



Culturally Relevant Education

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CHECK IN:

What is one priority related to serving ethno-racially/culturally diverse students in your context?



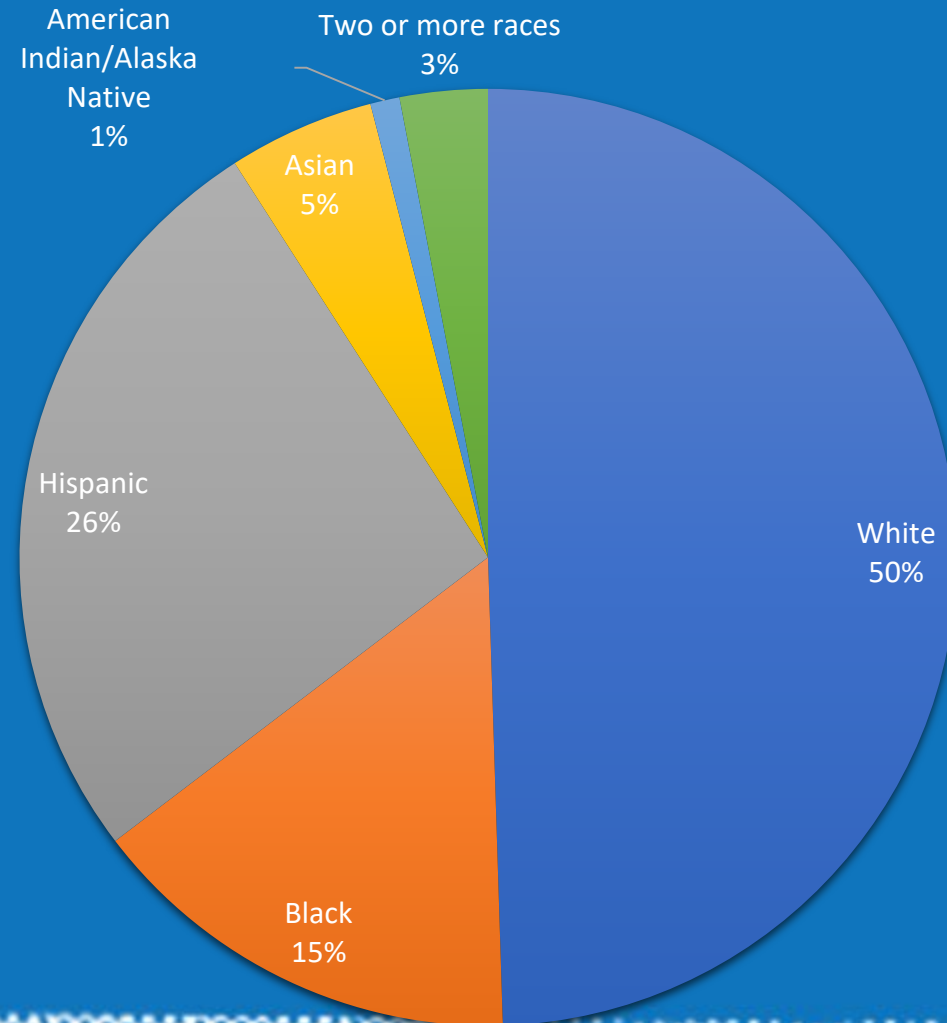
CONTEXTUAL NEED

Challenges:

