



Culturally Relevant Education and School Leadership

Michelle Knight

Expanded Success Initiative

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Culturally Relevant Education and School Leadership

ESI Year 2 –

- **How will you school integrate the CRE concepts that you have learned from the CRE trainings into the activities and strategies proposed for Year 2?**

Culturally Relevant Education and School Leadership

- **Just because your kids are graduating and going to college doesn't mean you have a college-going culture, and I think [...] maybe a light bulb that turned on for most people here [...]. That's a different thing, a college-going culture. And a culturally relevant college-going culture is yet a different thing. (Blaire, Administrator/ Teacher)**
- **Everybody has to be involved [...] it has to be from all staff members, from the secretary to the, you know, the security people, everybody just talking about having to understand what this means, you know, the college-going culture. (Paul, Support Staff)**

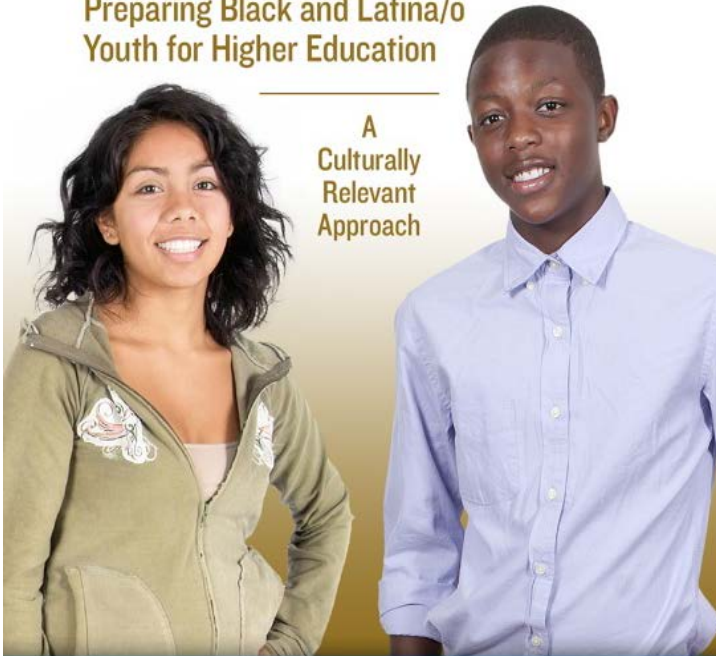
Objectives

- **Establish a shared understanding of the need for creating a sustained culturally relevant, school-wide, college-going culture for Black and Latino young men in grades 9-12**
- **Discuss varied definition of a college-going culture that is also culturally responsive**
- **Model inquiry oriented stances and engage in culturally responsive activities to build on individual and shared experiences.**
- **Support the creation and/or further development of existing action plans to increase college readiness for Black and Latino young men in your school context**

COLLEGE READY

Preparing Black and Latina/o
Youth for Higher Education

A
Culturally
Relevant
Approach



MICHELLE G. KNIGHT
JOANNE E. MARCIANO

Book Features:

- Important research findings of a four-year study in a public high school with critical reflection questions.
- Links between culturally relevant pedagogy and college readiness and access.
- “Teacher Responses” that connect the contents of each chapter to the author’s experience working with youth.
- “Reading in Action” sections for professional development with individuals, small groups of educators, and whole school communities

The Research Study



Research Literature

- 20 years on college access
- 20 years on culturally relevant pedagogy

Research Site

- Evergreen High School, a public high school in New York City.

Research Question

- Who and what influences the college-going processes of 25 working class Black and Latina/o urban youth in 9th through 12th grade?

Research Methodology

- Four year ethnographic study
 - 25 Black and Latina/o youth -- 13 females, 12 males
 - 61 teachers, counselors, and administrators
- Youth co-researcher methodology
 - Peers
 - Family members

Definitions (Handout)

A College-Going Culture

- **Underline the words that resonate or stick out for you in each of the definitions.**
- **Pair Share**

Definitions: A College-Going Culture

- A college-going culture refers to the **environment, attitudes, and practices** in schools and communities that encourage students and their families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education.

(collegetools.UCBerkeley, 2009)

