

WPS School Committee Meeting 1/24/2022

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# Winthrop Public Schools Culturally Responsive Curriculum Scorecard - Results

NYU/Steinhardt Metropolitan Center for Research on  
Equity and the Transformation of Schools

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Presented by Lori A. Gallivan - Executive Director of Curriculum, Instruction & Accountability

# What Is Culturally Responsive Education (CRE)?

Culturally responsive education (closely related to the terms “culturally relevant” and “culturally sustaining” education) refers to the combination of teaching, pedagogy, curriculum, theories, attitudes, practices and instructional materials that center students’ culture, identities and contexts throughout educational systems.

## Key Principles:

1. Validating students’ experiences and values
  2. Disrupting power dynamics that privilege dominant groups
  3. Empowering students
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# Significance of Culturally Responsive Education

Across the country many rigorous evaluations and studies have shown that culturally responsive curriculum increases student academic engagement, attendance, grade point averages, graduation rates, civic engagement, positive racial self-images and self-definition.

Not only does CRE impact students' academic experiences, but it can also have significant influence on racial attitudes and biases.

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## Explanation of Scorecard

**Representation** - Helps you determine the extent to which students in your school are reflected in their curriculum, and the extent to which they are being exposed to a group of diverse authors, characters, identities, and cultures.

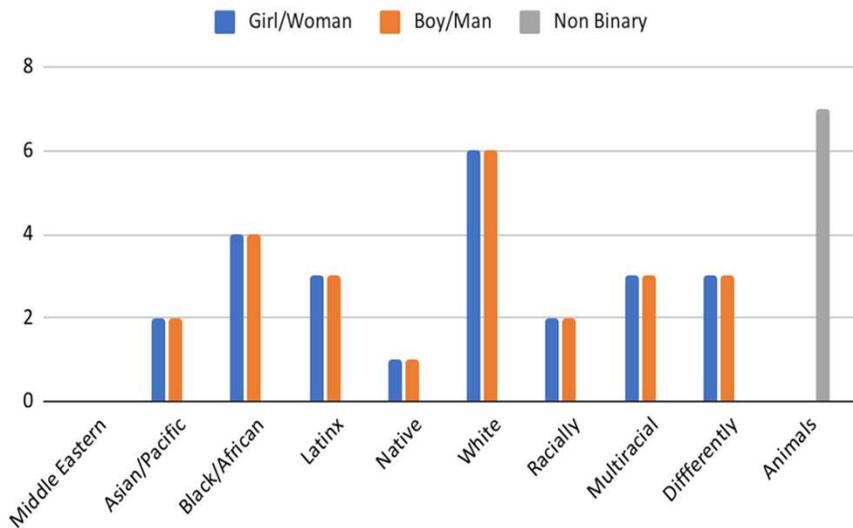
**Social Justice** - This section is divided into three categories, each of which contributes to understanding the opportunities that curricula provide for cultural responsiveness.

**Teachers' Materials** - This section is a review of the teacher's materials that are used for instruction. Teachers should be provided with guidance on how to approach, enhance, and customize lessons for their student populations.

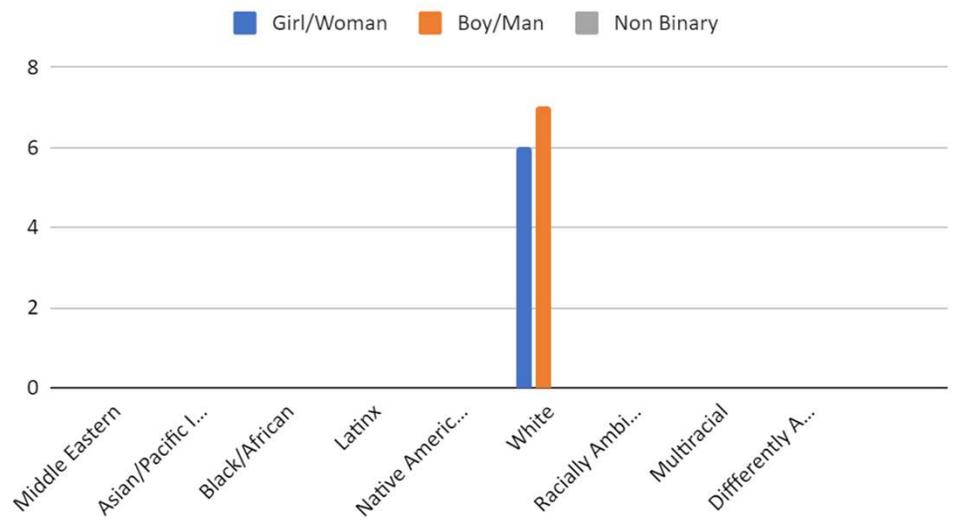
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# WPS - English Language Arts - Scorecard

