

Multicultural Education Framework:

A presentation to the NM Legislative Education Study Committee

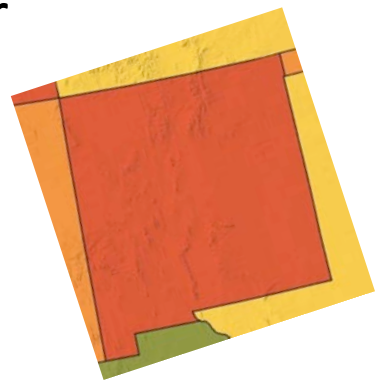
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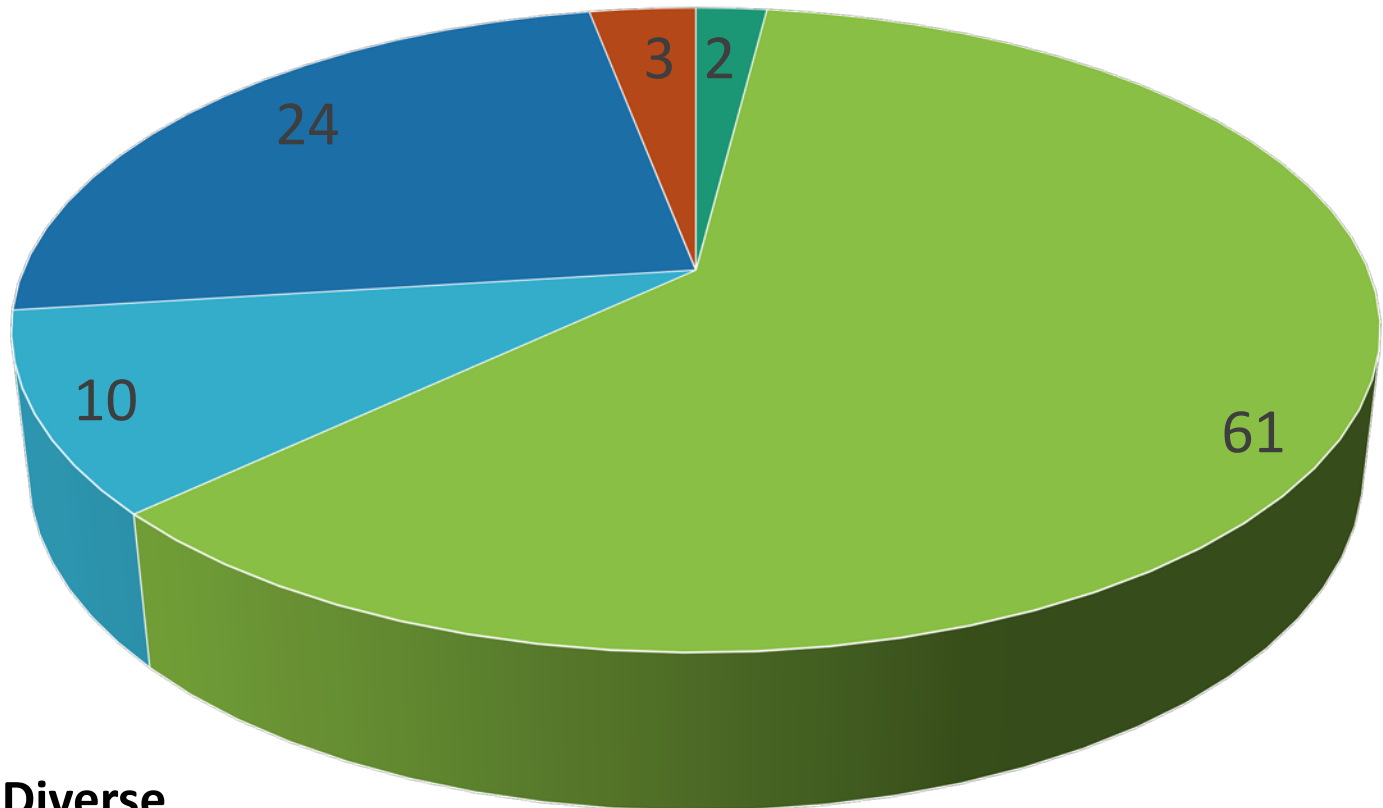
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New Mexico Public School Student Demographics