Definitions: A College-Going Culture

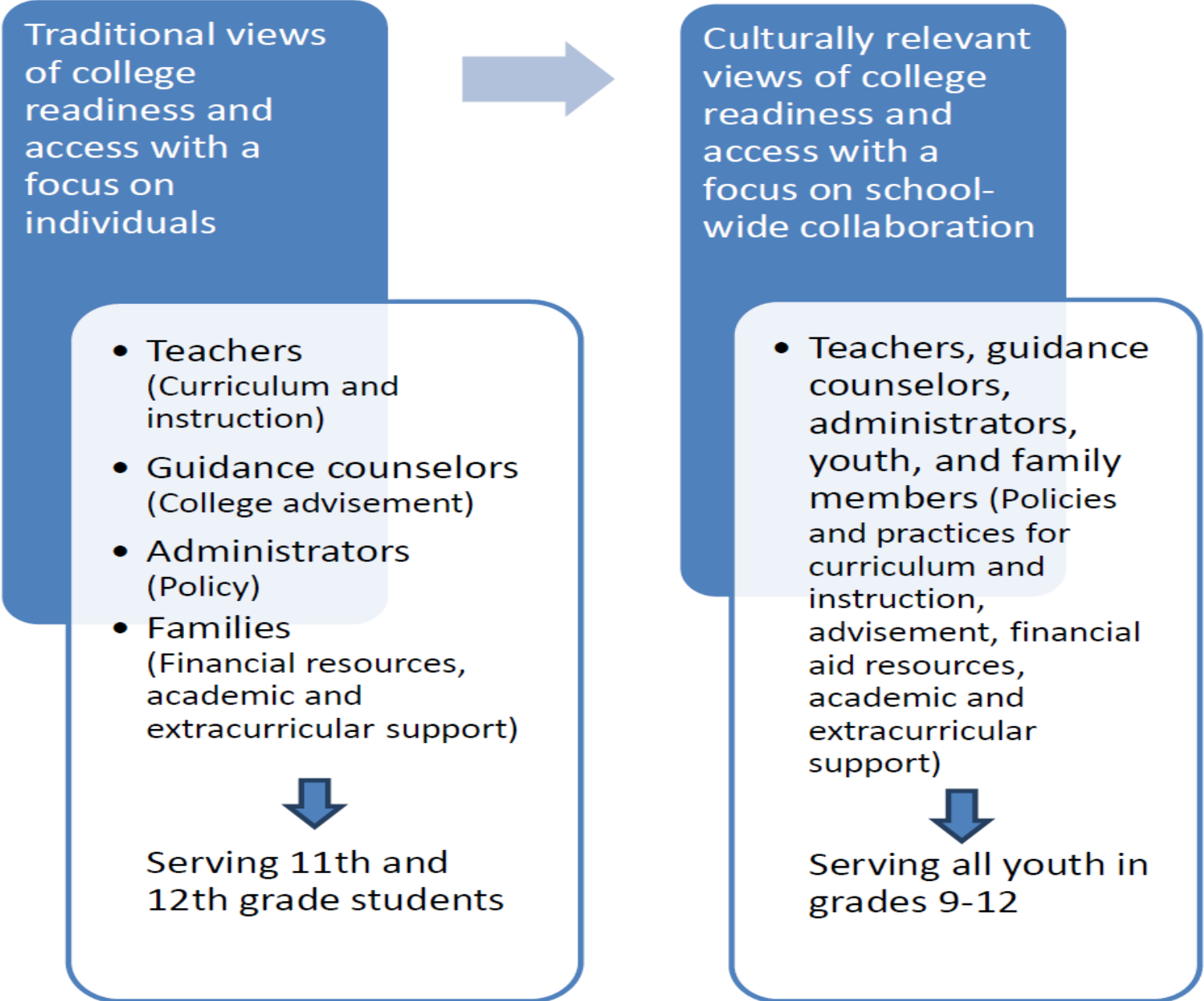
- Schools create a **COLLEGE CULTURE** that all students and their families experience. Where such a culture exists, **all students are prepared for a full range of postsecondary options** through structural, motivational, and experiential college preparatory opportunities. In these schools...
- School leadership is committed to building a college culture;
- All school personnel provide a consistent message to students that supports their quest for a college preparatory K-12 experience;
- All counselors are college counselors; and
- Counselors, teachers, and parents are partners in preparing students for college.
- (McClafferty & McDonough, 2000)

Definitions: A College –Going Culture

A culturally relevant, school-wide, college-going culture is one that:

recognizes the importance of including students' cultural backgrounds and references in all aspects of learning, particularly as related to preparing for, applying to, and enrolling in college, or what we refer to throughout this text as engaging in college-going processes (Knight & Marciano, 2013, p. 3).

Figure 7.1. Creating a culturally relevant school-wide college-going culture



Creating a College-Going Culture: Evergreen High School

All students are aware of, prepared for, and pursue postsecondary education.

Institutional structures include

- **a full curriculum ranging from general classes to gifted and advanced placement (AP) courses.**
- **10 small learning communities or houses. Each house has three staff: a guidance counselor for academic and personal student development, a house coordinator for scheduling procedures, and a family assistant for community outreach**
- **two college counselors**
- **the learning center**
- **multiple testing subcultures**
- **cross-age extracurricular activities (e.g., sports, clubs, electives, college fairs, and college visits).**
- **self-reports state that more than 90% of its students go on to college,**



Inquiry Stance: Accessing Your School Culture

What is your role in creating a culturally relevant, school-wide college-going culture?

