

Multicultural Education

Council to Establish Academic Standards
October 27, 2021

Presented by: Dave Brancamp and Jaynie Malorni

Alignment to State Plan for the Improvement of Pupils (STIP)

Multicultural Education advances all six goals of the STIP. The following are specific strategies of focus:

- Develop capacity within, advocate for and create systems of support for licensed educational personnel to serve all learners
- Collaborate with stakeholders to develop and curate evidence-based, standards-aligned, culturally relevant instruction and instructional materials
- Review comprehensive school climate data that reflects multiple perspectives
- Develop a continuum of resources for licensed educational professionals that build cultural competencies for working with Native American Indian students

Multicultural Education in State Law

➤ **Assembly Bill 234 (2015)**

- Established K-12 content academic standards
- Required successful completion of a multicultural education course for initial educator licensing

➤ **Assembly Bill 261 (2021)**

- Standards and Instructional materials must include history and contributions of Native Americans and Native American tribes; persons of marginalized sexual orientation or gender identity; persons with disabilities; persons from various racial and ethnic backgrounds, including, without limitation, persons who are African-American, Basque, Hispanic or Asian or Pacific Islander; persons from various socioeconomic statuses; immigrants or refugees; and persons from various religious backgrounds.

➤ **NRS 389.520**

- “The standards for social studies must include multicultural education, including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds”

Multicultural Education in Nevada Academic Content Standards (NVACS)

Content Themes

Each grade level also includes a set of content themes that encompass the major ideas in each of the key disciplines of social studies. The following content themes are the same throughout the standards.

History (H)	Multicultural (MC)	Civics (C)	Geography (G)	Economics (E)	Financial Literacy (FL)
Power and politics (H)	Social justice, consciousness, and action (MC)	Civic and political institutions (C)	Geographic representations (G)	Exchange and markets (E)	Financial decision-making (FL)
Identity (H)	Respectful engagement with diverse people (MC)	Civic dispositions and democratic principles (C)	Human environment interaction (G)	National economy (E)	Savings and spending (FL)
People and ideas (H)	Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)	Processes, rules, and laws (C)	Human population, movement, and patterns (G)	Global economy (E)	Credit and debit (FL)
Nevada history (H)			Global interconnections (G)		Insurance, investing, and risk (FL)
International relations (H)					College and career readiness (FL)

What is Multicultural Education?

Multicultural education aims to ensure equitable individual participation in all aspects of society and to enable people to maintain their own culture while participating together to live in a common society.



Cultural Groups

16 Cultural Groups

Gender	Race	Ethnicity	Sexual Orientation
Religion	Socio-Economic Status	Gender Identification	Ability / Disability
Age	Family Structure	Native Language	Occupation
Body Shape / Size	Culture	Geographic Setting	21 st Century

Corwin Press: Adapted from Clark County School District, Las Vegas, NV

Multicultural Education State Advisory Task Force

- ❖ In June of 2020, the Nevada Department of Education (NDE) organized a Multicultural Education State Advisory Task Force to engage individuals in meeting the needs of our diverse student population through culturally responsive curricula and best practices.

State Advisory Task Force: Mission and Goals

Mission:

To ensure students receive educational equity by promoting the development of inclusive and responsive instructional practices while respecting and appreciating cultural diversity throughout Nevada

Goals:

- ✓ Build educator capacity to increase culturally inclusive and multicultural education principles into curriculum and classroom environments
- ✓ Develop a rubric to review resources to ensure alignment to the Nevada Academic Content Standards and support implementation of the multicultural standards in social studies and cross curricular
- ✓ Curate resources and instructional materials for recommend use in all K-12 classrooms
- ✓ Develop a Culturally Responsive Teaching Framework

Social Studies Model Curriculum

- Develop K-12 Model Curriculum in Social Studies including learning progressions, competencies, curriculum scope and sequence, units of studies, and learning designs
- Include strategies and resources for all strands in social studies, especially multicultural
- Include diverse perspectives and resources
- Timeline: Projected completion by summer of 2023
- Members include educators from Clark, Elko, Douglas, Washoe, and RPDP

Multicultural Education Outcomes

1. Teachers can help to overcome superficial differences to create a multicultural, democratic society.
2. The curriculum will consist of a wide variety of teaching strategies that embrace diverse cultures in any classroom settings.
3. Teachers will determine bias and carefully monitor all students in the classroom to assure that diversity is valued.

Questions

Dave Brancamp, Director,
Office of Standards and Instructional Support
dbrancamp@doe.nv.gov

Jayne Malorni, Education Programs Professional,
Office of Standards and Instructional Support
jmalorni@doe.nv.gov