

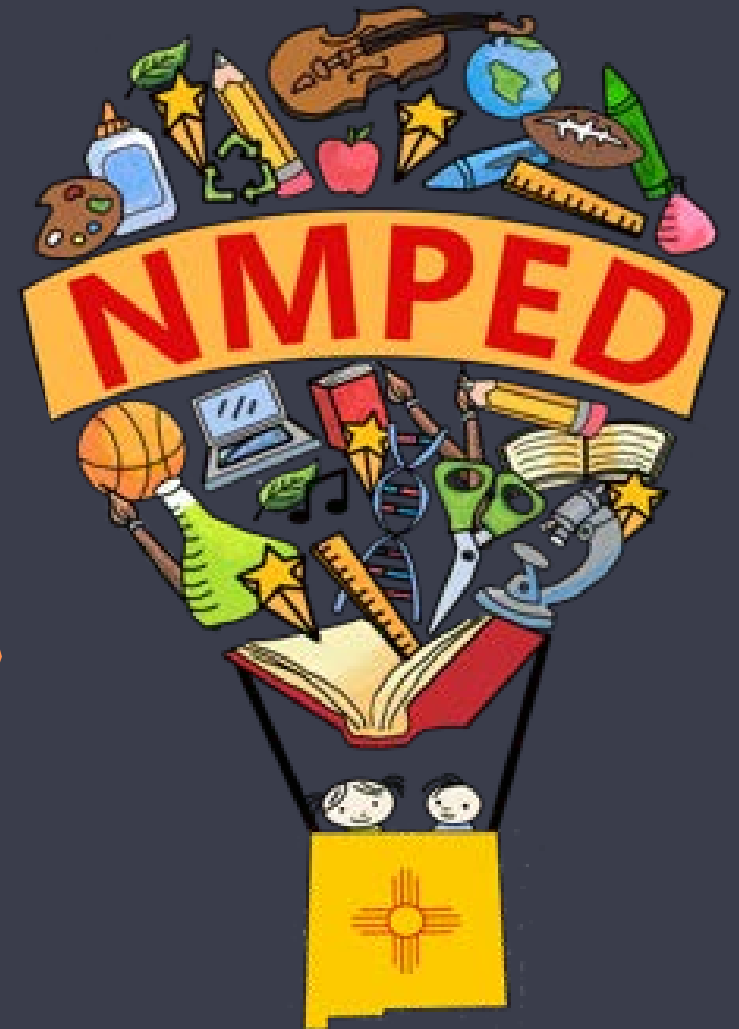
Culturally and Linguistically Responsive Education

Legislative Education Study Committee

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Investing for tomorrow, delivering today.

Overview

- Defining Culturally and Linguistically Responsive (CLR)
- The Validate, Affirm, Build, and Bridge Model
- Benefits of CLR in Social Context
- CLR's Connection to Student Outcomes
- PED's Commitment to Agency-Wide Integration

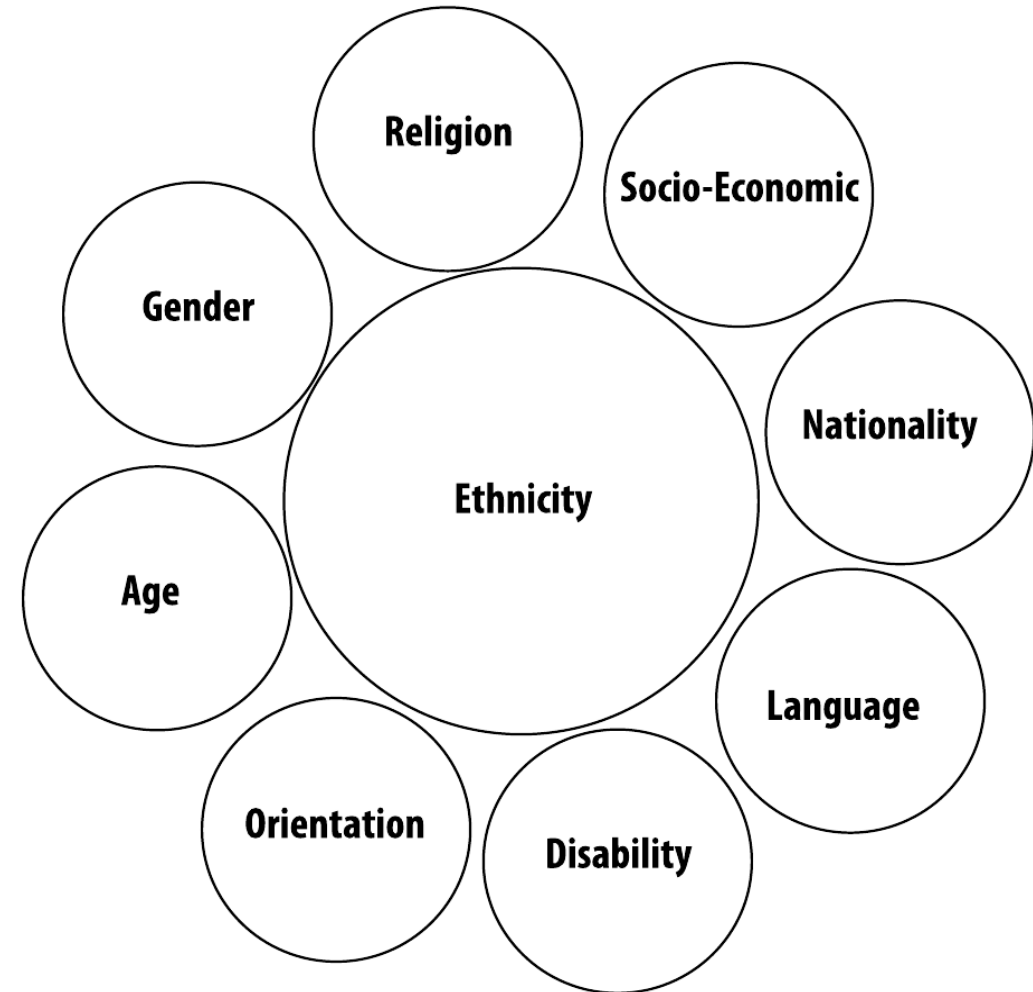
Culturally and Linguistically Responsive