Diversity of Characters - Kindergarten

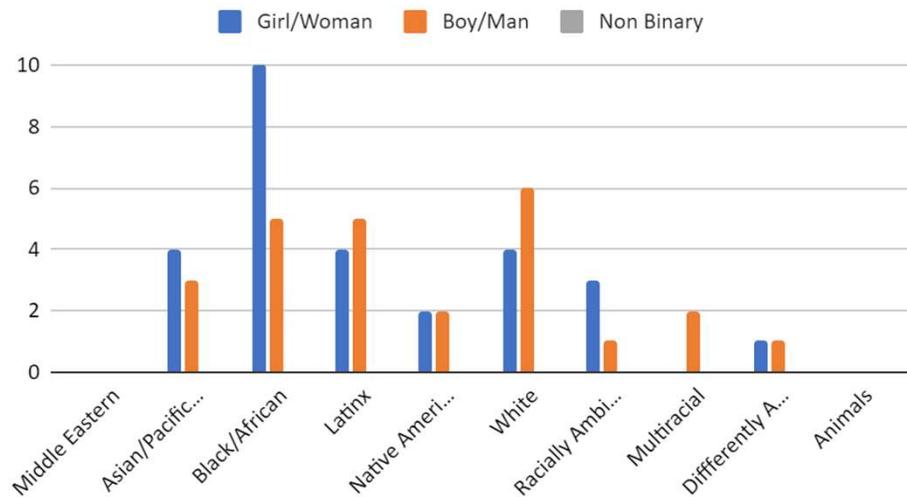


Diversity of Authors - Kindergarten

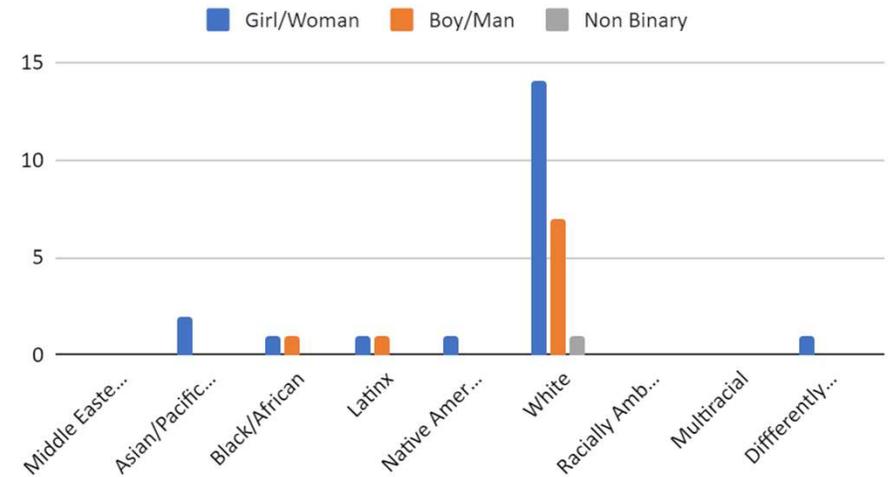


# WPS - English Language Arts - Scorecard

## Diversity of Characters - Third Grade

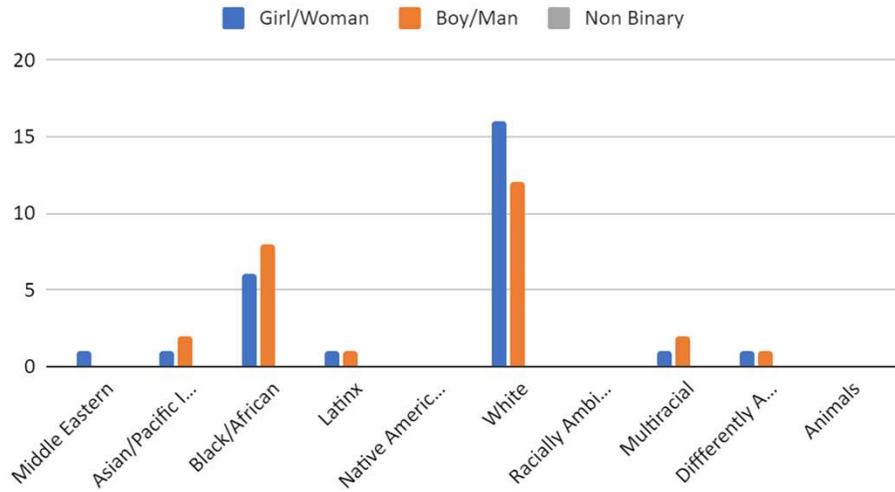


## Diversity of Authors - Third Grade

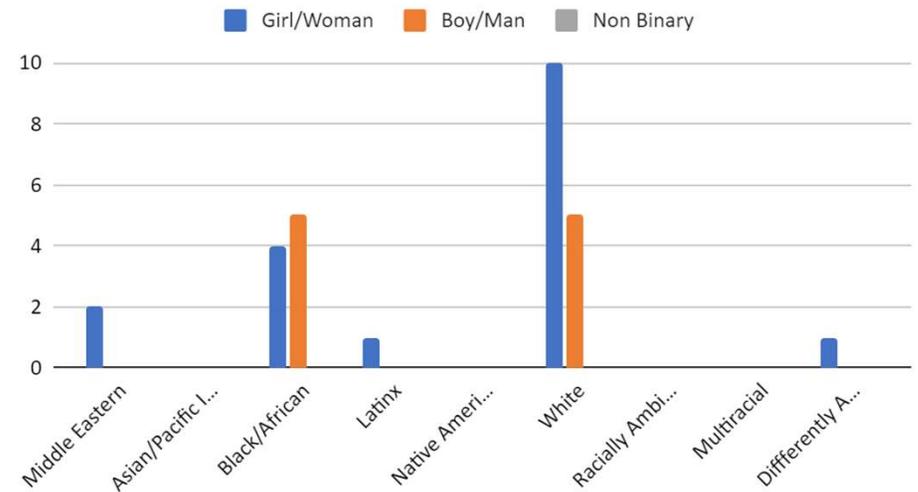


