Title: Summary of resources on equity and access

Date: March 2015

Question: Could you provide resources on equity and access, including 1) how to prepare administrators and teachers to best implement Common Core State Standards in a culturally appropriate manner and 2) how to prepare counselors to best provide guidance and support to all students in a culturally responsive manner*?*

Response:

We have prepared the following memo with 1) references on equity and access as related to culturally responsive teaching and support and 2) relevant organizations to consult. Citations include a link to a free online version, when available. They are accompanied by an abstract, excerpt, or summary written by the author or publisher of the document. We have not done an evaluation of the methodological rigor of these resources, but provide them for your information only.

Background

CORE districts are prioritizing issues of equity and access, and are interested in preparing administrators, teachers, and counselors to support students in a culturally responsive manner. They reviewed the nation's 10 Regional Equity Assistance Centers' (EAC) position paper, "How the Common Core Must Ensure Equity by Fully Preparing Every Student for Postsecondary Success: Recommendations from the Regional Equity Assistance Centers on Implementation of the Common Core State Standards" (http://eac.wested.org/wp-content/uploads/ 2013/07/ EquityCommonCore_120913.pdf), and their review prompted this request. The paper outlines six goals of equity, along with key questions that educators should consider if the needs of all learners are to be appropriately and adequately met. The EAC paper concludes with a set of recommendations to help educators ensure equity as they continue implementing the new standards. CORE districts would like more specific information about ways to implement the recommendations.

References

Coleman, R., & Goldenberg, C. (2012). The common core challenge for English language learners. *Principal Leadership*, 46–51. Retrieved on March 17, 2015, from http://eac.wested.org/wp-content/uploads/2013/07/Common-Core-Challenge-for-ELLS.pdf

Abstract: This article states that although it is far from definitive, there is research that can be used as the basis for helping promote high levels of content and language learning among ELLs. Drawing broadly on this research, the authors suggest some guidelines.

Guidelines for Instruction in the Content Areas
- Recognize the challenge
- Effective teaching
- Sheltered instruction
- Evaluate effectiveness
- Academic language

Guidelines for Promoting English Language Proficiency
- Daily language instruction
- Academic language
- Structured student talk
- Sufficient duration of services
- Grouping
- Encourage verbal interactions

The authors close by reminding readers that English language learner achievement and classroom instruction do not happen in a vacuum. Coherent schoolwide goals, ongoing assessment of student learning, strong leadership, and ongoing professional development linked to goals and assessments contribute to creating a schoolwide culture of higher achievement and higher expectations for ELLs.

The Equity and Excellence Commission. (2013). *For each and every child – A strategy for education equity and excellence.* Washington, DC: Author. Retrieved on March 17, 2015, from http://www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf

Excerpt: There are five parts to our action strategy, each critical and each connected to the others—

- First, we begin with a restructuring of the finance systems that underlie every decision about schools, focusing on equitable resources and their cost-effective use.
- Second, we examine the most critical resource of all: quality teachers and school leaders, the supports they need to be effective with all learners and ways to make sure all students have access to high-quality instructional opportunities.
- Third, we explain the importance of starting early—making the case for high-quality early learning for all children, especially for low-income children, who need it most.
- Fourth, there is the matter of providing critical support—including increased parental engagement, access to health and social services, extended instructional time and assistance for at-risk groups—that students in high-poverty communities need to start strong and stay on track.
- And fifth, we lay out the changes in accountability and governance necessary to ensure that, a decade from now, there doesn't need to be yet another commission appointed to call public attention to the corrosive effects on the nation's children and our future of the failure to advance equity and excellence in America's public schools.

The Equity Assistance Centers. (2013). How the Common Core must ensure equity by fully preparing every student for postsecondary success: Recommendations from the Regional Equity Assistance Centers on implementation of the Common Core State Standards. Oakland, CA: Region IX Equity Assistance Center at WestEd. Retrieved on March 17, 2015, from http://eac.wested.org/wp-content/uploads/2013/07/EquityCommonCore_120913.pdf

