



CULTURALLY & HISTORICALLY RESPONSIVE CURRICULUM REVIEW AND EVALUATION

PROPOSAL AND OUTLINE

BACKGROUND OF CHRE

Over the past 20 years, culturally responsive education (CRE) has gained attention by researchers and practitioners in schools across the United States. Defined as a theory and model that centers the cultural and linguistic diversity of youth, culturally responsive pedagogy was initially promoted to advance the achievement of youth of color who have been historically underserved. Specifically, CRE teaches (1) academic success, (2) cultural competence, and (3) sociopolitical consciousness (Ladson-Billings, 2014). The first goal in CRE teaches students the skills and knowledge related to each content area. Cultural competence involves helping all students to appreciate and celebrate their cultures of origin while gaining knowledge of and fluency in at least one other culture. Lastly, sociopolitical consciousness is a goal of education that involves moving beyond the confines of the classroom and using school knowledge and skills to identify, analyze, and solve real-world problems (p. 75). While these are worthwhile approaches to education, typically state standards, curriculum, instruction, assessments and teacher evaluation are embedded to address one of the three approaches—academic success. Yet, time and time again, educators find that skills and knowledge are not enough to navigate the inequities in society and schools.

The learning within CRE is student-centered and the cultural identities of youth are used as resources for teaching, learning and leadership. CRE is a sound approach for student achievement, yet teachers often struggle to fully understand its origins. They also deeply struggle with practical classroom application. For example, teachers across the nation wrestle with how equity and CRE transfer to lesson plans. Similarly, school principals and teacher leaders also struggle with culturally responsive leadership and supporting teachers to teach in equitable, anti-racist and CRE ways. In response to these issues, Dr. Muhammad's research examines the historical roots of CRE and provides a clear, practical and equitable model that extends original CRE research. From Dr. Muhammad's research examining abolitionists and 19th century education among communities of color, she found that early Black readers, writers and thinkers held five goals or pursuits for learning. This approach extends CRE and is historically responsive education. These five pursuits include:

1. **Identities**— Teaching students to know their histories and identities while also learning the truth and knowledge about others who are different from their own identities. This also involves teaching students to make sense of their own values and beliefs.
2. **Skills**— Skills and proficiencies are often measured on quantitative assessments. Skills are central to ways in which we “do school” today and typically define achievement standards. Skills are also central in designing the learning standards that govern teaching and learning in schools. Each content area has its own descriptions and set of skills that youth are expected to master and teachers are expected to teach.

3. **Intellect**— the capacity for knowledge—is what we learn or understand about various topics and ideals. Intellect is knowledge into action and involves learning to think deeply.
4. **Criticality**—the ability to understand power, oppression, anti-racism and anti-oppression. Criticality calls for teachers and students to understand the ideologies and perspectives of marginalized communities and their ways of knowing and experiencing the world.
5. **Joy**—advancing students’ happiness and triumphs by elevating beauty and truth in themselves and within other people, stories, and histories.

These five standards or pursuits are call the **HILL Model** because they respond to students’ **H**istories, **I**dentities, **L**iteracies and **L**iberation. Literacy is centered when teaching these goals because students must read, write, speak, listen and think throughout each content area. These standards are universal for every child and this model becomes culturally and historically responsive education in action.

Drawing upon rich and excellent histories and upon the research of several critical CHRE researchers such as Geneva Gay, Gloria Ladson-Billings, Carol Lee and Django Paris, as well as rich urban educational research, this professional learning plan will engage educators in an intellectually rigorous framework of learning that supports and honors the identities, cultural knowledge, literacies and resources of youth and teachers. The lead researcher, Dr. Gholdy Muhammad has published research on this model and has received substantial grant funds to study this model from the U.S. Department of Education (see Dr. Muhammad’s [CV](#)).