# WPS - English Language Arts - Scorecard

Diversity of Characters - Grades 6, 7, 8

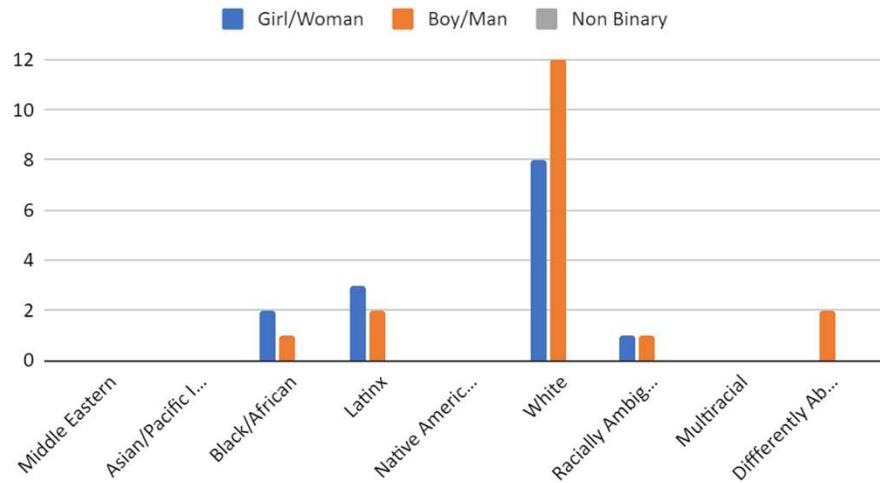


Diversity of Authors - Grades 6, 7, 8

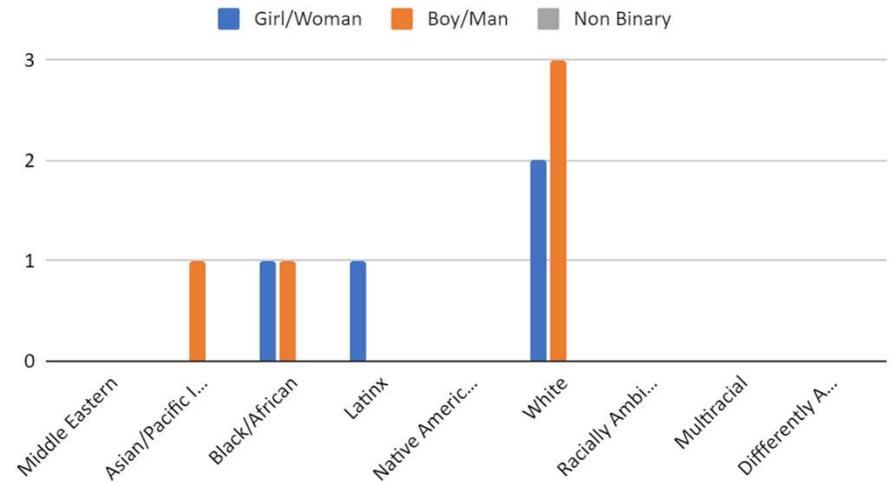


# WPS - English Language Arts - Scorecard

## Diversity of Characters - Ninth Grade

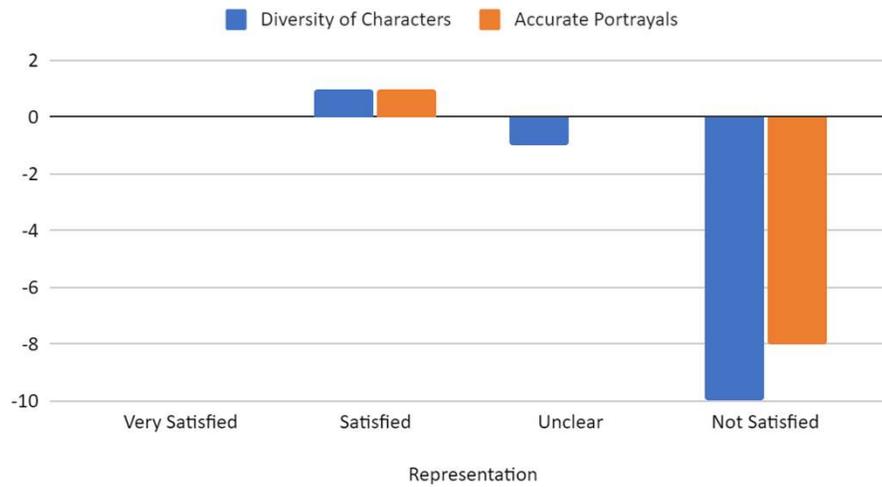


