



Report on the Implementation of the Education That Is Multicultural Regulation (COMAR 13A.04.05)



May 2013



Education That Is Multicultural

Recognizes and values diversity within our global society, in all of its forms.

What are the forms of diversity?

- Racial
- Ethnic
- Religious
- Economic
- Geographic
- Physical
- Gender
- Age
- Disability
- Sexual Orientation



Student Diversity Facts and Figures

2011 – 854,000 Students

White	42.5%	363,000
African American	35.4%	302,000
Hispanic	12.1%	103,600
Asian/Pacific Is.	6.0%	51,700
Native American	0.3%	2,900
Two or more races	3.7%	31,400

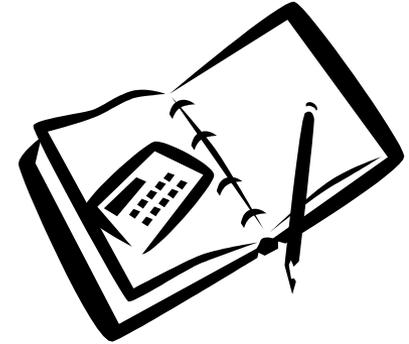
Source: MSDE Fact Book – figures rounded out

Education That Is Multicultural (Programmatic)

Maryland State Department of Education Responsibilities COMAR 13A.04.05.03(B)

- ➔ Staff development and technical assistance
- ➔ Criteria for selecting ETM resources
- ➔ An annotated ETM resource guide
- ➔ A multicultural focus in state activities

COMAR REGULATION



COMAR 13A 04.05

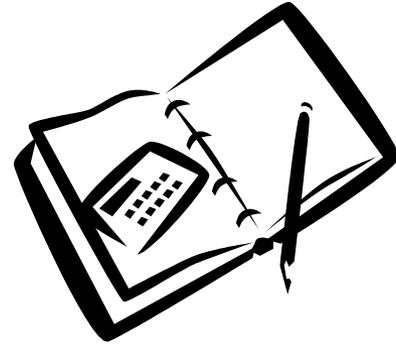
State Goals

To prepare students to live ,learn, interact, and participate productively in our multicultural democratic society.

To promote student achievement through the use of resources and classroom practices that reflect the diversity and commonalities of students, cultural groups and communities.

Areas of Focus in COMAR

- Curriculum
- Instruction
- Instructional resources
- Staff development
- Personnel
- Community Relations



Education That Is Multicultural Monitoring and Reporting Responsibilities

- Bridge to Excellence Master Plan reporting and Annual Updates
- Report Status to the Maryland State Board of Education every 3 years





Statewide ETMA Network Task Group Work 2011-2012

- 📖 Developed professional development for *A Practical Guide to Accelerating Student Achievement Across Cultures: Strategies for Administrators, Teachers, Students and Parents*
- 📖 Designed a state ETMA professional development recertification course
- 📖 Designed a new ETMA Compliance Status Report as part of Bridge to Excellence Master Plan reporting



A Practical Guide to Accelerate Student Achievement Across Cultures

Strategies for Administrators,
Teachers, Students and Parents

What is the Practical Guide?

- A response to an expressed need of teachers to have a resource that will assist them in becoming culturally responsive educators,
- A desktop reference for administrators, teachers, students, and parents, and
- A tool to increase educator competence in creating a culturally responsive learning environment.

Core Competencies

- Intercultural Communication
- Prejudice Reduction
- Establishing Culturally Supportive Learning
- Designing Curriculum and Instruction for Education That Is Multicultural and Accelerating Minority Achievement
- Tests, Measurements and Assessments for Achievement Equity



Goals of the Guide

Participating in Intercultural Communication

- Adopt a global perspective that promotes the valuing of cultural, ethnic, and linguistic diversity.

Reducing Prejudice

- Eliminate racism and other forms of prejudice and discrimination within the learning environment.

Establishing Culturally Supportive Learning Environments

- Determine and implement appropriate strategies that allow all students to learn.

Designing and Implementing Curriculum and Instruction for ETMA

- Establish and maintain high expectations for achievement for all students.