Excerpt: To ensure that, as intended, [the Common Core State] Standards result in an excellent education and equally high outcomes for all students, educators and our education institutions must themselves be prepared and supported to intervene successfully with students who are performing well below grade level; to understand and be able to provide the full range of support needed for students who are English language learners (ELLs), special education students, and other historically underserved and underrepresented student populations; and to offer high-quality instruction across the board, along with academic supports, social-emotional support, and college and career technical counseling. In short, the positive potential of these new standards can only be realized if state and local policymakers, education leaders, and practitioners view equity as both an essential means to and an essential outcome of Common Core implementation. During implementation, they must carefully examine and evaluate existing and proposed systems, policies, procedures, and practices to understand their impact on all student groups, especially those that have heretofore been underserved and underrepresented in the statistics for successful students. Almost 60 years after Brown vs. the Board of Education, we are still struggling to ensure the civil rights and equitable education of all students—a sad fact that underscores the urgency of implementing the Common Core in such a way as to serve all students equally well. In this document, the EACs provide key questions and recommendations to help educators identify and address equity issues to ensure that no student is denied the opportunities promised by these new standards.

Hakuta, K., & Santos, M. (2012). Understanding language: Challenges and opportunities for language learning in the context of Common Core State Standards and Next Generation Science Standards [Conference Overview Paper]. Stanford, CA: Stanford University. Retrieved on March 17, 2015, from http://ell.stanford.edu/sites/default/files/Conference%20Summary_0.pdf

Excerpt: The primary goals of the Understanding Language initiative are:

1. to examine and explain how and why language matters in the context of these new standards;
2. to exemplify language-rich ways to support learning, with particular attention to the needs of English language learners (ELLs);
3. to expand and extend the work across the spectrum of the new standards through working with school districts and in partnerships with support organizations during the implementation phase of these new standards; and
4. to explore policy issues aimed at effectively educating ELLs in light of the new standards and emerging approaches to second language acquisition and subject matter pedagogy.

The project commissioned the papers presented at this conference as a way to begin this work on all four fronts. Conference attendees included paper authors and others invited to comment and to represent the perspectives ranging from research to teaching and administration at the district, state, and partnership level.

Hanley, M. S., & Noblit, G. W. (2009). *Cultural responsiveness, racial identity and academic success: A review of literature* (a paper prepared for the Heinz Endowments). Pittsburgh, PA: The Heinz Endowments. Retrieved on March 17, 2015, from http://www.heinz.org/UserFiles/Library/Culture-Report_FINAL.pdf

Excerpt: There is sufficient evidence to argue that culturally responsive programming and positive racial identity can promote achievement and resilience. Programs can be designed to develop these linkages and to more generally promote the wider project of racial uplift in [African, Latino, Asian, and Native American] communities. The approach will need to be systemic and directly address issues of racism and deficit thinking. Designing programs based on recognizing and building capacity in students, communities, educators, and schools will be necessary.

Lee, C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling, 4*(4), 257–61.

Abstract: This article provides direction for planning, implementing, and evaluating culturally responsive school counseling programs. The article first explores the concept of a culturally responsive school, stressing 11 salient aspects of culturally responsive schools. It next considers the ways a comprehensive guidance and counseling program can promote such a school. Within the context of a school counseling program that is both comprehensive and culturally responsive, specific counselor roles and functions considered critical for enhancing the quality of education for all children are discussed. Culturally responsive counselors can serve as facilitators of student development if they are willing to go beyond traditional school counseling practice. In addition, culturally responsive counselors serve as student advocates by facilitating educator awareness of systemic factors that may impede student progress and by implementing professional development for teachers and other educators. Culturally responsive counselors can also serve as an important link between the home, culturally diverse communities, and the school.

Lin, M., Lake, V., & Rice, D. (2008). Teaching anti-bias curriculum in teacher education programs: What and how. *Teacher Education Quarterly, 35*(2), 187–200. Retrieved on March 17, 2015, from http://files.eric.ed.gov/fulltext/EJ817318.pdf

Abstract: One goal educators have is to empower students at all levels in this diverse and changing society whether they work with teacher candidates or with P–12 students. Teachers are seeing increased differences in race, ethnicity, culture, and special needs in children in their classrooms. The changing composition of early childhood classrooms challenges educators to be more responsive to the diverse needs of all children. Therefore, implementing a curriculum that is culturally responsive and inclusive to assist children's needs is imperative. To prepare teacher candidates to integrate anti-bias or diversity curriculum with the regular curriculum then becomes a crucial goal of every teacher preparation program. Unfortunately, many teachers currently in the classroom report that they feel inadequate to teach multicultural or anti-bias curriculum. Implementing a diversity curriculum may not be easy because of the fear, uncertainty, or discomfort of many teachers and teacher educators. Teachers' beliefs influence and affect their teaching practices and may become barriers that prevent the integration of anti-bias curricula. However, previous research found that teacher candidates' level of intercultural sensitivity could be enhanced by their teacher preparation courses and activities and from teacher educators who encouraged teacher candidates to discuss and reflect upon issues. In this article, the authors discuss what an anti-bias curriculum is, provide the theoretical framework and rationale for involving teacher candidates in certain activities that promote the anti-bias curriculum, and offer additional anti-bias strategies for teacher candidates and teacher educators to implement in their classrooms.