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

Instruction ◦ Curriculum ◦ Instructional Materials ◦ Family Engagement

We all have culture.

The rings of culture provide a visual representation of our identity.



CLR: Simplified Theory of Change

Instruction that validates and affirms the lived experiences, culture and language of students

Students better connect to content that is relevant to their lives

Improved student outcomes: Social, emotional, and academic

The Validate, Affirm, Build, and Bridge Model

VALIDATE	AFFIRM	BUILD	BRIDGE
<p>Validating and affirming (VA) students' home languages and cultures through the intentional effort to reverse negative stereotypes of non-dominant cultures and languages. VA must be intentional and purposeful, consistent and authentic, and proactive and reactive.</p>		<p>A building and bridging (BB) activity must intentionally align to a VA to allow students to toggle between home culture and linguistic behaviors and expectations and school culture and linguistic behaviors and expectations.</p>	
<p>Validation is making the home culture and language legitimate</p>	<p>Affirmation is affirming or making clear that the home culture and language are positive assets.</p>	<p>Building creates connections between the home culture and language and the expectations of school culture and language for success in school.</p>	<p>Bridging creates opportunities to practice situational appropriateness or utilizing appropriate cultural and linguistic behaviors.</p>

CLR in Social Context

In order to **achieve holistic student growth**, it is important to support the act of switching from one cultural or linguistic behavior to another for the purpose of being situationally appropriate.

“Situational appropriateness is the concept of determining what cultural or linguistic behavior is most appropriate for the situation. Put another way, students are allowed to make choices around cultural and linguistic behaviors dependent on the situation but without giving up or sacrificing what they consider to be their base culture or language.”

—Hollie, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* (2017)

Traditional Education vs. CLR and Building and Bridging

Traditional Educational Framing	CLR Framing	Building and Bridging
Teaching math through a textbook	Teaching math through real-life agriculture problems, such as how many cattle can be on a plot of land depending on water availability and land acreage	Connection to rural and/or farming communities
Teaching that Columbus discovered America	Native Americans were here when Columbus became the first European to sail to the Americas	Perspective taking / using community narratives
Teaching Shakespeare in isolation	Teaching Shakespeare in conjunction with similarly-themed current/popular rap music	Popular culture connected to age culture

CLR's Connection to Academic Outcomes

Ensuring every student in New Mexico has equitable access to achieve success regardless of their demographics

- Students understand the expectations of school culture
- Students are provided access to grade-level content regardless of their lived experiences, culture, and language
- Students succeed in school culture because they understand their cultural proximity between their home culture and school culture