## Diversity of Authors - Ninth Grade

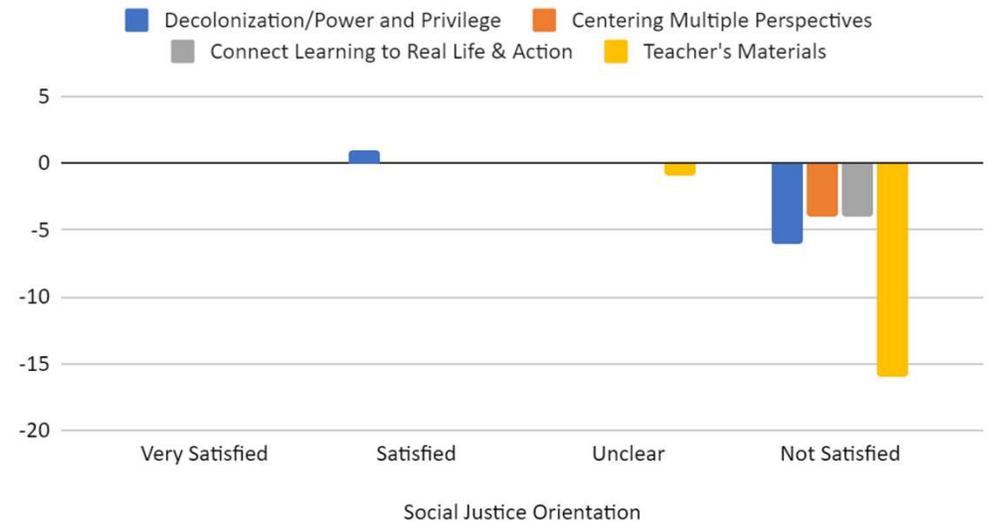


# Overall Findings

## Representation - Grade 2

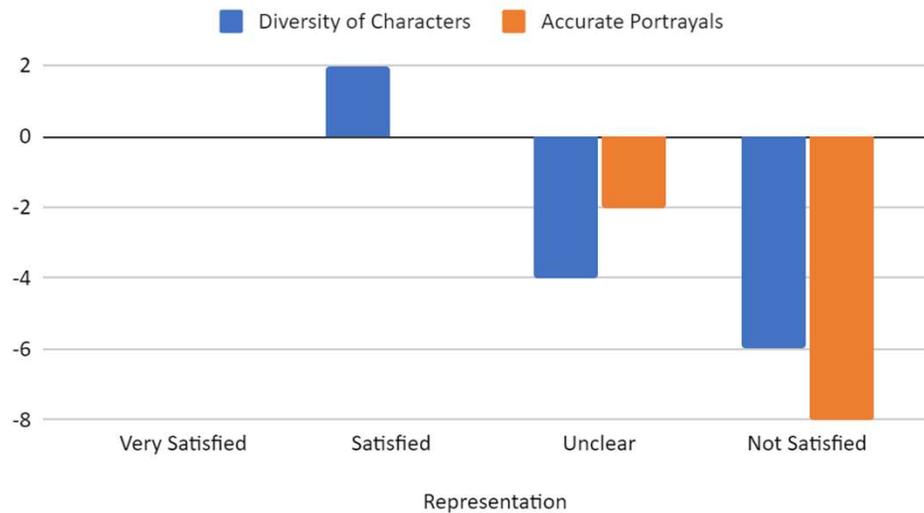


## Social Justice Orientation - Grade 2

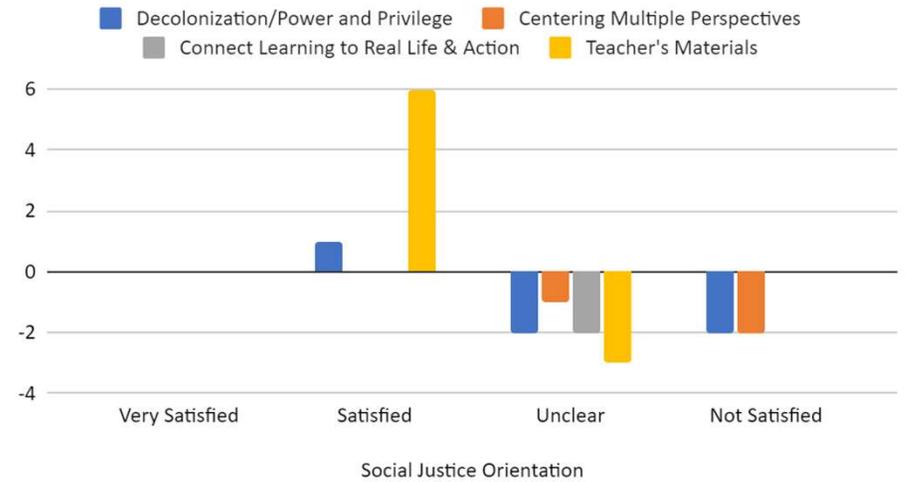


# Overall Findings

## Representation - Grade 5

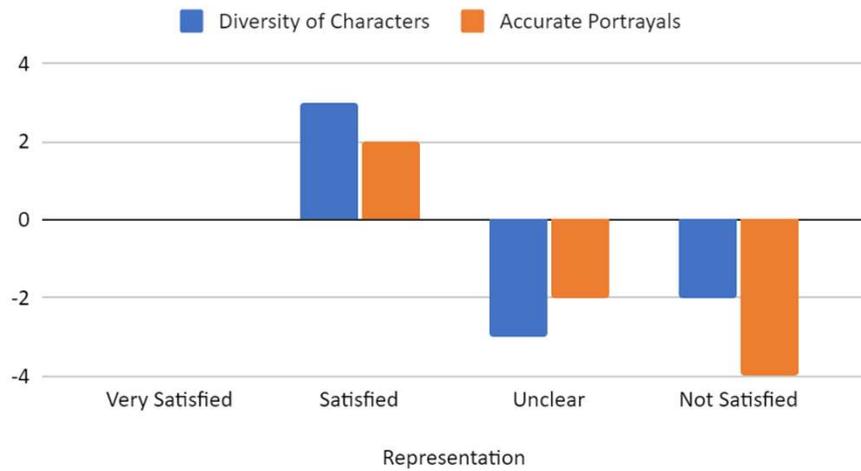


## Social Justice Orientation - Grade 5

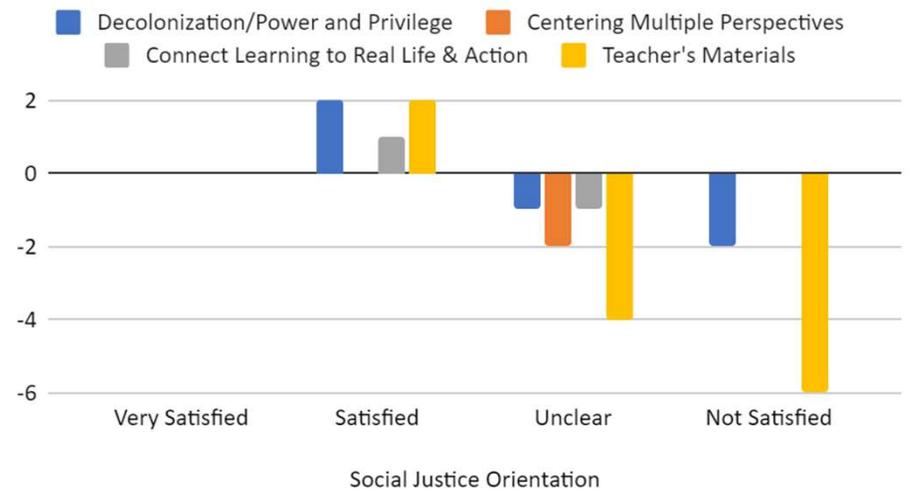


