



The Mississippi Cultural Responsivity Matrix

*A Teachers' Self-study Guide for Culturally
Responsive Practices in Grades K-6:
Reading and Mathematics*

Prepared for the State of Mississippi

by

*The National Center for Culturally
Responsive Educational Systems*

April, 2006

Table of Contents

THE MISSISSIPPI CULTURAL RESPONSIVITY MATRIX: BACKGROUND AND DEFINITIONS	3
CONCEPTUAL FRAMEWORK	3
<i>Examining the Stated and Enacted Curriculum</i>	3
DIMENSIONS OF THE CULTURALLY RESPONSIVE MATRIX	4
<i>Levels of Knowledge Construction</i>	4
I: Contributions	4
II: Additive	4
III: Transformational.....	5
IV: Social Action.....	5
CULTURAL RESPONSIVITY MATRIX: SAMPLE ANALYSIS.....	6
STORY 1. MARIAH KEEPS COOL	6
<i>Story Content</i>	6
<i>Recommended instructional activities</i>	6
STORY 2. ONE PAIR OF SHOES	7
<i>Story content</i>	7
<i>Recommended activities</i>	7
STORY 3. MOM’S BEST FRIEND	7
<i>Story Content</i>	7
<i>Recommended Activities</i>	8
STORY 4. YANG THE SECOND AND HER SECRET ADMIRERS	8
<i>Story Content</i>	8
<i>Recommended Activities</i>	8
STORY 5. DEAR MR. HENSHAW.....	9
<i>Story content</i>	9
<i>Recommended Activities:</i>	9
A TEACHERS’ SELF-STUDY GUIDE FOR CULTURALLY RESPONSIVE PRACTICES IN GRADES K-6: READING AND MATHEMATICS.....	10
TABLE 1: CURRICULAR ELEMENTS	11
TABLE 2. MULTI-CULTURAL DIMENSIONS OF CURRICULUM.....	12
CONTRIBUTIONS.....	12
DIVERSITY ADDITIVE	12
TRANSFORMATIONAL	12
SOCIAL ACTION	12
TOPICS/ISSUES.....	13
ACTIVITIES.....	14
LANGUAGE	15
PEOPLE STUDIED	16
GRADING/ASSESSMENT.....	17
MISCELLANEOUS.....	18
CURRICULAR PROFILE.....	19
NEXT STEPS	20

The Mississippi Cultural Responsivity Matrix: Background and Definitions

This tool is based on the work of James Banks and Cherry McGee-Banks¹ with further support from the work of Christine Sleeter and Carl Grant². It is designed to assist teachers and administrators in assessing the degree to which mandated curricular guides in mathematics and reading curricula and strategies are responsive to the socio-cultural experiences and backgrounds of their students. Many aspects of curriculum and pedagogy affect the learning success of students in mathematics and reading. In addition to careful assessment of each student's knowledge and skills in the core content areas of mathematics and reading so that teachers can adjust the introduction and pacing of skill development, teachers must also anchor the constructs and skills they teach to familiar experiences and vocabulary to build on the knowledge and skills that students bring to school.

Conceptual Framework

Using two perspectives described by Banks and McGee-Banks, we have developed a tool to examine the degree to which text books that represent the core curriculum used to instruct in reading and mathematics are themselves culturally responsive. Of interest is the way in which core concepts are represented as well as the way that activities and examples are used to support concept and skills development. Further, the tool encourages teachers to reflect on the people studied, the issues/story lines presented, the language used, and the pictorial representations of the story content (Sleeter & Grant, 2003).

The material categorized in each of these areas are analyzed to determine whether the content, and the approach to teaching that content, represents a “contributions” approach, an “additive” approach, a “transformational” approach, or a “social action” approach. Each approach, respectively, indicates whether key dimensions of diversity are presented as the contributions of ethnic/cultural groups to the mainstream, an add-on to mainstream knowledge, a transformative learning experience that leads to an understanding of the impact of perspectives and biases upon the content of a field, or an incentive to social action. These dimensions and approaches/levels are explained below. First, however, we clarify our understanding of curriculum and specify the scope and limits of this matrix.