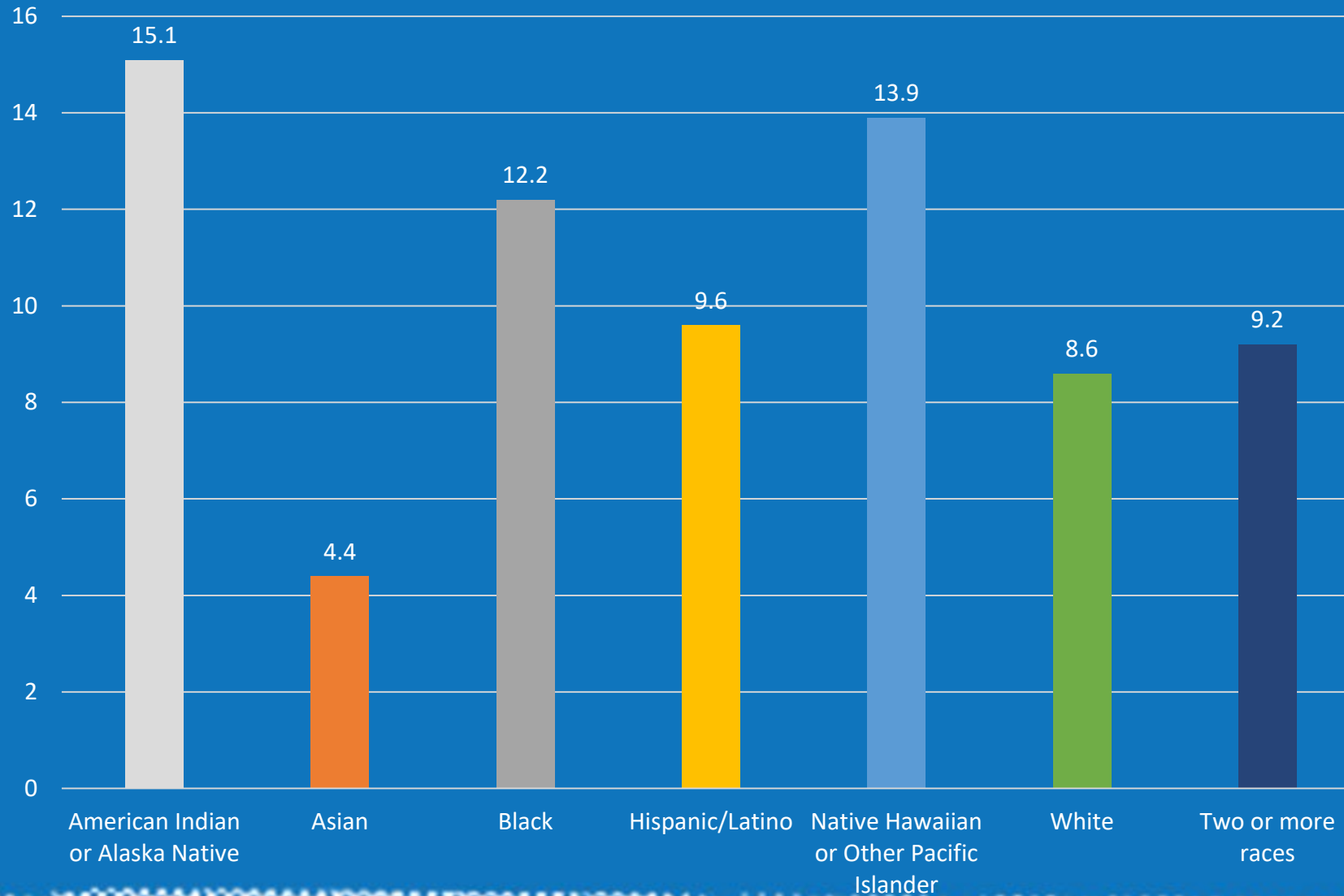
- Increasing diversity in student population not reflected in the workforce
- Consistent academic achievement discrepancies
- Persistent disproportionality in special education and remedial programs