Race/Ethnicity



76% Racially/Ethnically Diverse

- Black
- Hispanic
- Native American
- White
- Other

Source: USED

We're all saying the same thing: A sufficient education is built upon a multicultural framework

Legislation

Court Declaration

Yazzie Legislative
Remedies
Proposal

New Mexico's longstanding investment in our cultural and linguistic diversity

Treaty of Guadalupe Hidalgo (1848)

- Equal rights

NM Constitution (1912)

- Bilingual teaching force

NM Bilingual/Multicultural Education Act (1973)

- Opportunity for ALL students to become bilingual
- Funding of programs

NM English Plus Resolution (1989)

- Bilingualism as an asset

NM Indian Education Act (2003)

- Equitable opportunities
- Culturally relevant learning

NM Multicultural Proclamation (2006)

- 21st century skills

Hispanic Education Act (2010)

- Close the achievement gap
- Engage the community

Yazzie/Martinez (2018)

- Constitutional sufficiency built upon a multicultural framework

The Yazzie/Martinez decision was grounded in a multicultural education framework

Judge Singleton citing the Legislature in her decision:

*“The legislature finds further that the **key to student success in New Mexico is to have a multicultural education system** that:*

- 1. attracts and retains quality and **diverse teachers to teach New Mexico's multicultural student population;***
- 2. holds teachers, students, schools, school districts and the state accountable;*
- 3. **integrates the cultural strengths** of its diverse student population into the curriculum with high expectations for all students;*
- 4. **recognizes that cultural diversity** in the state presents special challenges for policymakers, administrators, teachers and students;*
- 5. provides students with a **rigorous and relevant high school curriculum** that prepares them to succeed in college and the workplace; and*
- 6. elevates the importance of public education in the state by **clarifying the governance structure at different levels.**”*

The Yazzie
Remedy Platform
is based upon a
multicultural
education
framework



Rapid erosion of indigenous language and culture

“New Mexico groups, because of their strong tribal governments, have managed to hang on to their languages and cultural practices longer than many other groups, but in the past half-century, they too have seen the rapid erosion of their languages and cultures and the effect these shifts have had on children and youth. Community leaders recognize the long-term cultural, emotional, and psychological cost of language loss on families and the educational participation of their young people.”

~Lily Wong Fillmore, correspondence to LESC (2018)

Cultural Diversity as an Asset:

Culturally Sustaining Pedagogy (CSP)

“CSP seeks to perpetuate, and foster-- to sustain-- linguistic, literate and cultural pluralism as part of schooling for positive transformation. CSP positions dynamic cultural dexterity as a necessary good and sees the outcome of **learning as additive rather than subtractive, as remaining whole rather than framed as broken, as critically enriching strengths rather than replacing deficits.** Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling.”

-Paris & Alim (2017), Culturally Sustaining Pedagogies

Multicultural is, by nature, also Multilingual

“No other area in educational research with which I am familiar can claim five independent meta-analyses based on experimental studies—much less five that converge on the same basic finding.

To some people this finding might seem counterintuitive. A few years ago a fair-minded colleague expressed disbelief: “Doesn’t it just make sense,” she asked, “that the earlier and more intensively children are placed in all-English instruction at school the better their English achievement will eventually be?” That’s when it hit me: when the goal is English proficiency, delivering any instruction in the first language probably does not make sense to some people. But this is why we do scientific research: common sense does not always turn out to be the truth. If we only relied on common sense, we would still think the sun revolves around a flat earth.”