Marbley, A. F., Bonner, II, F. A., McKisick, S., Henfield, M. S., & Watts, L. M. (2007). Interfacing culture specific pedagogy with counseling: A proposed diversity training model for preparing preservice teachers for diverse learners. *Multicultural Education*, *14*(3), 8–16. Retrieved on March 18, 2015, from http://files.eric.ed.gov/fulltext/EJ762416.pdf

Abstract: Due to changing demographics in the K–12 student population contrasted with the homogeneous population of prospective teachers, the uncertainty about teacher preparedness to meet the needs of diverse student populations remains a controversial educational issue. Teacher educators have continued to question whether preservice teachers presently in schools, colleges, and departments of education (SCDEs) have the requisite skills and the necessary sensitivity toward racial and cultural diversity to meet the challenges associated with effectively teaching culturally diverse students. Therefore, the purpose of this article is to address safe ways to prepare preservice teachers, specifically White teachers, but not limited to that ethnicity, who will teach in schools with an increasingly culturally diverse student population, particularly people of color. In an effort to meet the challenge of training educators to effectively teach culturally diverse students, the authors have created a culture specific pedagogical counseling (CSP) model. It is designed to address the construct of diversity-sensitive training as a possible factor for the P–12 prospective teachers' lack of efficacy toward teaching culturally and racially diverse students. Thus, the goal of the CSP model is to increase the comfort level of White preservice teachers (or teachers of any cultural, racial, and ethnic background with limited exposure to culture differences) when interacting with people of color and people from diverse backgrounds. Before introducing the model, the authors provide the reader with background information (e.g., philosophy, theories, and history) that influenced the shaping of the model. This includes culture specific pedagogy and Black pedagogy theories, counselor and teacher education diversity training models, teacher preparation, historical and current demographic trends, and segregated schools and the "Brown vs. the Board of Education" decision.

National Council of La Raza. (2012). *Raising the bar: Implementing Common Core State Standards for Latino student success. An implementation guide*. Washington, DC: Author. Retrieved on March 17, 2015, from http://www.nclr.org/images/uploads/pages/Implementation_Guide.pdf

Excerpt: The National Council of La Raza (NCLR) believes that the CCSS Initiative is crucial to improving education for Hispanic students. However, as states begin to adopt these new, higher standards, the voice of the Latino community is critical to making sure that policymakers implement CCSS in such a way that truly improves education for Latino students. This implementation guide was designed to improve the CCSS implementation process by helping state education leaders identify and address key elements and questions. With this information, state education leaders will, in turn, build stronger, more effective strategies to ensure educational success for Hispanic and English language learner (ELL) children and families.

Owens-West, R., & Dunn, L. (2013). *The Common Core State Standards: Implications for improving academic opportunities and outcomes*. Retrieved on March 17, 2015, from http://eac.wested.org/wp-content/uploads/2013/08/AIP-EAC-CCSS-FINAL.pdf

Abstract: Dr. Rose Owens-West and Dr. Lenay Dunn of the Region IX Equity Assistance Center at WestEd presented this topic at the 2013 American Indian Pathways Conference in Denver, Colorado. Education standards represent one of the most important strategies for ensuring civil rights and educational equity for all students. The Common Core State Standards (CCSS) are a state-led initiative to develop common grade-level expectations in math and English language arts in order to prepare students for college and career. The standards have been voluntarily adopted by forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity. CCSS represent significant changes, focusing on core conceptual understandings and rigorous expectations for K–12 students and teachers. While adopters hope that implementation of

the CCSS will improve outcomes for students, all stakeholders must understand and be prepared to provide the supports necessary to ensure equal academic outcomes for all students. In this session, the presenters will provide a basic understanding of the CCSS and discuss equity implications for American Indian students, their teachers, and families.