# Overall Findings

## Representation Grades 6th - 8th

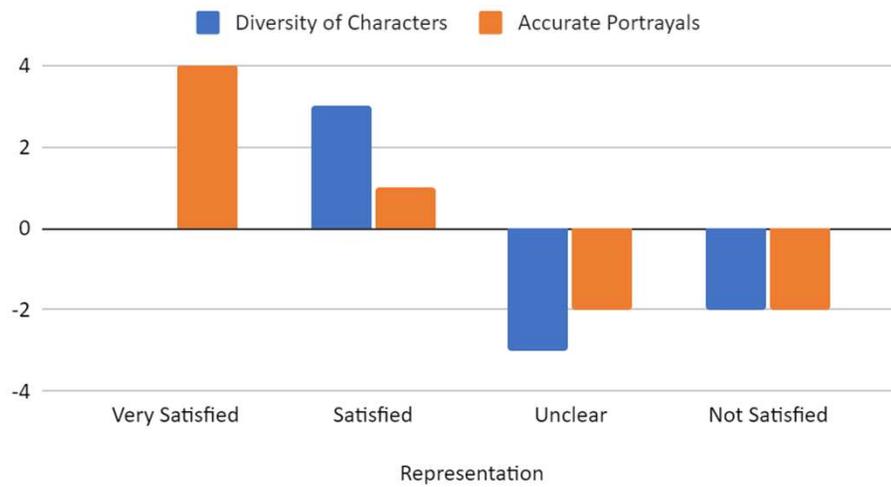


## Social Justice Orientation - Grades 6th - 8th

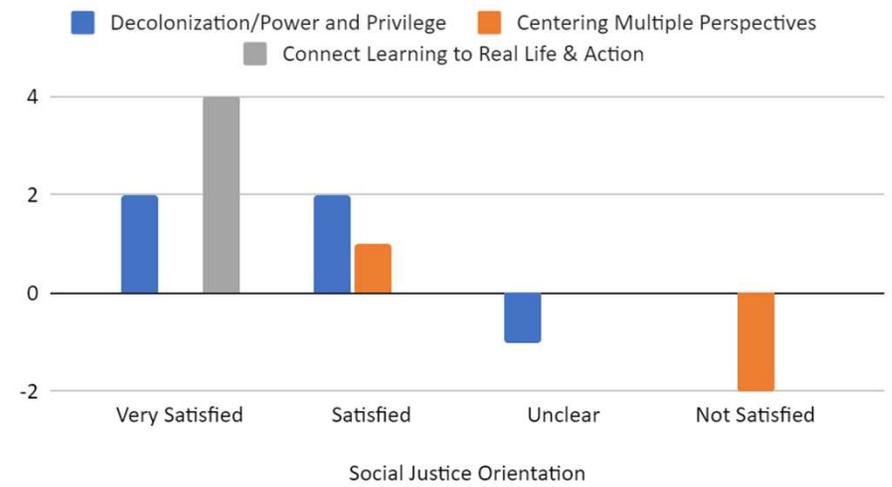


# Overall Findings

## Representation - Grade 10

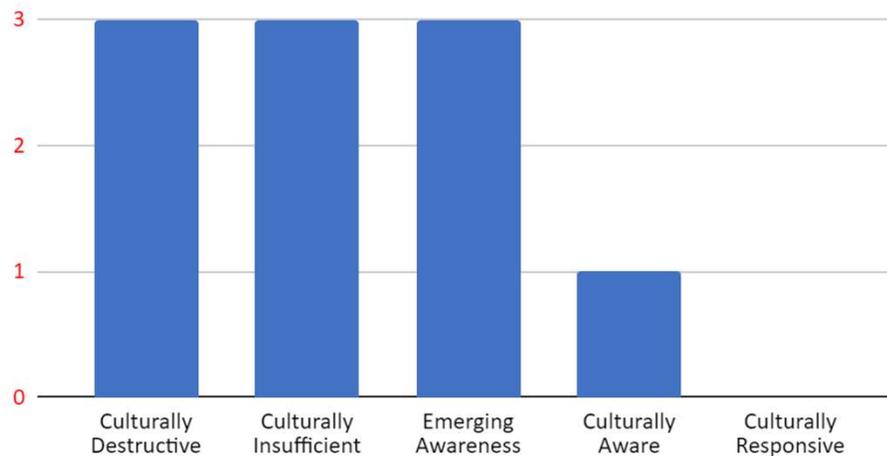


## Social Justice Orientation - Grade 10



# Score