PED Mission, Core Values and Goals

Mission

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

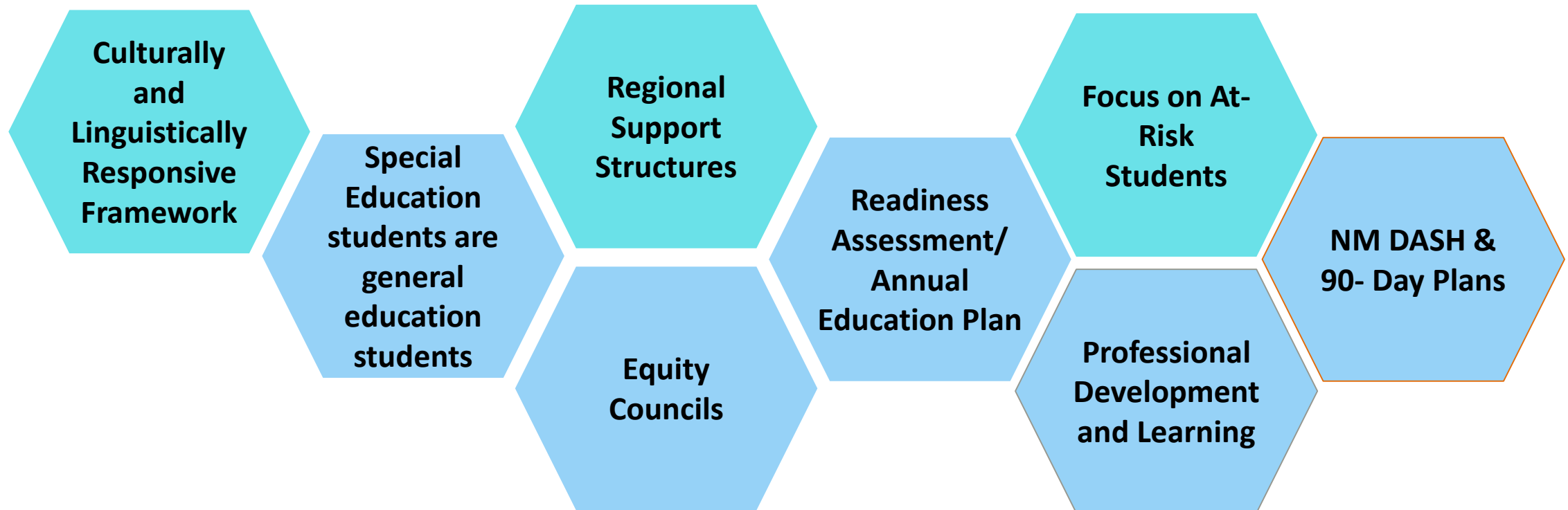
Goals

- An Educational System that Benefits the Whole Child
- A Vibrant Educator Ecosystem
- Equitable Access to Educational Opportunities for Students and Families
- College and Career Pathways Aligned with the Profile of a NM Graduate

Core Values

Student Centered ◦ Responsive ◦ Collaborative ◦ Transformative ◦ Innovative ◦ Reflective

PED CLR Integration



Funding Support for CLR

PED Initiatives	Funding
Equity Councils	\$160,000
CLR Professional Development	\$60,000
Native American Social Studies Curriculum	\$150,000
CLR Instructional Materials	\$9,000,000
Biliteracy Framework	\$100,000

Meaningful CLR Integration

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

The work of integration becomes dynamic when the four components below are actively culturally responsive.