- **List institutional structures within your school that support college readiness for Black and Latino males**
- **Put a star beside those structures in which you play a direct role.**
- **Networking**

Inquiry Stance:

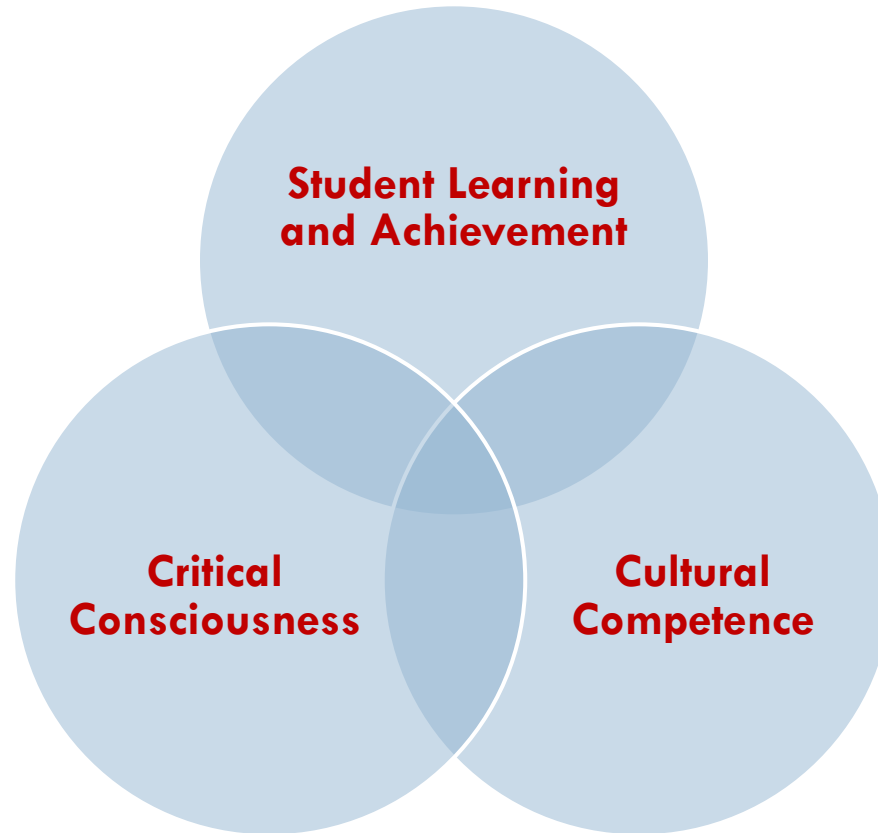
Assessing Your College-Going Culture

**Rubric: Nine Essential Elements of A College-Going Culture
(Patricia McDonough)**

A Culturally Relevant, School-Wide, College-Going Culture

- **Just because your kids are graduating and going to college doesn't mean you have a college-going culture, and I think [...] maybe a light bulb that turned on for most people here [...]. That's a different thing, a college-going culture. And a culturally relevant college-going culture is yet a different thing. (Blaire, Administrator/ Teacher)**

**Culturally Relevant Education:
Creating Equitable Access Opportunities
(Ladson-Billings, 2005, Gay, 2010)**



Culturally Relevant Education: Creating Equitable Access Opportunities

Student Learning and Achievement

- **Expectations, beliefs, values, norms of learning (e.g. Common Core Learning Standards)**

Cultural Competence

- **Building on the cultural knowledge and experiences that youth and their families bring to school learning and academic readiness (e.g. strengths and assets that support resiliency)**

Critical Consciousness

- **Construct education for access and equity (e.g. well matched college for youth's cultural background, aspirations, and goals)**

Inquiry Stance: Cultural Relevant Education and College Readiness

- **Creating equitable learning opportunities for all youth**
- **Developing the ability to learn from and respectfully relate to people from your own culture as well as those from other cultures (Zion & Kozleski, 2005)**
- **Changing the school culture based on what you learned**

Inquiry Stance: Cultural Relevant Education and College Readiness

Cultural Identities, College Talk and the Common Core

Step 1: Participants will break up into pairs. Each pair will discuss the following topic:

I would like for each person to discuss with their partner a stereotype about their race/ethnicity or gender that they do not like and how they negotiate (living with) this stereotype.

Step 2: Participants will be asked to volunteer to share the stereotype that their partner discussed and what they thought about this stereotype.

Culturally Relevant Education: Creating Equitable Access Opportunities

Deficit-based Expectations

- ❑ **He's lazy.**
- ❑ **All he wants to do is play on the Internet.**
- ❑ **He's going to wind up a thug, at McDonald's, or in jail.**
- ❑ **He's wearing baggy pants so he doesn't care.**
- ❑ **He comes from a broken home.**

Strength-based Expectations

- ❑ **"I already get it. Let's move on."**
- ❑ **He has great tech skills and multimodal literacy.**
- ❑ **He's going to college.**
- ❑ **He's creatively expressing his participation in youth culture.**
- ❑ **My family wants me to go to college.**

First Generation



<http://www.firstgenerationfilm.com/trailer.php>

Inquiry Stance: Creating/Strengthening a Culturally Relevant, School-Wide, College-Going Culture

Networking :

- **What is your role in creating a culturally-relevant, school-wide, college-going culture? Discuss the items that you put a star by in terms of your involvement in your high school institutional structures which support college readiness.**
- **How do your policies and practices specifically **support and build on the assets** of Black and Latino young men through school structures.**

Culturally Relevant Education and School Leadership

- **Hector Calderon's CRE School Leadership Practices**