child Education. Providing these focus areas in the school curriculum ensures that the educational experiences validate and affirm the cultural and linguistic background of CLD students while building and bridging them to achieve state academic standards and benchmarks.

The Language and Culture Division (LCD) is committed to supporting public school districts and charter schools in serving ELs, bilingual, and multilingual students to bring the academic achievement and high expectations. The LCD provides

technical assistance, professional development, and program monitoring. To find out more information, please check the website of the LCD which is at https://webnew.ped.state.nm.us/bureaus/languageandculture/.

To illustrate an example, the state funded bilingual multicultural education program (BMEP) ensures that CLD students become bilingual and biliterate while meeting all academic standards at the same time. The LCD provides customized and technical assistance and professional development to public school districts/charter schools regarding best practices of bilingual multicultural education. More information can be found at https://webnew.ped.state.nm.us/bureaus/languageandculture/bilingual-multicultural-education-programs-bmeps/

Four Focus Areas of CLR

These four areas support educators to ensure that they prioritize the cognitive and socio-emotional development of students. New Mexico's teacher education evaluation and support system can be a useful example in addressing the needs of all students in four components of culturally responsive pedagogy.

Academic Success	Cultural Integrity	Critical Consciousness	Equity
Despite the current social inequalities, students must develop academic skills. The way those skills are developed may vary, but all students need literacy, numeracy, technological, social, and political skills in order to be active participants in our democracy.	Culturally and Linguistically Responsive teaching requires that students maintain cultural integrity as well as academic excellence. CLR teachers utilize students' culture as a vehicle for learning.	CLR does not imply that it is enough for students to choose academic excellence and remain culturally grounded if those skills and abilities represent only individual achievement. Beyond those individual characteristics of academic achievement and cultural competence, students must develop a broader sociopolitical consciousness that allows them to critique the cultural norms, values, mores, and institutions that produce and maintain social inequalities.	Develop and sustain educational opportunities for all students and create schools and classrooms where all students have a similar chance to learn regardless of their cultural and linguistic background.

In 2018, NM adopted American Council on the Teaching of Foreign Languages (ACTFL)'s World Readiness Standards for learning languages to ensure for ALL K-12 students are prepared with 21st century skills that will enable success in college, careers, and within local and global multilingual communities.

In 2010, NM adopted an additional 15% of state-specific standards in English Language Arts which focus on cultural responsiveness.

CLR is the educational practice for teaching ALL students and the recognition of ALL cultures and languages represented in the classroom and requires intrinsic motivation to learn about and respect the nature of cultures.

The New Mexico Public Education Department is currently engaged in a process to create a new educator effectiveness system. A series of statewide community conversations were held to solicit public input on improved ways to measure educator effectiveness and a re-envisioned summative evaluation report for New Mexico educators. At the same time, an Educator Effectiveness Task Force was formed to implement the public input and make recommendations for a framework for a new educator effectiveness system and summative evaluation report. The NMPED has integrated language and culture in to the four teaching domains with CLR lens. See New Mexico teacher observation tool domains with Culturally and Linguistically Responsive practices highlighted. Culturally and Linguistically Responsive Instruction – New Mexico Public Education Department (state.nm.us)

How to Support Teachers in the Practice of CLR

Research in culturally responsive teacher education highlights that use of classroom practices which leverage students' cultural and linguistic diversity are key elements to ensure the academic success of CLD students. Districts can use the following instructional focus areas and guiding questions to select and guide teachers, teacher assistants, and instructional aids in the practice of CLR.