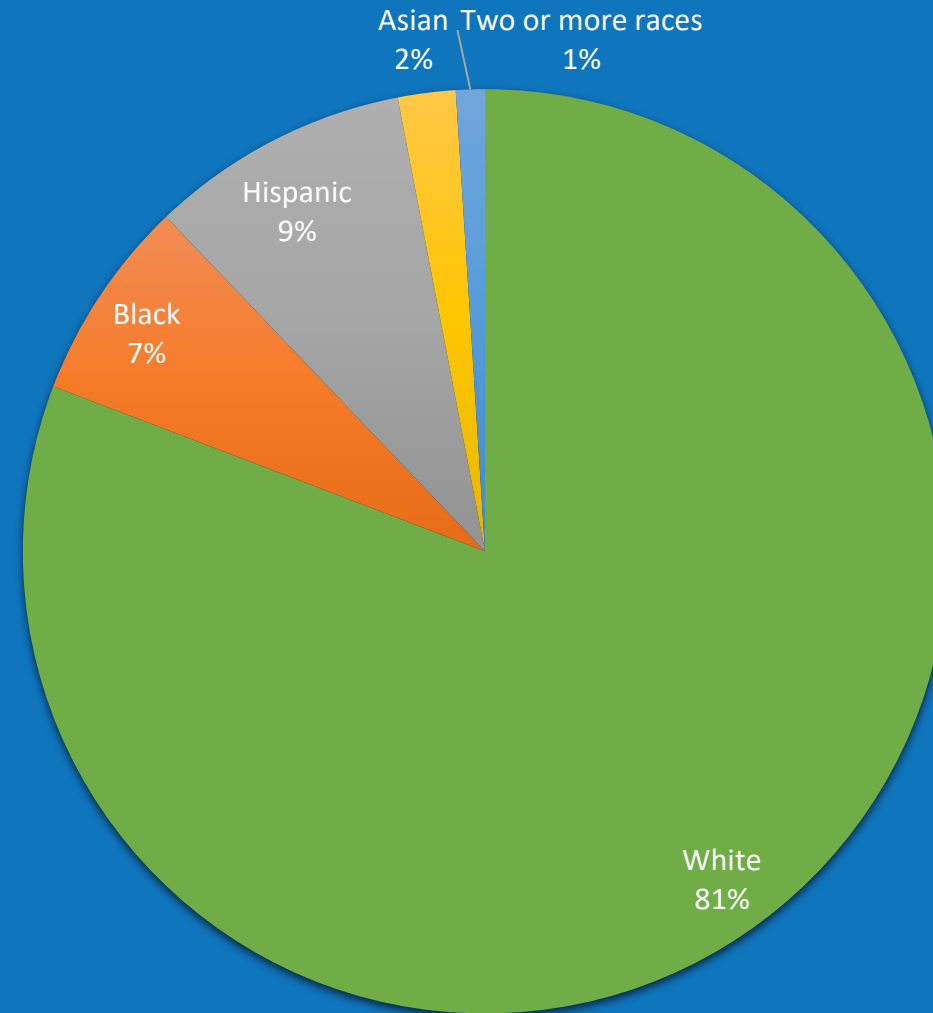
PERCENTAGE OF PUBLIC SCHOOL STUDENTS BY RACE/ETHNICITY



NATIONAL RISK INDEX FOR SWD



PERCENTAGE OF TEACHERS IN PUBLIC SCHOOLS BY RACE/ETHNICITY



THE ROLE OF RACE



SLEETER'S THREE NEEDS

1. There is a clear need for evidence-based research that documents connections between culturally responsive pedagogy and student outcomes;
2. There is a need to educate parents, teachers, and education leaders about what culturally responsive pedagogy means and looks like in the classroom;
3. There is a need to reframe public debate about teaching, especially teaching in diverse and historically underserved communities. (pp. 578–579)



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FRAMEWORKS FOR PEDAGOGY

TABLE 1


Synthesizing Gay and Ladson-Billings

Culturally responsive teaching	Culturally relevant pedagogy	Culturally relevant education
Social and academic empowerment	Academic achievement	Academic skills and concepts (AS&C)
Multidimensionality		
Cultural validation	Cultural competence	Critical reflection (CR)
Social, emotional, and political comprehensiveness		Cultural competence (CC)
School and societal transformation	Sociopolitical consciousness	Critique discourses of power (CDP)
Emancipation or liberation from oppressive educational practices and ideologies		

CULTURALLY RELEVANT EDUCATION

- Captures the interconnectedness of culturally relevant pedagogy to inform culturally relevant teaching, delineating how “teaching affects competence and practice whereas pedagogy affects attitude and disposition” (Aronson & Laughter, 2016, p. 167).
- Seeks to sustain cultural knowledge that students bring to the classroom, fostering cultural pluralism in all its fluidity.