Instruction ◦ Curriculum ◦ Instructional Materials ◦ Family Engagement

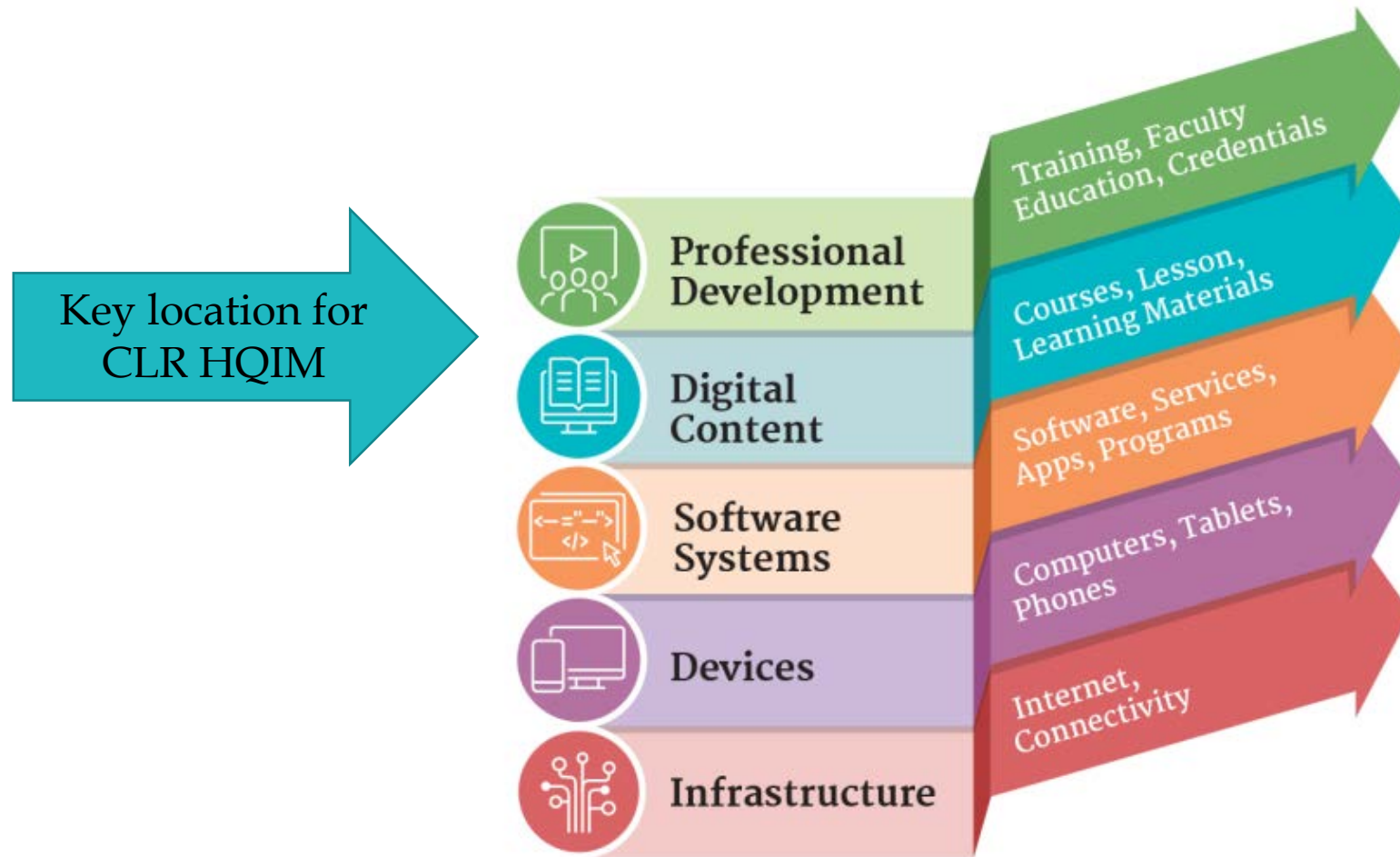
CLR Funding from 2020 Session: \$9 Million

- \$2.5 million to support the instructional scope, strategic implementation of High Quality Instructional Materials (HQIM), and a focus on CLR ELA
- \$1 million to support CLR social and emotional supports – restorative justice practices
- \$2 million to support the development of New Mexico social studies standards and connected curriculum
- \$500 thousand to support professional development personnel that will lead work
- \$1 million to support professional development of Multi-layered Systems of Support
- \$2 million in grants to support indigenous language curriculum development

New Mexico Instructional Scope

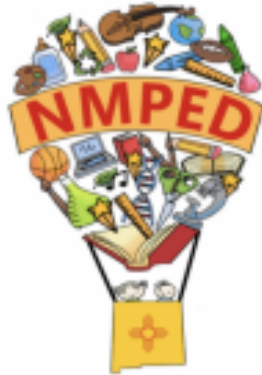
CORE TENETS ELA			CORE TENETS FOR MATHEMATICS		
Text at the Center of the Lesson		Use of Appropriately Complex Text	Standards for Mathematical Practices		
Knowledge Based		High-quality Tasks			
Full language of Standard	Strand and Anchor Standard	Standards Alignment and Clarification Standard	Standards Text	Cluster Statement	Connections and Clarifications
★ Possible Language Objectives			★ Relevance to Families and Communities		
Possible Misconceptions			Common Misconceptions		
Students Who Demonstrate Understanding can...					
Cross-Curricular Connections					
Culturally and Linguistically Responsive Instruction ★					
DOK/Blooms alignment to task					
Standards Aligned Instructionally Embedded Formative Assessments (high quality tasks)					
Multi-Layered System of Supports/Suggested Instructional Strategies ★					

Learning Management System - HQIM



Educator Evaluation

Elevate NM



Applying

- The teacher explicitly connects the lesson to prior understanding by integrating students' cultural and linguistic background experience.
- Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.



Innovative Assessment Community of Practice

What is this Community of Practice?

Future Focused Education is facilitating the New Mexico Innovative Assessment Community of Practice (CoP) in partnership with the New Mexico Public Education Department (PED). The CoP is a community of educators and leaders from school districts and charter schools across New Mexico engaged in collective learning about innovative assessment models that are project-based, culturally and linguistically responsive, and reflective of local practices.

Together we are defining and piloting a new project-based graduation pathway that culminates with senior exhibitions to demonstrate learning, as an alternative to graduation options that require traditional testing. This option will be made available statewide for Graduation Cohort 2022.

The CoP began in early 2020 with 14 founding members, and is now open to LEAs (districts and charter schools) across the state.

- Walton/Gates Foundation Grant
- A Result of the Assessment Student Success Task Force

Thank You!