Examining the Stated and Enacted Curriculum

We make a distinction between the stated curriculum as it appears in textual material, and the enacted curriculum, which constitutes the implicit and explicit messages conveyed by the instructional approaches to that material. Thus, the textual materials represent the stated curriculum, while the learning activities in which students and teachers engage represent the enacted curriculum. Further, a complete understanding of the enacted curriculum would include consideration of the overall social and academic structure and culture of the school, such as how classes are tracked, how students and teachers are selected for different tracks, the representation of various ethnic and/or social class groups in these tracks, and many other structural issues.

¹ James A. Banks & Cherry A. Banks (2005). *Multicultural Education: Issues and Perspectives*. Hoboken, NJ: John Wiley and Sons.

² Sleeter, Christine E. and Grant, Carl A. (2003). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender*. N.Y.: John Wiley & Sons.

While this matrix is designed to examine all these dimensions of students' learning, it is conceivable that the dimension of school structure/culture could be excluded, to the extent that individual teachers can determine the learning within their own classrooms. However, we believe that even the narrowest definition of curriculum cannot treat textual material as separate from the instructional methods and activities used to convey that material. In doing so, it will be necessary to examine both the textual materials and the recommended instructional activities included in Teacher's Editions of text books.

Dimensions of the Culturally Responsive Matrix

Levels of Knowledge Construction

This perspective conceptualizes knowledge construction as occurring on a continuum from factual and peripheral to transformative and active.

I: Contributions

Do the texts and instructional activities represent diversity in terms of everyday, real life activities of various groups, and are these groups and issues seen as integral to the society?

The curriculum structure, goals and characteristics reflect mainstream constructions of knowledge. Ethnic heroes and their contributions are noted. Ethnic holidays and themes are incorporated into the curriculum to acknowledge ethnic holidays and celebrations.

Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.

Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The teacher mediates these discussions by encouraging students to take the perspective of others.

II: Additive

Are the texts and instructional activities integral to the curriculum or is it structured as an add-on to an essentially monocultural curriculum?

Teachers consistently reference the multicultural nature of their teaching tools, noting the contributions and accomplishments of distinguished individuals from a variety of cultural, racial, ethnic, and linguistic backgrounds.

In addition to acknowledging heroes and holidays, concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption. For example, in this approach, the Westward Expansion curricula is taught from the perspective of the westward movement of hunters, trappers, pioneers, and the advent of the industrial age and its impact on harnessing the resources of the western U.S. Concepts and themes that explore the impact of expansion on American Indians is a substantial portion of the curriculum but the focus is on the movement west.

Teachers consciously and explicitly alter the conditions for learning such as access to learning materials, opportunities to questions, study, and collaborate. Teachers discuss changes with their students explaining how changes in classroom procedures are designed to ensure that all students have access to learn and opportunities to lead.

III: Transformational

Do the texts and instructional activities promote or provoke critical questions about the societal status quo? Do they present alternative points of view as equally worth considering?

Teachers consistently provide opportunities for their students to work together across cultural, racial, ethnic, religious, language, and ability lines. Academic and social opportunities are created throughout the course of each academic year so that students form friendships and mutually supportive connections across cultural, racial, ethnic, religious, and ability groups.

The curricula, including concepts, issues, themes, and problems is taught from several ethnic and cultural perspectives and points of view. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives. Rather than study the Western Expansion, students explore the history of the West during the 19th century and its impact and outcomes on multiple groups. The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.

Teachers involve students in making decisions about their classroom culture, ensuring that decisions are made with attention to the consequences for all students. Students study and reflect on the practice of an equity pedagogy, assist in collecting and examining the impact of classroom practice on students in the class and work to ensure equity for all students.

Classroom practices are congruent with the curriculum so that, regardless of the content area, the curricula create opportunities to examine the influence of multiple perspectives and knowledge generation on the content area.

IV: Social Action

Do the texts and instructional activities lead to students' exploration of ways that they can affect social change or contribute to social causes? Does it result in such engagement?

In addition to experiences included in the first three boxes, the curriculum at each level anchors curricular units to understanding, identifying, and reducing prejudice within their peer groups and across the school.

