



# Culturally Relevant Science

# CUSTOMER DISCOVERY

Approaches to make STEM curriculum more culturally relevant.

## CULTURAL RELEVANCE IN SCHOOLS THAT SUPPORT INCLUSIVE STEM CURRICULUM

### Purpose

We interviewed leaders from successful charter, public, and private schools that support inclusive curriculum to uncover best practices and pain points around making STEM more culturally relevant. Our intention is to use this research to build tools to address the pain points identified in this report.

### Summary

School leaders are implementing mixed approaches for inclusive STEM curriculum. Current approaches include improving teacher pedagogy with coaching and professional development, and acquiring sites that provide learning modules and kits in one package. School leaders expressed frustrations around current curriculum that lacks daily cultural relevance, especially those for elementary-level STEM.

### What's Working

School leaders are actively training their teachers with professional development focused on engagement and liberatory education. Nearly every school leader admitted to having ample budgets for this.

We also found that many school leaders are satisfied to a certain extent with sites like STEMscopes and Foss. This is because these sites are aligned to standards, contain tangible activities, are quick and easy to implement, and help maintain consistent pedagogy across teachers.

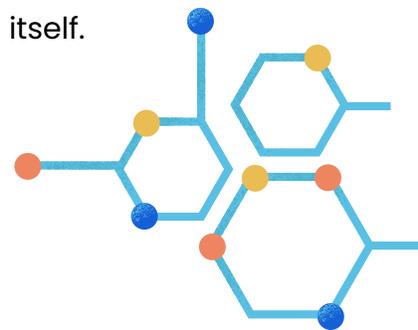
### Pain Points

#### **Daily Cultural Relevance**

Many school leaders expressed frustration with current STEM curriculum. They discussed how cultural relevance is not incorporated on a daily basis. There may be some instances where the curriculum attempts to relate to their students, but nearly all school leaders want this relatability to be normalized every day, in each lesson. For instance, school leaders using STEMscopes said the hands-on aspect of science was there, but the cultural relevance was completely missing.

#### **Elementary Schools**

All elementary school leaders were frustrated with the complete lack of culturally relevant STEM curriculum created for grades K-5. They discussed how curriculum maps are typically only made for higher grade levels, putting the entire responsibility of curriculum developing and incorporating cultural relevance on the elementary school itself.



*Kids aren't interested in STEM because kids can't relate and they don't see themselves being successful.*

## Solution and Innovation

Nearly all school leaders are actively seeking curriculum developers that can balance standards and rigor with engagement and cultural relevance. Some leaders have hired consulting firms to help train their teachers and customize curriculum. Others are relying on their in-house staff, such as instructional coaches, to develop the curriculum.

## Next Steps

Every school leader painted a picture of their ideal curriculum. They want complete curriculum that maps out all day-to-day activities, resources, and assessments, AND they want it to be culturally relevant.

This is what we are building at Culturally Relevant Science (CRSci).

If you are interested in seeing your dream STEM curriculum built, please reach out to us at [admin@crsci.org](mailto:admin@crsci.org).

# ABOUT



CRSci is THE online platform for underrepresented students and their teachers. We believe ALL students, regardless of how they identify, deserve to see themselves in what they are learning.

Therefore, we partner with schools to create culturally relevant STEM curriculum that increases ALL students' engagement, achievement, and pursuit of STEM careers.

[www.crsci.org](http://www.crsci.org)



THANK YOU TO THOSE THAT CONTRIBUTED TO THIS REPORT...



Peace Preparatory  
ACADEMY

PEACE  
ACADEMY



ATLANTA  
PUBLIC  
SCHOOLS