ALIGNMENT AND INTEGRATION



CRE Themes	Emerging EBP w/CRE	CRE EBP
Instructional Engagement	Collaborative Teaching	Problem-Solving Approach
Cultural, Language, and Racial Identity	Responsive Feedback	Child-Centered Instruction
Multicultural Awareness	Modeling	Assessment
High Expectations	Instructional Scaffolding	Materials
Critical Thinking		
Social Justice		
Specifying and reinforcing productive student behavior	Provide positive and constructive feedback to guide students' learning and behavior	Responsive Feedback

Culturally Relevant Education

[Overview](#)[Learning Resources](#)[Multimedia](#)[Course/PD Outlines](#)[References/Resources](#)[Share this CEM](#)

Culturally Relevant Education

Increasing Diversity in United States Schools

We from the CEEDAR Center, Culturally Relevant Education, extending the Culturally Responsive Teaching Initiative to Confirmed by discussing the commonalities and evolution of related terms, providing resources for deeper understanding, content area application, and behavior support. National Center of Education Statistics (NCES; de Brey et al., 2019) projects that by 2027, the United States' student population will be majority non-White, with Hispanic/Latinx representation increasing most significantly. Between 2000 and 2015, the numbers of students identifying Hispanic/Latinx (16-26%), Asian/Pacific Islander (4-5%), and of two or more races steadily increased; American Indian/Alaska Native (1%) remained stable; and White (61-49%) and Black (17-15%) declined. The teaching workforce remains overwhelmingly female (77%) and White (80%; NCES, 2017). Two strategies to support all learners include: (a) continuing efforts to diversify the workforce, and (b) ensuring all educators are prepared to be culturally relevant educators.

Academic Achievement Discrepancies

Standardized academic achievement measures, such as the National Assessment of Educational Progress (NAEP), suggest that the education received by some of our nation's learners — mostly those from culturally and linguistically diverse backgrounds — is

OLE MISS PROCESS EXAMPLE

A Framework for Enhancing Culturally Responsive Teaching in the Teacher Education Curriculum

Year 1

Goals	Objectives	Faculty Activities	Student Activities
Goal 1: Increase faculty understanding and use of culturally responsive pedagogy	Objective 1: Explore personal beliefs/perceptions of diversity/culturally responsive pedagogy	Expert talk on implicit bias. Expert talk on creating an identity safe and culturally responsive learning community. Expert talk on culturally responsive evidence-based practices.	
	Objective 2: Introduce faculty to best practices for culturally responsive teaching	IC training with faculty developing graduate courses by CEDAR experts.	
	Objective 3: Review courses and integrate culturally responsive practices through programs		
Goal 2: Increase the ability of program graduates' skill in using culturally responsive practices	Objective 1: Provide opportunities for program graduates to learn culturally responsive practices.	Teacher education faculty developed 5 graduate diversity courses to be used for an emphasis area for the specialist and doctorate degrees.	Workshop on implicit expert. Workshop on diversity and O...
	Objective 2: Increase the ability of program graduates' skill in using		Ch...



Year 4

Goals	Objectives	Faculty Activities	Student Activities
Objective 1: Program graduates learn culturally and linguistically responsive practices.	Task 1: Revise 300/400 level teacher education courses to ensure culturally and linguistically responsive practices are being addressed with fidelity.	Use the culturally responsive CEDAR IC to review and revise course syllabi. Use CEDAR ICs on CRT and ELL practices to continue reviewing & revising course syllabi & to align with essential components & CAEP standards. Embed essential components and CAEP standards in all undergrad TE syllabi. Cross-the sharing on incorporating ELL-supportive activities into courses. Participation in Teaching Tolerance workshop on how to utilize resources in courses. Inclusion Advisory Committee planning the Choose to Include Peace Walk honoring the memory of Mr. Emmett Till. Participation in the Choose to Include Peace Walk with SOE students, staff, and others from the University and Oxford Community.	Workshop on Indigenous People Day and the life and death of Emmett Till with expert from Facing History and Ourselves. Viewing of The Hate U Give movie and debrief discussion of movie and while privilege with doctoral program candidates. Students serving on the Inclusion Advisory Committee assisted in planning the Choose to Include Peace Walk honoring the memory of Mr. Emmett Till. Participation in the Choose to Include Peace Walk with SOE faculty, staff, and others from the University and Oxford Community.



