

Figure 2.3 Steps Toward Institutionalizing Cultural Knowledge

Goal	Action Steps
1. Set CRT priorities.	<ul style="list-style-type: none"> • Form a team of interested stakeholders who will meet regularly (if possible, include content teachers, ESOL teachers, administrators, staff, parent liaisons, family members, and community members). • Assess strengths and needs of the school through surveys, interviews, and CRT checklist (Appendix B). • Develop a CRT vision for the school and share this vision with all stakeholders. • Determine CRT priorities and corresponding action steps that are both feasible and measurable; assign responsibilities to align with action steps.
2. Engage staff in CRT work.	<ul style="list-style-type: none"> • Demonstrate the value of CRT to all school stakeholders by sharing research, success stories, and need. • Create shared definitions of key terminology for CRT work. • Provide professional development to educators focused on bias, equity, and CRT strategies. • Provide training to staff on strategies for having cross-cultural, anti-racism conversations and open conversations about difference. • Examine school policies, procedures, and structures for potential bias or inequity (e.g., hiring practices).
3. Evaluate educational outcomes.	<ul style="list-style-type: none"> • Establish educator teams to assess and address issues related to achievement and access disparities, cultural responsiveness, and academic rigor. • Familiarize the inquiry teams (or designate one person to be the expert) with all of the assessments (e.g., federal, state, local, formative) that students take, the implications of those assessments for students, how the results can serve teachers, and what options students have if they don't do as expected. • Develop a common rubric to evaluate how CRT techniques or interventions have improved educational outcomes for MLs.
4. Incorporate multiple voices, angles, viewpoints, and stories in classroom materials and school culture.	<ul style="list-style-type: none"> • Shadow an ML throughout the day to experience the school and curriculum from her or his perspective. • Use the Determining ML Family Engagement Scale (found in Chapter 7) to assess the extent to which your school welcomes MLs and their families. • Set goals to strengthen family and community engagement in the school. • Evaluate the school curriculum to look for resources, activities, and perspectives that could offer richer insight into the experiences of your students and other cultures.

Source: Synthesized from The Aspen Education & Society Program and the Council of Chief State School Officers, 2017; Byrd, 2016; Gonzalez, 2016; NYSED, 2019; NYC DOE, 2020.