Designing Tests, Measurements, and Assessments for Achievement Equity

- Utilize tests, measurements, and assessments to access information and prepare for instruction and learning.

Cultural Proficiency and
Accelerating Student
Achievement
for the 21st Century

A Course Developed by
Education That is Multicultural and
Achievement Network

Charge From ETMA

- Develop a three-credit, MSDE-approved course to replace existing 2003 ETM Survey Course.
- Incorporate the most recent research.
- Make the course user friendly and available to all Maryland school districts.
- Have a special emphasis on the education of African-American males in response to the *Report of the Task Force on the Education of Maryland's African-American Males*.

Overall Course Outcomes

Participants will:

- Explore personal cultural identity and experiences and identify how they impact the learning environment of students.
- Develop sensitivity to cultural bias in instructional materials, in classroom patterns of thinking, in modes of communication, and in teaching/learning strategies.
- Develop strategies to identify and eliminate the achievement/education gap for identified student groups.

Overall Course Outcomes cont'd...

- Enhance the understanding of how the construction of knowledge, learning styles, teaching styles, multiple intelligences and building relationships impact teaching and learning.
- Enhance the ability to create a safe and nurturing, culturally responsive learning environment.

**BRIDGE TO EXCELLENCE
CROSS-CUTTING THEME
EDUCATION THAT IS MULTICULTURAL (ETM)**

INTRODUCTION

The *Compliance Status Report* on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT

- The completion of the Maryland Local School System (LSS) *Compliance Status Report* for ETMA is to be coordinated by the LSS ETMA contact person. This person will work with other appropriate LSS individuals to gather the information needed.
- The *Compliance Status Report* form is to be submitted as the ETM component of the LSS Bridge to Excellence Plan.
- The additional materials requested (listed below) should be sent separately by the ETMA contact person and to the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office, MSDE, 200 West Baltimore Street, Maryland 21201
- These materials may be submitted as hard copies or digitalized and submitted on a disk.

ETMA Compliance Report

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

- After completion of the Maryland *Local School System Compliance Status Report: Education That Is Multicultural (ETMA)* form, provide the following summary information.
- List your Local School System's major ETMA strengths identified
- List your Local School System's major ETMA areas identified that need improvement
- List your three major Local School System ETMA goals for the next school year
- Provide comments related to the compliance status report form, noting any recommendations for suggested revisions

Bridge to Excellence

Local School System Progress

Curriculum and Instruction

- ☑ Systemic training for teachers and implementation of programs to address achievement gaps for students living in poverty
- ☑ Initiatives focusing on achievement of African American and Latino students

Instructional Resources

- ☑ Piloting of lessons developed through the MSDE Reginald F. Lewis Museum partnership

Staff Development

- ☑ Increased Education That Is Multicultural and achievement courses

Statewide Recommendations

- ➔ Improve data collection and accountability instruments
- ➔ Print and disseminate technical assistance ETM resources
- ➔ Add “achievement” to COMAR ETM regulation title

On-going MSDE Initiatives

- Focus on infusing Education That Is Multicultural into MSDE divisions' programs in the transition to the common core standards and assessments
- Maintain and support ETMA Network

Looking Ahead

- Revising ETM regulation to include student achievement for state board approval
- Partnering with Dr. Henry Johnson, MSDE Division of Curriculum and Assessment
- Working with the new Equity Specialist
- Meeting with various MSDE departments to see where the opportunities for collaboration exists
- Provide ongoing discourse to facilitate the elimination of achievement gaps

- Provide local schools with support in construction of Student Learning Objectives
- Work with schools to improve the strand they are currently identified by the school performance index
- Implement and manage projects related to educational equity at the school and district level
- Collaborate with curriculum specialists in the implementation of the common core

Continue to provide technical assistance with issues such as

- Drop Out prevention
- School completion
- College and Career Readiness
- Disproportionality in discipline
- Disproportionality in special education
- Access to rigorous courses for underrepresented student subgroups

Education That Is Multicultural

Accelerates academic achievement and facilitates success for all students!