Teachers enact curricula that explore multiple perspectives, ideas, and outcomes. Students are able to develop critical lenses that require analysis, synthesis, and perspective taking within each content area. Teachers assess student outcomes in terms of knowledge, skills, and critical perspectives as well as social advocacy for prejudice reduction and discrimination.

Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The teacher mediates these discussions by encouraging students to take the perspective of others.

The curricula include learning experiences and assignments that encourage students to investigate the status quo and to generate actions that combat or improve equity within the school or local community.

On pages 6 through 9, a sample analysis of curriculum materials using these constructs is provided.

On page 10, the process for using this tool with teachers is described and the elements of the tool follow. Please be in touch with nccrest@asu.edu to tell us how this tool supported your learning around culturally responsive practices.

CULTURAL RESPONSIVITY MATRIX: SAMPLE ANALYSIS

Houghton-Mifflin, (2003). *Reading Florida: Expeditions* (5th grade). Theme 4: Person to Person Florida Teachers Edition and Accelerated Reader

Stated Objectives are linked to Florida’s Sunshine State Standards and are predominantly skill focused: reading strategies, comprehension, decoding, vocabulary, spelling, grammar, writing, listening/speaking/writing and information and study skills. The latter, the only objective that includes content vs. skills, reads: note taking; paraphrasing/synthesizing; evaluating information for accuracy and bias; interviewing.

The theme opener introduces the concept of “person to person” in terms of relationships and roles people play in relation to each other (coach-athlete; teacher-student; friends...)

For each story, the teachers manual includes “challenges” for students who are “on level”, “extra support” for those who are “below level” and activities/instructional approaches for “ELL” students at varying levels of proficiency (Beginning/pre-production, early production and speech emergence, intermediate and advanced)

Examples will be given below.

Story 1. Mariah Keeps Cool

Mariah, plans a birthday party for her sister, Lynn, with the help of her half-sister, Denise, and several friends. Lynn’s favorite activities are reading and helping out a local homeless shelter. She says she does not want any special attention to her birthday and, probably suspecting that something’s up, announces that she’s staying in bed all day. The story recounts her sisters’, mother’s, and friends’ efforts to keep the party a surprise and make it meaningful for Lynn. The party includes dancing, eating, and bringing contributions to the homeless shelter where Lynn helps out. It turns out well - Lynn is pleased, and Mariah comes to appreciate her half-sister, Denise, more through their shared efforts for Lynn.

Story Content

Topics/issues/story line. The story theme is positive family and friendship relationships, team work, and problem solving.

People Studied. The family is African American and the story apparently seeks to counter common stereotypes of African American family structure, SES and life-style. Most of the group of friends participate in a swimming club and are preparing for a competition. The friend who is the swim coach has a swimming pool at his home. Lynn does not participate in the swim club but is an avid reader with a social conscience.

Language. Again, counters stereotypical African American vernacular speech. Speakers use standard English with occasional shifts of register such as “ya’ll” and “what you doing here?”

Pictures. All the characters in all the pictures in the story are African Americans. Would seem to support notion of in-group friendships rather than cross-group. Does not challenge traditional societal prejudices regarding relationships.

Recommended instructional activities

 *Group work.* Always recommended to include students of “mixed abilities”

- 📖 *Students who are English Language Learners.* Beginning: Look at the illustration and describe what happened
- 📖 *Early production:* Look at the pictures and match them to parts of the narrative
- 📖 *Intermediate/advanced fluency:* Explanations of idiomatic phrases like “you saved the day”, “give them a hand”, “let’s party”; a swim “meet”
- 📖 *Extra support* (below level). previews of information; predicting, vocabulary
- 📖 *Challenge* (above level). Related crafts and writing activities

Sample Rating from NCCRESt Teacher’s Self Study Guide for Culturally Responsive Practices

Foundational Assumptions	Key Concepts	Language
<input checked="" type="checkbox"/> Contributions <i>x Diversity Additive</i> <input checked="" type="checkbox"/> Transformational <input checked="" type="checkbox"/> Social Action	<input type="checkbox"/> Contributions <i>x Diversity Additive</i> <input type="checkbox"/> Transformational <input type="checkbox"/> Social Action	<i>x Contributions</i> <input type="checkbox"/> Diversity Additive <input type="checkbox"/> Transformational <input type="checkbox"/> Social Action

Story 2. One Pair of Shoes

A report from a school in New York City where one boy’s concern about a homeless man who had no shoes in the winter resulted in his class engaging in a drive to collect, clean, and polish old shoes and donate them to homeless shelters.