~Goldenberg, 2008

“Findings from multiple research studies have established that rapid, unsupported English language acquisition is not a realistic goal for ELL instruction. Rather, students who have received little to no academic or cognitive development in their first language tend to do increasingly poorly as academic and cognitive demands increase after fourth grade and into the upper grades (Thomas and Collier, 2002).”

~American Institutes of Research, 2010

Dimensions of Multicultural Education: not a *thing*, a *process*

- Content Integration
- Knowledge Construction
- Anti-Racism (previously—prejudice reduction)
- Equity Pedagogy
- Empowering School Culture

University of Washington COE, citing Banks, J. (1995)



Expanding Development of Culturally Relevant Curriculum

Addressing the need for culturally relevant instructional materials and pedagogy. Contributing to increased Native student achievement. Extending knowledge and skills of all students about NM history.

Example from the Indian Pueblo Cultural Center's *100 Years Curriculum Project*

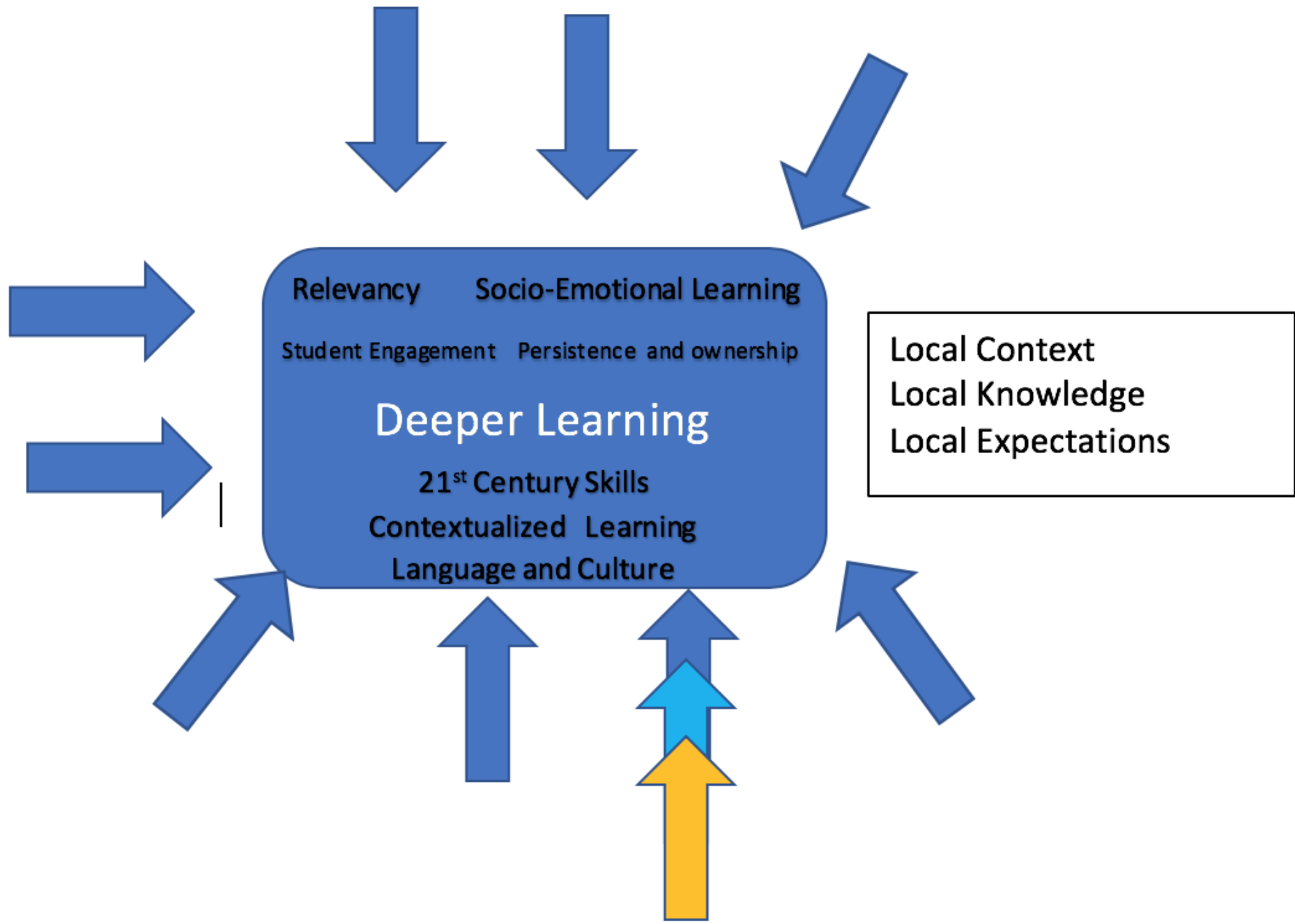
A Social Studies Unit about Pueblo Indian Veteran, Miguel Trujillo and the disenfranchisement of Pueblo Indians who gained the right to vote in the 1940s.