Interpretation

Representation - Kindergarten - Grade 11



**Emerging Awareness:** The curriculum likely represents some groups in diverse and dynamic ways but not all. Some characters are portrayed in culturally and historically accurate ways, while others are still depicted as stereotypes. There is likely little diversity among curriculum contributors.

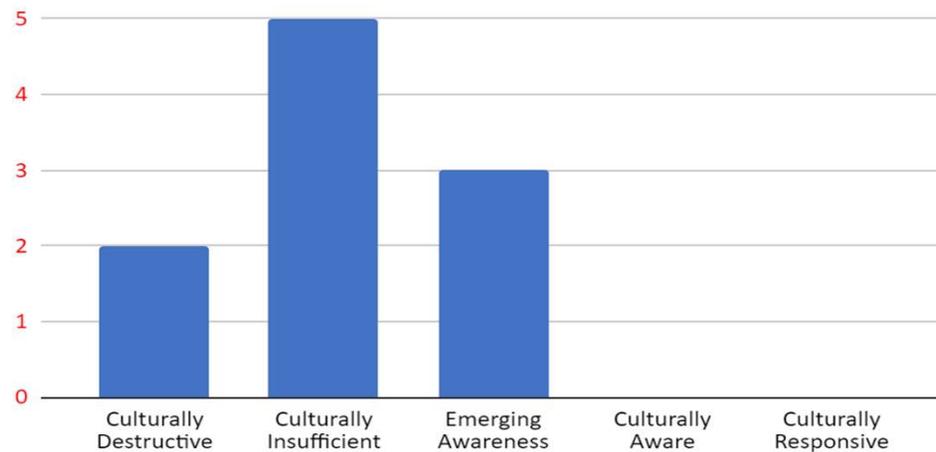
**Culturally Destructive:** The curriculum likely reinforces stereotypes and portrays people of color in inferior and destructive ways. There is little to no diversity in illustrations, and provides zero opportunities for teachers to engage cultural responsiveness. There is little to no diversity among curriculum contributors and illustrators.