Instructional Focus Areas	Guiding Questions
Transformation of Teachers' Attitudes, Beliefs and Approach to Validate and Affirm Cultural Diversity	1. How might you conceptualize your own culture, the culture of the school, and the diversity among your students? 2. How might you validate and affirm the differences in culture, language, values, beliefs, practices and traditions? 3. How might you ensure that your students have multicultural education skills including respect, empathy, and understanding in talking about their own culture and asking about that of others? 4. How might you articulate the role of your own personal experiences, educational backgrounds, beliefs and attitudes to relate expectations for your students? 5. How might you improve your personal knowledge and experiences related to students' cultures and languages?
Students' Social and Emotional Development	6. How might you articulate the complexity of identity development to your students who have different cultures and languages? 7. How might you differentiate your teaching skills to be responsive to the challenges of building dual identities for your students who have different cultural expectations and parental goals? 8. How might you promote positive learning experiences for CLD students in your classroom to empower them to achieve academic success?
Classroom Climate and Safety	9. How might you ensure that CLD students have strong sense of belonging in your classroom? 10. In your classroom, how might you create a climate of greater inclusiveness? 11. What kind of strategies might you choose to address controversial issues such as race, gender orientation, and/or class in your classroom?
Student Engagement	12. How might you ensure CLD students are actively and meaningfully engaged in your classroom? 13. How might you frame your instruction to set and hold high expectations for CLD students?

Curriculum and Instruction	14. How might you ensure that the curriculum helps your students develop accurate self-identities, self-understanding and/or positive self-concepts?
	15. How might you ensure that the curriculum holds high expectations for all students but specifically for CLD students to pursue high academic success?
	16. How might you use differentiated instructional methods to provide the best effective learning experiences for CLD students?
	17. How might you ensure that the curriculum provides a whole child education approach which impacts the self-esteem and academic success of CLD students from a cultural background perspective?
	18. How might you ensure that the curriculum is inclusive and has a focus on empowering CLD students in your classroom?
	19. How might you ensure that the instructional materials you use in your classroom positively reflect LCDs' cultures and traditions?
English Language Learners and Bilingual/Multicultural Education	20. How might you familiarize yourself with state and district standards and tests for ELs in order to implement them?
	21. How well do you understand the purposes, requirements and contents of ELs program(s) in the state?
	22. How might you articulate the needs of ELs to pursue social and academic objectives in your classroom?
	23. How might you foster academic and conversational competence for ELs in your classroom?
	24. To what extent are you familiar with differentiated instructional strategies to provide support for ELs?
	25. How might you articulate the role of home/heritage language to support ELs in achieving state standards?
	26. How might you provide support and guidance for CLD students to honor their home/heritage language in pursuing further social and academic achievements?
Assessment	27. How might you consider the role of culture and language when you prepare informal measurements and assessment tools for your classroom?
	28. How might you provide alternative informal assessment opportunities for CLD students that allow them to reflect their cultural knowledge and traditions?
	29. How might you ensure that CLD students in your classroom have clear understanding of formal assessments such as standardized testing, and state assessment?
	30. How might you monitor CLD students' progress to prepare them for formal assessments?
	31. How might you reflect on the scores of CLD students regarding informal and formal assessment?
	32. How might you motivate CLD students to achieve the most acurate results on informal and formal assessments?

Collaboration with Parents and Community	33. How might you communicate effectively and successfully with parents and community members to learn about CLD students' culture and traditions?
	34. How might you position yourself as a teacher intending to bridge between the home culture and school culture?
	35. How might you collaborate with parents of CLD students to inform them about students' academic expectations and progress?
	36. How might you ensure that the parents of CLD students have clear understanding of the importance, requirements, purpose, and general content of formal assessments?
	37. How might you establish partnerships with parents of CLD students to co-create high academic expectations?
	38. How might you guide the parents of CLD students to participate in decision-making and to take leadership role throughout the classroom and school?

Providing Professional Development Opportunities

Leaders should provide extensive support to teachers in implementing culturally and linguistically responsive instruction. The research highlights the importance of professional development opportunities in improving the knowledge and practice of CLR for in-service teachers. While teacher preparation programs may have an emphasis on CLR, first-year teachers or teachers new to a school community may need substantial support for the school administration and leadership to successfully serve CLD students. Effective professional development not only helps ensure teachers have requisite knowledge and skills in CLR but it also empowers school vision, mission and policy of the school or district for pursuing excellence in promoting inclusive education. Educational leaders who are committed to transforming their existing school climates into a more culturally and linguistically responsive climates may use the following checklist to frame effective professional development opportunities for their staff and teachers.

Professional Development Plan Evaluation Checklist

Mark the items the school, district, or charter school professional development incorporates.

