



NYU

STEINHARDT

Metropolitan Center for Research
on Equity and the Transformation of Schools

Sample CRE Policy Demands

This document is intended to give a few examples of CRE policy demands. It is not comprehensive and is a living document that will continue to grow.

Recruitment and Retention of Teachers of Color

Examples of some possible policy demands in this area include:

- Require the creation of a program to recruit teachers and principals of color to the district
 - Teacher residency programs like [Boston Teacher Residency](#) and [San Francisco Teacher Residency](#) graduate cohorts of majority teachers of color each year.
- Require the creation of a program to recruit teachers and administrators of color to the district and provide intensive supports so that they stay
 - The [Black Teacher Project](#), a nonprofit in San Francisco, Oakland, and New York City, works to sustain Black teachers through personal and professional growth opportunities and working with districts, to retain teachers.
- Require the creation of a program to promote current teachers of color to leadership positions such as instructional coaches, assistant principals and principals
 - The Delta State University in the Mississippi Delta started a [university-district partnership](#) to work with local school districts to recruit teachers into a principal training program. They provide teachers full-time paid internships at school sites.
- Require the creation of a program to recruit and financially support parents, community members, paraprofessionals and other people who represent the diversity of the district to become teachers
 - [Grow-Your-Own](#) teacher programs recruit and support community members to become certified teachers
- Change the teacher certification policies to eliminate racial and economic bias, clear hurdles for people of color to become teachers, and/or require coursework in culturally responsive education
 - States can adjust licensure requirements and allow teaching candidates to demonstrate competency through performance-based assessments like edTPA instead of traditional exams like Praxis.
- Something else!

Professional Development for Teachers



Examples of some possible policy demands in this area include:

- Require coursework on CRE for teacher certification (pre-service)
- Require professional development on CRE for all teachers/principals (in-service)
 - The [Coalition for Educational Justice](#) in NYC campaigned for the Department of Education to fund anti-bias teacher trainings in all NYC public schools
- Require professional development on CRE for a subset of teachers/principals (by subject, grade level, school cluster, those who choose it, etc.)
- Require professional development on CRE for all teachers, principals, school staff and district staff and leadership
- Require ongoing continuous professional development on CRE for the group of people you choose (not just one-off workshops or one-day trainings)
- Something else!

Culturally Responsive Curriculum and Course Offerings



Examples of some possible policy demands in this area include:

- Require new culturally responsive curriculum in certain, or all, subjects
 - NYC Coalition for Educational Justice has a [campaign to require new culturally responsive curriculum](#) in all English Language Arts classes from Pre-K through 8th grade
 - In Seattle K-12 schools, Ethnic Studies is being [integrated across content](#) areas as early as elementary school, and offered as an elective in high school
 - West Dayton Youth Taskforce and Racial Justice NOW! [won a campaign](#) to introduce culturally responsive curriculum in Dayton Public Schools in Ohio
- Encourage schools to offer Ethnic Studies as an elective
 - In this scenario, schools are encouraged to offer Ethnic Studies, but are not required to, and not all students are required to take it
 - The [Providence Student Union](#) won an Ethnic Studies course offering in five high schools in Providence, Rhode Island
 - The [Seattle NAACP](#) got an Ethnic Studies resolution passed to launch Ethnic Studies courses in Seattle Public Schools

- [Pa'lante](#) worked with the Holyoke School District to offer Ethnic Studies with an emphasis on Puerto Rican studies in 7th to 12th grade curriculum
- Require all schools to offer Ethnic Studies courses
 - In this scenario, schools are required to offer Ethnic Studies, but not all students are required to take it
 - [Hearing Youth Voices](#) and [Students for Educational Justice won](#) statewide legislation for all school districts to offer [Black and Latino Studies](#) as an elective
- Require all schools to offer Ethnic Studies courses as mandatory courses *and* require all students take them
 - [Fifteen California school districts](#), including San Francisco and Los Angeles, have passed Ethnic Studies high school graduation requirements
- Something else!

Contact us at nyu-ejroc@nyu.edu if you have further questions, suggestions or to include your organizing campaign here.