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Year 2

Goals	Objectives	Faculty Activities	Student Activities
Goal 1: Increase faculty understanding and use of culturally responsive pedagogy	Objective 1: Explore personal beliefs/perceptions of diversity/culturally responsive pedagogy	Brown Bag - Engaging in Courageous Conversations about Charlottesville: How to and When?	
	Objective 2: Introduce faculty to best practices for culturally responsive teaching	Education Symposium - Faculty in and outside of the School of Education presented posters on topics related to the state of education for African American students in Mississippi 63 years after Brown v. Board of Education	
	Objective 3: Review courses and integrate culturally responsive practices through programs		
Goal 2: Increase the ability of program graduates' skill in using culturally responsive practices	Objective 1: Provide opportunities for program graduates to learn culturally responsive practices.	Workshop on using the CEDAR NIC to analyze programs and courses with CEDAR experts.	Workshop on using culturally relevant children's literature. Workshop on addressing sensitive topics with expert from Facing History and Ourselves.
	Objective 2: Increase the ability of program graduates' skill in using culturally responsive practices.	Syllabi and course activities uploaded to the CEDAR NIC.	Education Symposium - Undergraduate and graduate students in and outside of the School of Education presented posters on topics related to the state of education for African American students in



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Year 3

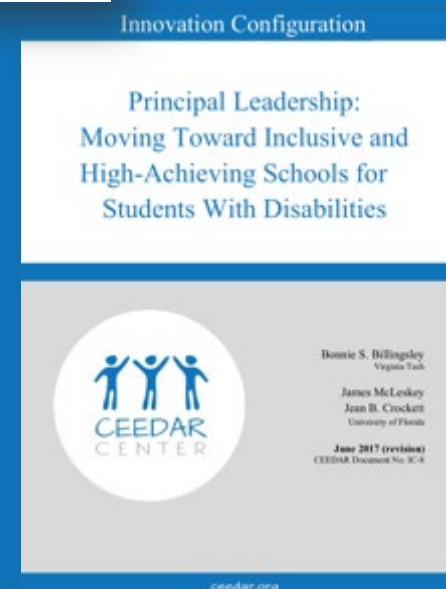
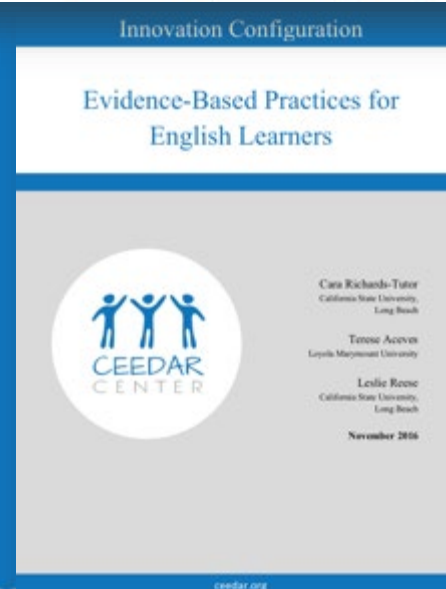
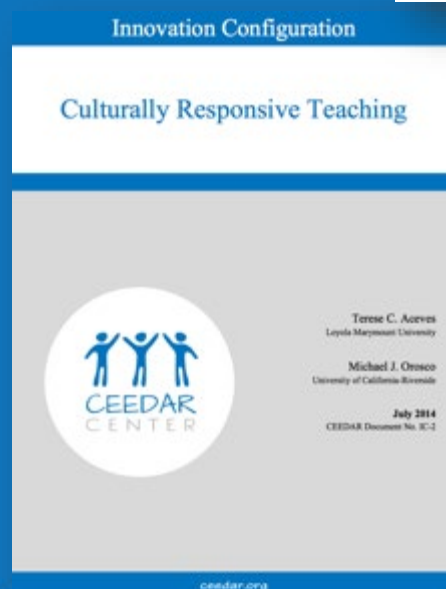
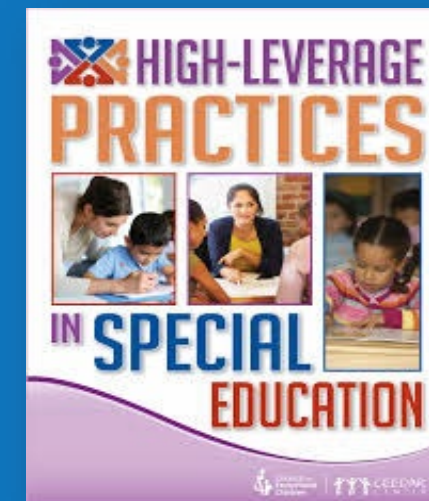
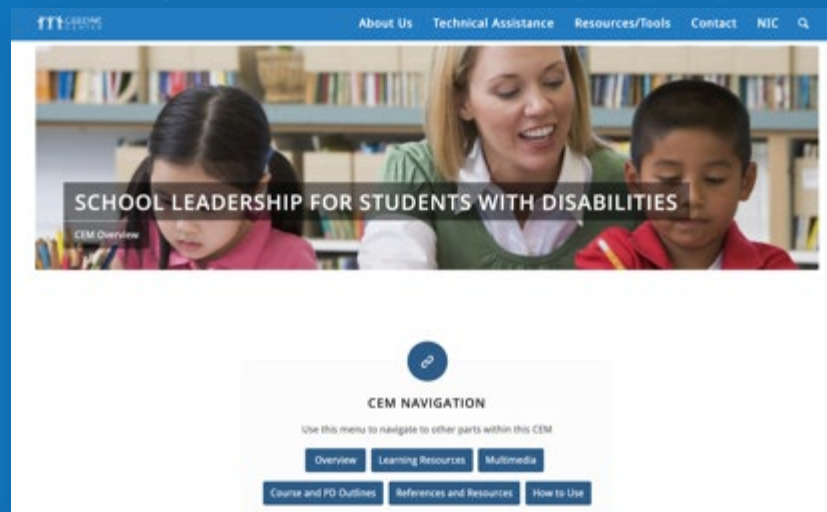
Goals	Objectives	Faculty Activities	Student Activities