	The professional development aligns with the concerns and issues of CLD students' education to improve and enrich their learning experiences in classroom and school.
	Professional development focuses on cultivating the theoretical knowledge of teachers about CLR to ensure the most effective practices.
	The professional development provides best opportunities for teachers to examine their beliefs, biases, and misconceptions.
	The professional development provides experimental learning opportunities in order to promote a deep understanding of the educational experiences of CLD students.
	The professional development creates professional learning environments where teachers can learn from others' experiences and recommendations.
	The professional development incorporates the input from the parents, communities of CLD students.
	The professional development helps teachers be well equipped to collaborate with colleagues, social workers, parents and community members to meet the needs of CLD students.
	The professional development provides deep learning about the foundations of culturally responsive instruction, curriculum, and guidance.
	The professional development ensures that teachers, administrators and instructional coaches share the same vision of culturally and linguistically responsive instruction.
	The professional development honors the school's role in the community to implement the CLR framework.
	The professional development is informed by data.
	The professional development inspires teachers to build more on culturally and linguistically responsive pedagogy, and to seek collaboration and networking to ensure best practices in this context.

Educational Leadership Approaches to Promote CLR Checklist

To summarize the suggested educational leadership approaches to promote CLR, district or school leaders can use the checklist below which is adopted from Khalifa, Gooden, & Davis, 2016.

Critical Self Reflection on My Personal Leadership

	Committing to continuous learning of cultural knowledge and contexts
	Displaying a critical consciousness on practice in and out of my school or district
	Using school data and indicators to measure my own culturally and linguistically responsive leadership
	Using family, parent, and community voices to guide my culturally and linguistically responsive leadership
	Eliminating stereotyping, bias, and negative profiling in my school or district
	Using equity audits to measure student inclusiveness, policy, and practice
	Being a transformative leader with courage for social justice and inclusion
Culturally Responsive Teachers	
	Building teacher capacities for culturally responsive pedagogy
	Creating professional development opportunities in culturally and linguistically responsive instruction
	Using school data to see cultural gaps in achievement, discipline, enrichment, and remedial services
	Creating teams in my school or district to explore new ways for teachers to be culturally responsive
	Engaging and redesigning the school curriculum to become more culturally and linguistically responsive
	Modelling culturally and linguistically responsive instruction
	Using culturally and linguistically responsive assessment tools for students
Culturally and Linguistically Responsive School Environment	
	Affirming and validating all students' cultural, social, and linguistic characteristics
	Improving respect to differences, mutual understanding and empathy among students
	Ensuring discrimination-free, barrier-free, and bias-free school and district climate
	Promoting continuously differentiated inclusive instructional and behavioral practices

Engaging Families, Parents, and Communities Plan Template

Districts and schools should aim for strong, in-depth, and effective family engagement to learn from families and create a bridge between the school and home culture. When district or school leaders design family engagement programs that respect cultures, traditions, languages, values, and beliefs, they foster a barrier-free school community. It is also important to remember that districts or schools should aim to collaborate with families of CLD students to improve the academic achievement of the students. Districts or schools can use the following model to engage the families of CLD students to have a leadership role in school and community.

The LCD also recommends using the family engagement tools on the nmengaged.com website: www.nmengaged.com

Guiding Questions	Overarching Goals

	Student Academic Achievement	Providing Resources	Parental Leadership
How might you apply inventories to learn about parents and families cultural and linguistic backgrounds?			
How might you use the cultural and linguistic background inventories to assess the needs of parents and families?			
How might you engage parents and families into the school culture and community?			
How might you design the curriculum and programs in the district/schools to recognize cultural and linguistic differences among parents and families?			
How might you ensure that the parents and families of CLD students feel safe and comfortable being involved in school culture?			
How might you recruit the parents and families of CLD students to positions and placement of voice and leadership in the school/district?			
How might you inform the parents and families of CLD students about policy, regulation, program requirements and resources?			

Promoting Family Involvement in Culturally Responsive School Communities

The following are ideas on how to promote family engagement in schools, districts, and charter schools.