Story content.

<i>Topic/issues/story line.</i>	Theme of helping those less fortunate.
<i>People studied.</i>	Focus is on people who are poor and homeless. No particular ethnic group represented.
<i>Pictures:</i>	Are all of different types of shoes, the polish and brushes used to clean them, and new laces.

Recommended activities

- 📖 Students use print or electronic sources to find out about homeless shelters in their community and local volunteer efforts... call a local shelter... organize an effort...

Sample Rating from NCCRESt Teacher’s Self Study Guide for Culturally Responsive Practices

Foundational Assumptions	Key Concepts	Language
<input checked="" type="checkbox"/> Contributions <input checked="" type="checkbox"/> Diversity Additive <i>x Transformational</i> <input type="checkbox"/> Social Action	<input type="checkbox"/> Contributions <input checked="" type="checkbox"/> Diversity Additive <input checked="" type="checkbox"/> Transformational <i>x Social Action</i>	<input type="checkbox"/> Contributions <input type="checkbox"/> Diversity Additive <i>x Transformational</i> <input type="checkbox"/> Social Action

Story 3. Mom’s Best Friend

A girl tells of her family’s adaptation while her Mom is away at program that trains her new guide dog. The focus is on the family members missing her and accepting that she is enjoying her month getting to know other blind people as well as her new dog. Further focus on family members getting to know and love the dog when Mom returns.

Story Content

<i>Topics/issues/story line.</i>	Mom’s disability is treated as normal to the family. What’s not normal is her being away from home and the family having to get accustomed
----------------------------------	--

	to a new dog. Promotes disability awareness without any sense of pity. Also promotes interest in the dog's needs and abilities.
<i>People Studied.</i>	As above: Blind person portrayed no differently than others except for point that she does have experiences in common with other blind people that helps create a bond between them. Ethnicity, class etc not relevant, except implicitly in the family's ability to afford this dog and its training.
<i>Pictures:</i>	Ethnicity white. Does not seem relevant or problematic.

Recommended Activities

- 📖 *Students who are English Language Learners:* vocabulary development re homonyms (watch, show)
- 📖 Extra support: basic vocabulary list
- 📖 Science and math connections: study how sounds are absorbed by environment, make a map for mom and dog's route...

Sample Rating from NCCRESt Teacher's Self Study Guide for Culturally Responsive Practices

Foundational Assumptions	Key Concepts	Language
<input type="checkbox"/> Contributions x <i>Diversity Additive</i> <input type="checkbox"/> Transformational <input type="checkbox"/> Social Action	<input type="checkbox"/> Contributions x <i>Diversity Additive</i> <input type="checkbox"/> Transformational <input type="checkbox"/> Social Action	x <i>Contributions</i> <input type="checkbox"/> Diversity Additive <input type="checkbox"/> Transformational <input type="checkbox"/> Social Action

Story 4. Yang the Second and her Secret Admirers

Children of a Chinese (apparently recently immigrated) family differ in their attitudes to acculturation. Yang, Second Sister, clings to her Chinese heritage and refuses to make friends. The narrator (a sister) expresses many questions about what Second Sister means when she refers to her "heritage", pointing to the nuances of being "Chinese" or "American" in preferring types of music, clothing, etc. Yang is disdainful of a Chinese-American boy who seems to her to be too American. Her brother and sister trick her into relaxing her attitude by creating "conversations" that she and the boy overhear about them liking each other. Their trick works and the boy decides to ask the sister out on a date.

Story Content

<i>Story line/issues/topics:</i>	Acculturation. Valuing aspects of both cultures. References to traditional Chinese traditions, names.
<i>People studied.</i>	As above
<i>Pictures.</i>	Chinese children, but they do have one white friend.