Objective 1: Provide opportunities for program graduates to learn culturally responsive practices	Task 1: Revise 300/400 level teacher education courses to ensure culturally responsive practices are being addressed with fidelity.	Use the culturally responsive CEDAR IC to review and revise course syllabi.	Workshop on addressing sensitive topics of diversity with expert from Facing History and Ourselves.
Objective 2: Increase the ability of program graduates' skill in using culturally responsive practices	Task 1: Develop a district partnership and provide PD on implicit bias and culturally responsive practices.	Expert talk on implicit bias with Oxford School District administrators and teachers.	Workshop on implementing high leverage practices (HLPs) into instruction with CEDAR expert.
Goal 2: Increase the ability of program graduates' skill in using culturally responsive practices	Task 2: Create a faculty/student discussion group that focuses on the explicit and implicit bias in diversity.	Expert talk on implicit bias with SOE faculty. Book study on The Hate U Give and a large discussion with author of the book (Fall 2018). Book study on another book addressing a diverse topic (Spring 2019). Book study group will attend The Hate U Give movie together and discuss compare movie and book. Expert talk on HLPs with Oxford School District administrators and SOE faculty.	Chamber music performance that explores diversity through chamber music. Los Valientes celebrates the lives of Diego Rivera, Archibuteo, and Juan Muro. A 2000 in conjunction with Hispanic Heritage Month celebration. Book study on The Hate U Give and a large discussion with author of the book (Fall 2018). Book study group will attend The Hate U Give movie together and discuss compare movie and book. Book study on another book addressing a diverse topic (Spring 2019).



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ADDITIONAL RESOURCES



SHOW ME THE DATA FOR YOUR INTENDED OUTCOMES

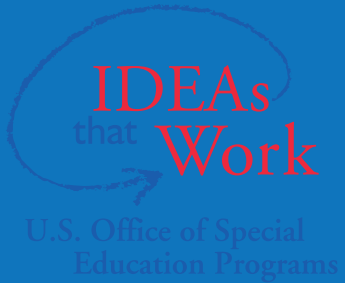
- Based on your role(s), what metrics are most on your radar?
 - How do they support improved outcomes for students from diverse backgrounds/different needs?
- What accountability measures can be put in place?

data

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