Source: The material adapted from the "New Comer Tool Kit- U.S Department of Education, Office of Innovation and Improvement (2007)

Identify the most effective ways to recruit and train parents and family members to have a leadership role in the school, district, and/or community	Parents/families and educators collaborate to transform the school climate into a more culturally and linguistically responsive environment	Recruit and retain educators who have a strong value placed on and skills in creating family-friendly classrooms, schools, and districts
Inform parents about parental rights in education, state laws, school policy, and the impact of family engagement in student academic success	All parents/families and educators are informed and have the opportunity to build strong foundations through parent/family-school collaboration	Communication and trainings focus on growing the skills and knowledge of educators to implement best practices in culturally responsive parent teacher communication.
Promote and monitor a school climate that allows parents and families to feel welcome, safe and comfortable themselves.	All parents/families and educators are committed to creating family-friendly schools	Improve the instructional skills and pedagogy of educators to promote effective and professional connections with parents/families

Designing a CLR Strategic Action Plan

This strategic action plan can be used by districts, schools, and charter schools to consider next steps to ensure that CLR is part of the systems processes, policies, programs, systems and instruction. Use the table in Appendix B to design your plan.

Introduction

Schools, districts and charter schools will outline the details of the CLR Action Plan and anchor it in the district and school data. The introduction may also include information on the demographics of students and staff. All definitions and terminology should be explained or defined in this section. The districts or schools may also include details about the various steps[1] that have been taken in the design of the CLR Action Plan such as building a team in the district or referencing this guidance.

Key Issues and Areas of Focus

The needs assessment that includes the description of each focus area: Curriculum, Learning Environment, Professional Development, and Family Engagement should be detailed in this section. In addition to breaking out the needs assessment, the districts and schools should draw the outline of the analysis of the needs assessment to provide a rationale for designing the Plan based in qualitative and quantitative data, as well as stakeholder input.

Action Planning

The districts or schools provide a clear and solid picture of the elements of the CLR Action Plan in this section, which may include the discussion of limitations and challenges regarding the integration and implementation of districtwide or school-wide Plan.

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[1] The steps include the design and submission of the visual representation of the CLR Framework and the use of the 5-Stages CLR Framework: School by Design Tool.

Sustainability

The districts or schools describe how they will monitor the integration and implementation of the Plan in their district, schools, and classrooms to support the best practices of CLR. The district may also include the discussion of establishing school and district policy that reflects CLR.

Resources

The districts or schools can provide any resources that may be helpful for students, teachers, and parents in the implementation of the CLR Action Plan. This part may include resources that are tailored based on the analysis of the needs assessment.

References and Appendix

Any reference materials that the schools or district use in designing the CLR Action Plan and Guide should be listed in this part.

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APPENDIX

Appendix A: CLR Action Plan Team

The following CLR Team Members take an active role to design the Action Plan and to form the CLR Guide in
_____ (District/School Name)

Name	Title	School	Signature

Appendix B: School/District CLR Strategic Action Plan

	Projected Goals (desired results)	Strategies (how you will meet your goals)	Planning/Supporting Documents (what you will use as a guide) Include any required compliance or guidance documents issues by the NMPED or charter authorizer.	Activities (actions, projects, etc that help you attain your goals)	Staff Member Assigned To (who will lead the work of attaining this goal?)	Timeline (when will you complete?)
CURRICULUM ADAPTATION						
LEARNING ENVIRONMENT						
INSTRUCTIONAL DELIVERY						
SCHOOL CALENDAR DESIGN						
PROFESSIONAL DEVELOPMENT PLANNING						
FAMILY ENGAGEMENT						

Appendix C: Operationalizing Your CLR Framework

Assess and plan how to operationalize the systems and processes that focus on underserved students.		
	Is this component reflected in the district/charter school policies? (Yes or No) If yes, reference board policy title, number, adoption date, and revision. If not, describe the plan to incorporate into the policies.	
Curriculum Adaptation	Y/N	
Learning Environment	Y/N	
Instructional Delivery	Y/N	
School Calendar Design	Y/N	
Professional Development Planning	Y/N	
Family Engagement	Y/N	

Appendix D: Resources to Extend the Knowledge on CLR

The following resources may help you to find out more about multicultural education, critical pedagogy, social justice and equity in education and CLR.