Recommended Activities

- 📖 Below level: audiotape, read a different reading in tieh Reader's library collection while others read another segment of the Yang story, include them in the teacher's read aloud; preview text...
- 📖 *Students who are English Language Learners:* Vocabulary; unfamiliar concepts, language, explained by Chinese students in the class; "two word verbs" – "make happen, hurried over, ran back"; look at pictures; who, what, where questions...
- 📖 "Multicultural information": Chinese characters for words like "author" and illustrator to be explained

Follow up reading to this story focuses on crafts from different heritages, as indicated by pictures: origami, quilts, and basket weaving from South Carolinian Black heritage.

Sample Rating from NCCRESt Teacher’s Self Study Guide for Culturally Responsive Practices

Foundational Assumptions	Key Concepts	Language
<input checked="" type="checkbox"/> Contributions <i>x Diversity Additive</i> <input checked="" type="checkbox"/> Transformational <input checked="" type="checkbox"/> Social Action	<input checked="" type="checkbox"/> Contributions <i>x Diversity Additive</i> <input checked="" type="checkbox"/> Transformational <input type="checkbox"/> Social Action	<i>x Contributions</i> <input checked="" type="checkbox"/> Diversity Additive <input checked="" type="checkbox"/> Transformational <input type="checkbox"/> Social Action

Story 5. Dear Mr. Henshaw

A boy’s diary: divorced parents; references to Dad being a good Dad; Dad is a long distance truck driver; worry about his Dad’ having a new girlfriend; problem at school with his lunch being stolen; makes a friendship that crosses over SES barrier (boy wonders if new friend will like coming to his house, which is much smaller, but there’s no problem; plans to participate in a writing contest

Story content

<i>Story line/issues/topics:</i>	Acceptance of different family structures, SES levels; Father’s role in sending support payments and maintaining relationship with his son; child’s mixed feelings about his parent’s divorce; competition regarding writing, acceptance of different standards of good writing.
<i>People studied.</i>	Children of different SES levels and social experience (e.g., some kids didn’t know what a salad bar was and thought they’d be getting a second course of meat etc); working class parents;
<i>Language</i>	Informal, child expressions (mad, pretty dumb...)
<i>Pictures.</i>	Photos include children of different colors

Recommended Activities:

 focus on child’s feelings about family, about writing...

Sample Rating from NCCRESt Teacher’s Self Study Guide for Culturally Responsive Practices

Foundational Assumptions	Key Concepts	Language
<input checked="" type="checkbox"/> Contributions <i>x Diversity Additive</i> <input checked="" type="checkbox"/> Transformational <input checked="" type="checkbox"/> Social Action	<input checked="" type="checkbox"/> Contributions <i>x Diversity Additive</i> <input type="checkbox"/> Transformational <input type="checkbox"/> Social Action	<i>x Contributions</i> <input checked="" type="checkbox"/> Diversity Additive <input type="checkbox"/> Transformational <input type="checkbox"/> Social Action

A TEACHERS' SELF-STUDY GUIDE FOR CULTURALLY RESPONSIVE PRACTICES IN GRADES K-6: READING AND MATHEMATICS

Time: Schedule at least 2.5 hours for this activity. Three hours is better. Teachers should be encouraged to show up on time with appropriate materials.

Pre-meeting work: Teachers participating in this activity should have read the accompanying article by James Banks and colleagues³ and participated in a study group around that article prior to engaging this activity. Teachers should have also read this document prior to attending this professional learning session.

Facilitator: A facilitator, typically a teacher from another grade, is designated to lead the group through this activity. Facilitators must have attended professional development focused on cultural responsiveness (see <http://www.nccrest.org/professional.html> for downloadable leadership modules on culture and cultural responsiveness). Facilitators are skilled at keeping a group on task, supporting teachers through difficult conversations, and ensuring that participants are able to voice their perspectives.

Outcomes: By the end of this session, teachers should understand the following:

- (1) Curriculum conveys covert messages to students about who and what is valued in school, including expectations about behavior, learning, and social interaction.
- (2) Pictures that depict diversity are not sufficient to support access and participation in reading and math for students from diverse cultural and linguistic backgrounds.
- (3) Teachers must take an active role in expanding the images and ideas that curriculum portrays so that students can find a way to anchor themselves and their own experiences to the learning goals in each unit.
- (4) Teachers need to be conscious about the values they bring to their teaching and how they may or may not encourage and support learning for students whose experiences, backgrounds, and values are different.
- (5) Teachers should leave this session with additional strategies for connecting the curriculum to the life experiences of their students.