Overview Services: HILL Pedagogies will conduct a full culturally responsive and equity review of units of the school’s or district’s curriculum utilizing the Metro Center Culturally Responsive Education Scorecard and a CHRE/HILL Model evaluation. Dr. Muhammad will use the curriculum equity tool of the HILL Culturally and Historically Responsive Framework (Muhammad, 2018). The HILL Model is a teaching and evaluation tool that examines the following five areas of pedagogy: 1) identity development (how does the curriculum afford opportunities for students to know themselves and define their lives?); 2) skills (how does the curriculum afford opportunities for students to learn English language arts skills and Common Core Standards?); 3) intellectualism (how does the curriculum afford opportunities for students to learn new ideas and concepts?); 4) criticality (how does the curriculum afford opportunities for students learn and understand equity, power and anti-oppression?) and 5) joy) (how does the curriculum elevate beautiful and truthful narratives and images for student happiness). The CRE Scorecard and HILL Evaluation will also be used to evaluate the text selected within the curriculum. Following the review, Dr. Muhammad will provide a detailed overview report about the quality of their materials using these tools. In addition to this, HILL Pedagogies will provide a comprehensive report and a 90-minute virtual training on culturally and historically responsive education, the methods and process of the review and key findings.

Information/Background about HILL Pedagogies: HILL Pedagogies is an educational consulting company that works to advance and respond to K-12 students’ Histories, Identities, Literacies and Liberation. Dr. Muhammad leads efforts and provides consultation based on culturally and historically responsive education. Dr. Muhammad began her career as a reading, language arts, and social studies middle school teacher. In addition, she has served as a school district assistant curriculum director and was responsible for K-12 literacy instruction, grant writing, assessments, and professional development. Dr. Muhammad received her PhD in Literacy, Language and Culture at the University of Illinois at Chicago. Her research interests are situated in social and historical foundations of literacy development within communities of color and the literacies practices among youth. She explores culturally responsive education and its history. She has over 50 publications including work featured in *Research in the Teaching of English*, *English Education*, *Urban Education*, *Journal of Adolescent and Adult Literacy* and *Written Communication*. Dr. Muhammad is currently an Associate Professor at Georgia State University teaching literacy and language in the Department of Middle and Secondary Education. Additionally, she serves as the executive director of the GSU Urban Literacy Collaborative and Clinic. She strives to shape the national conversation for educating

youth who have been underserved. She also strives to support the next generation of educators who are seeking pathways to meet some of the most pressing challenges encountered in urban schools. She works with teachers and youth across the United States and South Africa in best practices in education. Dr. Muhammad is the 2014 recipient of the National Council of Teachers of English, Promising New Researcher Award, the 2015 NCTE Alan C. Purves Award, the 2016 NCTE Janet Emig awardee, the 2017 Georgia State University Urban Education Research Awardee and the 2018 UIC College of Education Researcher of the Year. She received \$750,000 from the US Department of Education to study her Culturally Responsive HILL Model. She is the author of the best-selling book, *Cultivating Genius: An Equity Model for Culturally and Historically Responsive Literacy*.

Additional Services Requested (LBUSD)

Consult & Coach	Professional Learning	Curriculum Audit
Engage in regular, formal and informal, collaborations/ consultations with the Equity and Excellence Coordinator (LBUSD) & Leadership Team Designee to develop, monitor, and refine a comprehensive approach to engaging in a curriculum audit, focused on equity. Advise on next steps and co-construct a framework/approach/plan for the curriculum audit for 2021-2022 Advise on the establishment of an Equity Curriculum Advisory Committee	Full day train & discuss culturally and historically responsive education and the methods/tools used to review curricular units with all OCIPD Certificated Staff.	In collaboration with OCIPD Designee, facilitate a conversation with Equity Curriculum Advisory Committee about Hanover “Pulse Survey” to generate deeper questions and co-construct protocols to be used to collect data on stakeholder perspectives (staff, students & parents) regarding needs in relation to curriculum, ie. importance of cultural relevance, learning about other cultures, critical consciousness, etc. (per Pam & Gholdy’s discussion on 11/12/2020) ● The OCIPD Equity Audit Team or Equity Curriculum Advisory Committee can assist with collection of data from students, staff & parents using questions/surveys/ protocols provided by the consultant.