IPCC 100 Years Curriculum Project

- Based on the 100 years of State and Federal Policy and the Impact on Pueblo Nations.
- Developed by certified Pueblo educators applying their expertise to create Pueblo focused curricula addressing State's educational requirements and the educational needs of Pueblo and non-Pueblo students alike.
- Lessons are culturally based and based on historical events (1912-2012, reflecting NM Centennial) and incorporating Pueblo core values.

NM Native Language Instruction in NM Public Schools: Providing expanded opportunities for Native students to learn their tribal languages.

- Native language = Native cultural survival
- Six major NM Language families; several are language isolates unrelated to other North American indigenous languages. Most are oral-based traditions. All are endangered.
- Native language instruction: Developing new generations of speakers thus re-strengthening language communities. Tribal priorities in the education of their children including early childhood and school age populations.
- NM Bilingual Education: supports tribal language revitalization as 1 of 5 bilingual program models.
- NM Indian Education Act supports tribal language instruction.
- Native language instruction delivered by Native speakers via the *NM 520 Alternative Certificate for Teaching Native Language & Culture in NM Public Schools (2003)*. The continuing need for increased number of trained language teachers.



A culturally responsive/sustaining education

- Places students' identities at the center of the curriculum
 - Students identities are developed in the home and community
 - Through home languages and participation in home/community activities
(Schiefflin & Ochs, 1986; Rogoff, 2003; Boykin & Noguera, 2017)
 - They are also developed at school
 - Am I able to read?
 - Am I able to solve problems ?– literacy, math
(Gee, 1986, 2003; Gay, 2000; Paris & Alim, 2014; Heath, 1986)
- Does the school recognize and respect who I am?

An example from science: project-based learning

NGSS: Students should be able to carry out their own field investigations, measuring, mapping, recording as relevant to their community. They should be able to ask/answer their own questions, make cases, and predict scenarios meaningful to them. *Science & Eng. Practice 6*

Sustainable, Local Agriculture – students investigate traditional agricultural practices, attempt to build out and try practices that build soil rather than deplete, build water catchments, and investigate renewable energy flows in agriculture.

- Inputs include seeds, technology, tools.
- Production includes growth and development.
- Outputs include post-harvest activities, community gathering, and possible socioeconomic or sociopolitical impact discussions.

Student diversity is seen as an asset

- Students bring strengths to their learning
- When students are seen as capable and are able to demonstrate their capabilities, they are more likely to engage
- Engagement of students
 - Teachers must be able to discern what those strengths are
 - Build the lessons and activities around those strengths
 - Add those aspects that students' struggle with as important compliments
- Capable Students need challenging material
 - Challenging material with appropriate supports leads to engagement
(Wong Fillmore & Fillmore, 2012; Boykin & Noguera, 2017)

When students are at the center

- And are viewed as capable
- And are challenged (with appropriate supports)
- It changes the relationships between students and teachers
- Helping teachers to see their students in a new light
- And helping students to see their teachers as caring and believing in them
- That leads to better, more positive relationships between students and teachers— a key to student engagement and success