Process: Teachers gather together by grade levels. Teachers bring their reading or math series teacher's guide to the group. Each teacher selects an instructional unit to review. These units may be the same or different. Teachers complete each page of the following matrix.

- (1) Welcome the teachers and, if needed, have them introduce themselves to the group (5 minutes).

³ James A. Banks, Peter Cookson, Geneva Gay, Willis D. Hawley, Jacqueline Jordan Irvine, Sonia Nieto, Janet Ward Schofield, Walter G. Stephan (2001). *Diversity within Unity: Essential Principles for Teaching and Learning in a Multicultural Society*. Seattle: Center for Multicultural Education.

- (2) Review the outcomes for reviewing their curriculum (5 minutes).
- (3) Review the five stories presented in this document (pages 6-9) to ensure that teachers understand how to think about their curriculum (15 minutes).
- (4) Introduce the teachers to the 6 key curriculum areas listed below (5 minutes).
- (5) Review the definitions in Table 2, page 12, that explore these four ways of coding the cultural responsiveness of curriculum: (1) Contributions; (2) Diversity Additive; (3) Transformational; or (4) Social Action (10 minutes).
- (6) Ask teachers to complete page one of the curriculum matrix themselves. Make sure that they include a brief description of the information they used to make their rating. Once all the teachers have completed the first page independently, ask them to share their ratings.

Questions to ask include:

- ↻ Show us where you found that evidence. How would the rest of you interpret that part of the curriculum? Are there assumptions that are being made in the way that the curriculum is organized? What kinds of mediation could you provide to explore those ideas?
- ↻ Does the discussion change your own rating? Tell us more about why you think you might want to change (or maintain) your rating? What kinds of assumptions do you think your example is promoting?

This should take about 15 minutes for rating and 20 minutes for the first discussion, subsequent discussions will be briefer as your teachers become more skilled in critiquing their curriculum (total time = 2 hours)

The pattern is repeated until each of the 6 areas below is reviewed and rated individually by participating teachers and then, discussed together so that teachers can change their ratings as a result of discussion.

Table 1: Curricular Elements

1. **Topics/Issues:** *Do the topics/issues studied resonate with your students? To what extent does the teacher's guide provide time to anchor instruction to the students' current knowledge and background?*
 2. **Activities:** *What kinds of activities are students expected to complete, with whom, and where (at home, in the classroom, in the library)?*
 3. **Language (form, content, usage):** *What kind of vocabulary is introduced and emphasized? How is language used to convey a sense of time and place? How are students encouraged to actively use new concepts?*
 4. **People Studied:** *Is there a variety of racial, ethnic, and abilities represented in the unit? What kinds of socio-economic backgrounds are assumed? Does the teacher's guide encourage discussion and understanding about the people represented?*
 5. **Grading:** *Are guidelines provided for assessing student progress in this unit? If so, will the suggested process assist you in providing timely, accurate, and support feedback to your students?*
 6. **Miscellaneous:** *As you study the unit, are there other assumptions being made that may make this unit of study difficult for your students to grasp as they focus on mastery of the core concepts? To what extent will you need to adapt or provide additional supports to your students so that they can be successful in this unit?*
-