**Culturally Insufficient:** The curriculum likely has culturally and racially ambiguous characters. Few characters and stories are portrayed in a culturally and historically accurate way. There is likely little to no diversity among curriculum contributors and illustrators.

**Culturally Aware:** The Curriculum likely captures a decent representation of diverse characters, who are generally portrayed in accurate and dynamic ways. There is likely some diversity among the curriculum contributors and illustrators.

# Score Interpretation

Social Justice - Kindergarten - Grade 11



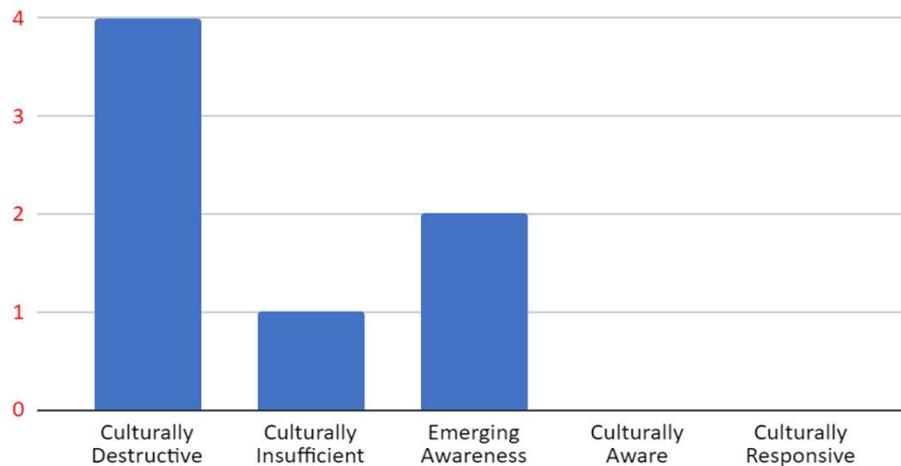
**Emerging Awareness:** The curriculum occasionally centers multiple perspectives. Some critical questions are posed to students. Non-dominant knowledge systems are acknowledged and mentioned a few times throughout the curriculum. There are a few opportunities for teachers to practice cultural responsiveness.

**Culturally Destructive:** The curriculum likely centers White or Eurocentric ideas and culture throughout the majority of the text. Microaggressions, biases, and deficit perspectives are prevalent. The curriculum is likely disconnected from students' lives and provides zero to very few opportunities for teachers to practice cultural responsiveness.

**Culturally Insufficient:** The curriculum predominantly centers white or Eurocentric ideas and culture in most of its components. For the most part students are not encouraged to think critically, or take action to combat inequity. The curriculum provides weak connections to students' lived experiences. There is hardly any opportunity for teachers to engage cultural responsiveness.

# Score Interpretation

Teacher's Materials K - 8



**Emerging Awareness:** There is a little guidance on engaging diverse learners in meaningful culturally responsive ways. The teachers' materials provide guidance on at least one of the following: Supplemental curriculum, engaging students in culturally sensitive experiential learning, and making real life connections between the curriculum and students' lives.

**Culturally Destructive:** There is no guidance on engaging diverse learners or culturally responsive teaching in the teachers' materials. Teachers are not encouraged to reflect on their worldviews or their practice. There is no guidance about connecting the curriculum to students' lives. There is no opportunity for cultural responsiveness.

**Culturally Insufficient:** There is a little guidance on engaging diverse learners or culturally responsive teaching in the teachers' materials, but it is mostly on a superficial or symbolic level. It is seen as additive, rather than central to the curriculum and teaching.

## Next Steps

- ❖ Continue the discussion with grade level teams at the elementary level and with the English Departments at the Middle and High School.
  - ❖ Ask important questions, like, Do we think this evaluation provides an accurate picture? Does additional information need to be collected?
  - ❖ Meet with teams to determine what materials are needed to improve on their ability to provide culturally responsive instruction.
  - ❖ Develop an abbreviated version of this tool for groups to utilize when evaluating the possibility of purchasing new curriculum and materials.
  - ❖ Provide professional development to staff on what culturally responsive teaching is and what it can look like.
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