

# Coalition for Educational Justice Culturally Responsive Education 101

## Culturally responsive education...

- Connects curriculum and teaching to students' experiences, perspectives, histories & cultures
- Advances student's academic achievement and sense of themselves as agents for change
- Helps students sustain their connection to their own language, culture and identity while also developing skills to succeed in the dominant culture



## Our public schools are full of biases and inequities – both conscious and unconscious – which impact students' lives every day.

- In 2015, only 15% of children's books were by or about African-American or Latinos <sup>1</sup>
- In 2015, a McGraw-Hill high school history textbook in Texas said that African-Americans were brought to the United States as "workers" <sup>2</sup>
- Studies have shown that white teachers have lower expectations for students of color; they are significantly less likely to expect Black students to finish high school and college <sup>3</sup>
- Studies show that Black boys are seen as threatening and dangerous for the same behavior that is seen as innocent when White kids do it. White kids will be tolerated or even admired as leaders for the same behaviors that get kids of color suspended. <sup>4</sup>
- A recent study showed that preschool teachers watch Black boys in the classroom more than other children, increasing the chances that they catch "bad" behavior <sup>5</sup>

## Many research studies have shown that culturally responsive education works. <sup>6</sup>

- Increases student engagement, participation and curiosity in the classroom
- Teaches students to value their perspectives, and think of themselves as good students
- Advances students' political awareness and empowerment
- Students in K-12 who participated in Tucson's Mexican-American Studies program were <sup>7</sup>:
  - Significantly more likely to pass state standardized tests and graduate high school
  - More engaged in literature and history lessons
  - More likely to have positive perception of their ability to succeed in math and science
- 9th grade students who participated in San Francisco's Ethnic Studies Program showed <sup>8</sup>:
  - Increased student achievement and graduation rates
  - Increased attendance, grade point average and credits earned

1 <http://ccbc.education.wisc.edu/books/pcstats.asp>  
2 [http://www.nytimes.com/2015/10/06/us/publisher-promises-revisions-after-textbook-refers-to-african-slaves-as-workers.html?\\_r=0](http://www.nytimes.com/2015/10/06/us/publisher-promises-revisions-after-textbook-refers-to-african-slaves-as-workers.html?_r=0)  
3 [http://research.upjohn.org/cgi/viewcontent.cgi?article=1248&context=up\\_work-ingpapers](http://research.upjohn.org/cgi/viewcontent.cgi?article=1248&context=up_work-ingpapers)  
4 <http://www.apa.org/news/press/releases/2014/03/black-boys-older.aspx>  
5 <http://news.yale.edu/2016/09/27/implicit-bias-may-help-explain-high-preschool-expulsion-rates-black-children>  
6 <http://www.nea.org/assets/docs/NBI-2010-3-value-of-ethnic-studies.pdf>  
7 [http://www.huffingtonpost.com/2014/12/01/mexican-american-studies-student-achievement\\_n\\_6249592.html?1421108833](http://www.huffingtonpost.com/2014/12/01/mexican-american-studies-student-achievement_n_6249592.html?1421108833)  
8 <http://news.stanford.edu/2016/01/12/ethnic-studies-benefits-011216/>



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