(Boykin & Noguera, 2017; Valenzuela, 1999)

Culturally responsive/sustaining education requires inclusion of multiple perspectives

- On any topic students should be exposed to multiple perspectives
 - Farmer/traditional perspective
 - Western modern science perspective
 - Agriculture as business perspective
- These perspectives should be analyzed critically
- Each perspective should be examined historically, and in terms of power dynamics
- Oral and written presentations of work exemplify the differences in register and genre that are appropriate to the particular field of study

Outcomes of a culturally responsive/sustaining education

- Student engagement
 - Because students are respected culturally and linguistically
- Development of self-esteem and self-efficacy
- Development of persistence and ownership of learning

Multicultural Education *is* the Core

“Even though some theorists (Banks & Banks, 2002) have argued that multicultural education is a necessary ingredient of quality education, in actual practice, educators most often perceive it either as an addendum prompted by some crises or as a luxury. Multicultural education has not yet become a central part of the curriculum regularly offered to all students; instead educators have relegated it primarily to social studies, language arts, and the fine arts and have generally targeted instruction for students of color.

These attitudes distort multicultural education and make it susceptible to sporadic and superficial implementation, if any.

~Flinders, D. and Thornton, S. (2004)

Call to Action: *Implementation shifts*

- **Teacher and Administrator Development**

- Blankenstein, A., Noguera, P., and Kelly, L. (2016). *Excellence Through Equity: Principles of Courageous Leadership to Guide Achievement for Every Student*. Alexandria, VA: ASCD.

- **Curriculum and Instructional Materials**

- Flinders, D. and Thornton, S. (2004). *The Curriculum Studies Reader*, 2nd Ed. New York: Routledge Falmer.

- **Student Assessment**

- Stefanakis, E.H. (2011). *Differentiated Assessment: How to assess the learning potential of every student*. San Francisco, CA: Jossey Bass.

- **Teacher Evaluation**

- Tabet-Cubero, E. (2015). *How should educational leaders evaluate teachers who work with ELLs/emergent bilinguals under Common Core State Standards?* In: Valdes et al (2015). *Common Core and English Language Learners/Emergent Bilinguals: A Guide for All Educators*. Philadelphia: CASLON Publishing.

- **School Accountability**

- Beykont, F. et al. (2002). *The Power of Culture: Teaching across language difference*. Cambridge, MA: Harvard Education Publishing Group.

Q&A

- **Dr. Christine Sims** (Acoma Pueblo), American Indian Language Policy Research and Teacher Training Center at UNM
- **Dr. Rebecca Blum Martinez**, Department of Language and Cultural Equity at UNM
- **Victoria Tafoya**, Dual Language Education of NM and the NM Association for Bilingual Education
- **Edward Tabet-Cubero**, Learning Alliance of NM

Thank You!

Multicultural & Multilingual Education *Findings of Fact and Conclusions of Law*¹

3019 & 3027. In order to meet the needs of the State’s culturally and linguistically diverse student population, the State has a duty to ensure that all students enrolled in New Mexico public schools are provided a **multicultural education** (§ 22-1-1.2; § 22-23A). The provision of a multi-cultural education is necessary for the state to meet its constitutional mandate of providing a sufficient system of education.

3021 & 3024: Defendants have a duty to provide for the study, development and implementation of educational systems that positively affect the educational success of **Native American** [and **Hispanic**] students. (§22-23A-2; § 22-23B-2A).

456 & 459. The **Indian Education Act** has requirements for what constitutes an adequate multicultural education[.] ...For example, the [IEA] specifies offering “culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for Native American students enrolled in public schools;” and “that tribes are notified of all curricula development for their approval and support.” (§ 22-23A-2 (A) and (I) (2004)).