Quay, L. (2010). *Higher standards for all: Implications of the Common Core for equity in education*. Berkeley, CA: The Chief Justice Earl Warren Institute on Race, Ethnicity & Diversity. Retrieved on March 17, 2015, from http://eac.wested.org/wp-content/uploads/2013/07/Education_Roundable_Standards_Brief_4_10.pdf

Excerpt: This research brief reviews the research and evidence that informs the Common Core State Standards Initiative (Common Core), an effort let by governors and state school leaders to promote universal adoption of "fewer, clearer, higher" content standards that are internationally benchmarked and aligned with the skills and knowledge necessary for college and career success. In addition, the brief examines the available research to better understand how the adoption of the Common Core might affect students of color and English Language Learners (ELLs) in particular—those students who have historically been held to lower academic expectations; enrolled in the least challenging, often non-academic courses; and continue to experience far worse academic outcomes in comparison to their white and non-ELL peers.

Santamaria, L. J. (2009). Culturally responsive differentiated instruction: Narrowing gaps between best pedagogical practices benefiting all learners. *Teachers College Record, 111*(1), 214–247. Retrieved on January 16, 2015, from http://educ625spring2011.pbworks.com/f/Culturally%20Responsive%20Differentiated%20Instruction.pdf

Excerpt: This contribution to the discussion of differentiated instruction and its applications for culturally and linguistically diverse learners in general education classrooms begins by considering definitions and origins, practical applications, academic products, and theoretical frameworks, followed by gaps in the research and literature. This same discussion will be duplicated for culturally responsive teaching. These two considerations will provide a framework with which to discuss a reconciliation of the two theory-to-practice approaches with the hope that a common framework will better serve educators and preservice teachers working with diverse students in complex multidimensional classrooms. The focus of this work is to assist the educational community in recognizing pedagogical differences, while finding common ground, in identifying complementary teaching practices for all students, including culturally diverse and ELLs.

Smith-Adock, S., Daniels, M. H., Lee, S. M., Villalba, J. A., & Arce, N. (2006). Culturally responsive school counseling for Hispanic/Latino students and families: The need for bilingual school counselors. *Professional School Counseling*, *10*, 92–101. Retrieved on March 17, 2015, from http://libres.uncg.edu/ir/uncg/f/j_villalba_culturally_2006.pdf

Abstract: Hispanic/Latino students are the largest minority school-age population. In this study, pupil services administrators in Florida identified concerns about Hispanic/Latino children and families and the need for bilingual school counselors for growing numbers of Hispanic/Latino students. Administrators' perceptions of cultural barriers, which isolate students from the school environment, were strongly related to their perceived need for Spanish-speaking school counselors. School programs more often provided for Hispanic/Latino students were those that specifically addressed language barriers rather than counseling services that specifically addressed cultural barriers of Hispanic/Latino students.

Washington, A. R. (2010). Professional school counselors and African American males: Using school/community collaboration to enhance academic performance. *Journal of African American Males in Education, 1*(1), 26–39. Retrieved on March 17, 2015, from http://eac.wested.org/wp-content/uploads/2013/07/Professional-School-Counselors-as-Advocates.pdf

Abstract: Professional school counselors can play an instrumental role in the academic development of students with whom they interact. To empower professional school counselors in promoting improved academic performance, the American School Counseling Association (ASCA, 2003) revised its national model. Now more than ever, professional school counselors are expected to advocate on behalf of all students to facilitate their optimal academic development. One student demographic in particular—African American males—has experienced chronic academic difficulties. In the position of advocate, professional school counselors can promote improved academic performance in African American adolescent males through school/community collaboration. This article will include suggestions for professional school counselors to become more effective advocates capable of establishing collaborative relationships that facilitate academic achievement for African American male students.

Willis, A. I., Garcia, G. E., Barrera, R. B., & Harris, V. J. (Eds.). (2003). *Multicultural issues in literacy research and practice*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Available for purchase from http://www.amazon.com/Multicultural-Issues-Literacy-Research-Practice/dp/0805832416

Book Description: This volume brings together researchers and participants from diverse groups, reflecting the different ways in which the field of multicultural literacies has been interpreted. A common theme across the chapters is attention to the ways in which elements of difference—race, ethnicity, gender, class, and language—create dynamic tensions that influence students' literacy experiences and achievement. The hope of the editors is that readers will build on the experiences and findings presented so that the field of multicultural literacies will have a greater impact of literacy research, policy, and practice.