Websites

- **Advancement Project:** Advancement Project is a next generation, multi-racial civil rights organization. Rooted in the great human rights struggles for equality and justice to fulfill America's promise of a caring, inclusive and just democracy. We use innovative tools and strategies to strengthen social movements and achieve high impact policy change. https://advancementproject.org/home/
- **Alaska Native Knowledge Network:** The **Alaska Native Knowledge Network (ANKN)** is an AKRSI partner designed to serve as a resource for compiling and exchanging information related to Alaska Native knowledge systems and ways of knowing. It has been established to assist Native people, government agencies, educators and the general public in gaining access to the knowledge base that Alaska Natives have acquired through cumulative experience over millennia. http://ankn.uaf.edu
- **Center for Multicultural Education (CME):** Center for Multicultural Education at the University of Washington, Seattle WA, focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of all students. The Center also engages in services and teaching related to its research mission. https://education.uw.edu/cme
- CLR for students: This resource provides a scope and sequence of student lessons that parallels CLR. CLR for Students
- **Culturally Responsive Instructional Resources for American Indian/Alaska Native Students:** This featured collection focuses on resources that support culturally responsive teaching for American Indian/Alaska Native students. Culturally responsive teaching is defined as the application of cultural knowledge, prior experiences, perspectives, and performance styles of AI/AN students to develop more personal connections to classroom learning. https://www.csai-online.org/collection/1270
- **Equity Literacy Institute**: Learning to be a threat to inequity in our spheres of influence**. https://www.equityliteracy.org/
- **Institute for Humane Education:** Creating a more just, humane, and sustainable world for all life through education. https://humaneeducation.org/
- **Learning for Justice:** Learning for Justice seeks to uphold the mission of the Southern Poverty Law Center: to be a catalyst for racial justice in the South and beyond, working in partnership with communities to dismantle white supremacy, strengthen intersectional movements and advance the human rights of all people. About Learning for Justice | Learning for Justice
- **Multicultural Pavilion:** Multicultural education, diversity, equity, and social justice education resources. http://www.edchange.org/multicultural/
- **Responsive Reads:** This resource provides more authentically reading materials to provide continuity in CLR. https://www.responsivereads.com/

- **Teaching Diverse Learners:** The Teaching Diverse Learners (TDL) Web site, is a resource dedicated to enhancing the capacity of teachers to work effectively and equitably with English language learners (ELLs). This Web site provides access to information -- publications, educational materials, and the work of experts in the field -- that promotes high achievement for ELLs. https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/
- **Teaching for Change**: Teaching for Change provides teachers and parents with the tools to create schools where students learn to read, write and change the world. http://www.teachingforchange.org/
- **The Center for Culturally Responsive teaching and Learning:** The Center for Culturally Responsive Teaching and Learning (CCRTL) exists for making cultural responsiveness a meaningful aspect of everyday life. Being culturally responsive is an approach to living life in a way that practices the validation and affirmation of different cultures for the purposes of moving beyond race and moving below the superficial focus on culture. WHAT WE DO — CCRTL (culturallyresponsive.org)

- **The Densho Project:** A grassroots organization dedicated to preserving, educating, and sharing the story of World War II-era incarceration of Japanese Americans in order to deepen understandings of American history and inspire action for equity**.** https://densho.org/
- **The Education for Liberation Network:** It is a national coalition of teachers, community activists, researchers, youth and parents who believe a good education should teach people—particularly low-income youth and youth of color—how to understand and challenge the injustices their communities face. http://www.edliberation.org/
- **Working to Improve Schools and Education (WISE):** The purpose of this website is to provide anyone interested in improving U.S. schools with valuable information and resources about important issues in education and teaching. https://www.ithaca.edu/wise/
- **Zinn Education Project**: The Zinn Education Project promotes and supports the teaching of people's history in classrooms across the country. For more than ten years, the Zinn Education Project has introduced students to a more accurate, complex, and engaging understanding of history than is found in traditional textbooks and curricula. https://www.zinnedproject.org/