3022-3023. Defendants have a duty to coordinate with appropriate administrators and divisions to ensure that PED administrators make implementation of the **IEA** a priority, (§ 22-23A-5B), [and] to ensure that the IEA [is] carried out and that each division within PED is collaborating to fulfill its responsibilities to tribal students. (§ 22-23A-4 A).

457 & 3025. Defendants have a duty to administer and enforce the provisions of the **BMEA**. (§ 22-23-4) ... While this Act focuses largely on language education, it also supports equitable and culturally relevant learning environments, educational opportunities and culturally relevant instructional materials for all students participating in the program. (§ 22-23-1.1 (K)).

2982. Through the **Hispanic Education Act**, the legislature recognizes the importance of bilingual and multicultural school programs by requiring PED to report on the number of such programs. (§ 22-23B-6 (2015).)

3028. These laws must be complied with in order for New Mexico to ensure that the provisions of a multi-cultural education are being met.

Curriculum, Instructional Learning, and Training:

458. The **IEA** and **BMEA** recognition of the value of multicultural education is consistent with empirical research that finds that “rigorous and well-designed curriculum that is culturally relevant to students has a positive impact on them. If school factors, such as curriculum, support and strengthen students’ cultural and ethnic identities, student achievement tends to benefit, but conversely, to the extent that curriculum and other school factors undermine students’ cultural and ethnic identity, achievement may well be undermined as well.” (P-2800, ¶¶ 37, 60).

¹ Court’s Findings of Fact and Conclusions of Law And Order re Final Judgment: <http://nmpovertylaw.org/wp-content/uploads/2019/01/Courts-Findings-of-Fact-and-Conclusions-of-Law-2018-12-20.pdf>

460. One aspect of multicultural education is “culturally responsive pedagogy.” This involves both recognition of the different cultural skills, strengths, and capacities and close relationships between teachers and students. (P-2800, ¶¶ 61, 62).

465. Relevant documents that deal with multicultural education support the importance of culturally responsive pedagogy, including knowing the student and his/her culture, but give little guidance on how to develop culturally responsive practices or to integrate such knowledge into a program. (P-2800, ¶¶ 137, 138, 162, & 166.).

468. The State provides little guidance on how districts can incorporate multicultural education into the curriculum. For example, the State has no framework for implementing the multicultural portion of the Teacher Training Clause and Children of Spanish Descent Clause of the New Mexico Constitution, and PED reports on the **HEA** do not elaborate regarding what culturally responsive pedagogy means. (Sleeter).

469. Without guidance, districts generally do not implement effective multicultural education and teachers receive little professional development in culturally responsive pedagogy. Consequently, nearly half of teachers’ report that the training they do receive has little or no effect on their instruction. (P-2800 ¶¶ 255, 260).

472. Dr. Sleeter’s study found that little professional development in culturally responsive or multicultural pedagogy is offered through the school districts, and most of the professional development in culturally responsive pedagogy in New Mexico focuses on language issues and takes the form of one-time workshops with no follow-up. (P-2800 ¶¶ 253-55).

English Language Learner students:

3033 & 3037. [ELLs] ...have a right to an adequate [EL] acquisition program. Defendants have a duty to ensure that all LEAs, regardless of whether they have a [BMEP] or stand-alone Title III program, are providing [ELLs] an adequate [EL] acquisition program.

313. Placing ELL students in a classroom with a TESOL-endorsed teacher does not constitute a sufficient program under Title III. There must be adequate materials, a curriculum, and specific strategies provided across the board in a consistent manner, as well as cohesion with the heritage language classes. (Blum Martinez).

Pre K:

9 & 65. The New Mexico Pre-K system was created by the legislature in 2005 to empower CYFD and PED to develop and implement a state-wide, voluntary program for [PREK] services that would address a child's total developmental needs, including physical, cognitive, social and emotional needs, as well as health care, nutrition, safety and *multicultural sensitivity*. (Lenti). Providing a multicultural and bilingual education to *preschoolers* is an important part of preparing a child to be successful. (Webster).