Other Organizations to Consult

Association for Supervision and Curriculum Development (ASCD)
Multicultural Education Resources
http://www.ascd.org/research-a-topic/multicultural-education-resources.aspx

Founded in 1943, ASCD is a leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner. Comprising 125,000 members—superintendents, principals, teachers, professors, and advocates from more than 138 countries—the ASCD community also includes 56 affiliate organizations. The nonprofit's diverse, nonpartisan membership is its greatest strength, projecting a powerful, unified voice to decision makers around the world. The association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

Center for Multicultural Education at University of Washington
http://education.uw.edu/cme

Center for Multicultural Education at the University of Washington, Seattle, WA, focuses on research projects and activities designed to improve practice related to equity issues, intergroup relations, and the achievement of all students. The Center also engages in services and teaching related to its research mission. *REL West Note:* This site includes a list of successful multicultural programs in K–12 education.

Education Commission of the States (ECS) State Policy Database
http://www.ecs.org

The Education Commission of the States was created by states, for states, in 1965. We track state policy trends, translate academic research, provide unbiased advice, and create opportunities for state leaders to learn from one another.

- From the ECS State Policy Database, Curriculum—Multicultural, a 50-state analysis: http://b5.caspio.com/dp.asp?AppKey=b7f93000695b3d0d5abb4b68bd14&id=a0y70000000CbmpAAC

National Association for Multicultural Education
http://nameorg.org/

NAME is a nonprofit organization that advances and advocates for equity and social justice through multicultural education. Objectives:

- To provide opportunities for learning in order to advance multicultural education, equity, and social justice.
- To proactively reframe public debate and impact current and emerging policies in ways that advance social, political, economic, and educational equity through advocacy, position papers, policy statements, and other strategies.
- To provide the preeminent digital clearinghouse of resources about educational equity and social justice.

Teaching Tolerance
http://www.tolerance.org

A project of the Southern Poverty Law Center, Teaching Tolerance provides free, high-quality lessons and best practice guides, as well as a CCSS-ELA compliant K–12 anti-bias curriculum, *Perspectives for a Diverse America* (http://perspectives.tolerance.org/).

- Shuster Consulting. (2014). *A formative evaluation of* Perspective for a Diverse America: *Final report 2013–14.* http://www.tolerance.org/publication/formative-evaluation-perspectives-diverse-america-final-repo
- Teaching Tolerance. (n.d.). *Introducing the Teaching Tolerance anti-bias framework.* http://www.tolerance.org/anti-bias-framework
- Teaching Tolerance. (2014). *Teaching the movement 2014: The state of civil rights education in the United States.* http://www.tolerance.org/TTM2014
- Teaching Tolerance. (2014). *20 face to face advisories: Bridging cultural gaps in grades 5–9.* http://www.tolerance.org/publication/face-to-face-advisories
- Teaching Tolerance. (n.d.). *Critical practices for anti-bias education.* http://www.tolerance.org/critical-practices

METHODS

Keywords and Search Strings Used in the Search
"Cultural sensitivity" OR "culturally sensitive" OR "culturally responsive" OR "multicultural" OR "equity" OR "access" AND "Common Core State Standards" OR "counselors"

Search of Databases
EBSCO Host; Google; and Google Scholar

Criteria for Inclusion
When REL West staff review resources, they consider—among other things—four factors:

- **Date of the Publication:** The most current information is included, except in the case of nationally known seminal resources.

- **Source and Funder of the Report/Study/Brief/Article:** Priority is given to IES, nationally funded, and certain other vetted sources known for strict attention to research protocols.

- **Methodology:** Sources include randomized controlled trial studies, surveys, self-assessments, literature reviews, and policy briefs. Priority for inclusion generally is given to randomized controlled trial study findings, but the reader should note at least the following factors when basing decisions on these resources: numbers of participants (Just a few? Thousands?); selection (Did the participants volunteer for the study or were they chosen?); representation (Were findings generalized from a homogeneous or a diverse pool of participants? Was the study sample representative of the population as a whole?).

- **Existing Knowledge Base:** Although we strive to include vetted resources, there are times when the research base is limited or nonexistent. In these cases, we have included the best resources we could find, which may include newspaper articles, interviews with content specialists, organization websites, and other sources.