Table 2. Multi-Cultural Dimensions of Curriculum

Contributions	<p>The curriculum structure, goals and characteristics reflect mainstream constructions of knowledge. Ethnic heroes and their contributions are noted. Ethnic holidays and themes are incorporated into the curriculum to acknowledge ethnic holidays and celebrations. Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</p>
Diversity Additive	<p>Teachers consistently reference the multicultural nature of their teaching tools, noting the contributions and accomplishments of distinguished individuals from a variety of cultural, racial, ethnic, and linguistic backgrounds.</p> <p>In addition to acknowledging heroes and holidays, concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption. For example, in this approach, the Westward Expansion curricula is taught from the perspective of the westward movement of hunters, trappers, pioneers, and the advent of the industrial age and its impact on harnessing the resources of the western U.S. Concepts and themes that explore the impact of expansion on American Indians is a substantial portion of the curriculum but the focus is on the movement west.</p>
Transformational	<p>Teachers consistently provide opportunities for their students to work together across cultural, racial, ethnic, religious, language, and ability lines. Academic and social opportunities are created throughout the course of each academic year so that students form friendships and mutually supportive connections across cultural, racial, ethnic, religious, and ability groups. The curriculum, including concepts, issues, themes, and problems is taught from several ethnic and cultural perspectives and points of view. Texts and other teaching materials offer multiple perspectives and are told from multiple perspectives.</p> <p>Rather than study the Western Expansion, students explore the history of the West during the 19th century and its impact and outcomes on multiple groups. The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes. Classroom practices are congruent with the curriculum so that, regardless of the content area, the curricula create opportunities to examine the influence of multiple perspectives and knowledge generation on the content area.</p>
Social Action	<p>Teachers enact curricula that explore multiple perspectives, ideas, and outcomes. Students are able to develop critical lenses that require analysis, synthesis, and perspective taking within each content area. Teachers assess student outcomes in terms of knowledge, skills, and critical perspectives as well as social advocacy.</p> <p>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading. The teacher mediates these discussions by encouraging students to take the perspective of others. The curricula include learning experiences and assignments that encourage students to investigate the status quo and to generate actions that combat or improve equity within the school or local community.</p>

Topics/Issues

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u><i>Contributions</i></u> <i>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</i></p>	<p><u><i>Diversity Additive</i></u> <i>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</i></p>	<p><u><i>Transformational</i></u> <i>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</i></p>	<p><u><i>Social Action</i></u> <i>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</i></p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Activities

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u><i>Contributions</i></u> <i>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</i></p>	<p><u><i>Diversity Additive</i></u> <i>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</i></p>	<p><u><i>Transformational</i></u> <i>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</i></p>	<p><u><i>Social Action</i></u> <i>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</i></p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Language

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u><i>Contributions</i></u> <i>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</i></p>	<p><u><i>Diversity Additive</i></u> <i>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</i></p>	<p><u><i>Transformational</i></u> <i>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</i></p>	<p><u><i>Social Action</i></u> <i>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</i></p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

People Studied

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u><i>Contributions</i></u> <i>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</i></p>	<p><u><i>Diversity Additive</i></u> <i>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</i></p>	<p><u><i>Transformational</i></u> <i>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</i></p>	<p><u><i>Social Action</i></u> <i>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</i></p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Grading/Assessment

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u><i>Contributions</i></u> <i>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</i></p>	<p><u><i>Diversity Additive</i></u> <i>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</i></p>	<p><u><i>Transformational</i></u> <i>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</i></p>	<p><u><i>Social Action</i></u> <i>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</i></p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Miscellaneous

<p>Review the unit. Ask yourself if this element integrates content at a contribution, diversity additive, transformational level or social action level. Categorize the unit by one of these four categories. Make some notes that help explain why you reached your conclusions. If you cannot rate something, leave it blank.</p>	<p><u><i>Contributions</i></u> <i>Books, bulletin boards, videos and other teaching materials are chosen because they portray people from multiple cultural, racial, ethnic, religious, and language groups in a variety of roles interacting across stereotypical lines.</i></p>	<p><u><i>Diversity Additive</i></u> <i>Concepts, themes, authors, and perspectives from a variety of ethnic and cultural groups are added to the curriculum without changing its basic structure and assumption.</i></p>	<p><u><i>Transformational</i></u> <i>The emphasis is on the complexities of diverse cultures and the role of government and other institutions in achieving specific outcomes.</i></p>	<p><u><i>Social Action</i></u> <i>Teachers infuse their curriculum with opportunities for students to explore questions of fairness and equity as they relate to classroom practices such as grouping, rule setting, consequences for conduct, and grading.</i></p>
<p>Evidence Describe the evidence you compiled to assess your performance on this dimension</p>				

Curricular Profile

Content Area:

Teachers:

	Contributions	Diversity Additive	Transformational	Social Action
Activities				
Skills Practice				
Assignments				
Language (form, content, usage)				
People Studied				
Topics/Issues				
Miscellaneous				
Grading				

Next Steps

What do I plan to do to move my curriculum from contributions to transformational?

What do I need to move my curriculum from contributions to transformational?

How will I evaluate changes in my students over time?