CULTURALLY RESPONSIVE TEACHING AND LEARNING FOR EACH STUDENT

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Equity Unit
What would you do for this plant?
AND THIS PLANT?
EQUITY IS NOT THE POSITION YOU HAVE, BUT THE POSITION YOU TAKE.
SESSION OBJECTIVES

- Review Oregon school data and issues of disproportionality
- Engage in a conversation about research and promising practices related to culturally responsive teaching and learning
- Discuss culturally responsive strategies that can be used in any classroom
- Reflect on personal journey and practices to promote equity in education
- Discuss old practices with new approaches
In 2008-2009, overall discipline data in Oregon’s schools begins to tell the story of disproportionate punishment of students of color.

- African American youth represented 2.94% of the student population, they represented over twice the proportion (6.13%) of students disciplined.
- White students represented 68.42% of the student population and 65.47% of students disciplined.
OREGON PUBLIC SCHOOL DISCIPLINE: SUSPENSIONS

- In 2008-2009, although African American youth represented 2.94% of the total student population in Oregon, they represented well over twice that proportion (7.37%) when it came to students suspended outside of school and 4.09% of those suspended in school.

- Hispanic or Latino population, though they represented 17.18% of the total student population, 19.73% were suspended outside of school and 21% were suspended in school.

- Native American students, who represented 2% of the total student population in Oregon, their share of suspensions outside of school was 3.17% and 3.2% of those suspended in school.

- White students, on the other hand, represented 68.42% of the total student population, but a smaller proportion of those suspended outside of school (64.86%) and a smaller proportion of students suspended in school (66.5%) as well.
The disproportionate impact of expulsions on youth of color in Oregon is similar to that for suspensions.

- African Americans comprised 2.94% of the total student population, they made up 4.93% of those students expelled.
- Hispanic or Latinos represented 17.18% of the total student population and made up 25.24% of those expelled.
- Native Americans comprised 2% of the total student population and 2.43% of those students expelled.
- White students, on the other hand, made up 68.42% of the total students and 61.5% of those expelled.
African Americans comprised 2.94% of the total student population, they represented over twice that proportion when it came to removal to alternative education settings (7.23%). When looking at the share of the racial group removed, 9.26% of African American students – almost one in ten – were removed.

Hispanic or Latino student population, though they represented 17.18% of the total number of students 24.34% were removed.

Native American students, who represented 2% of the total student population in Oregon, the share that was removed was 2.97%.

White students, representing 68.42% of the total student population, represented 60.46% of the students removed.
OREGON SCHOOL DISCIPLINE DATA: DROPOUT RATES

- African Americans represented 2.97% of the total 9-12 grade student population and 5.71% of the dropouts.
- Hispanic or Latinos represented 13.87% of the total high school student population and 24.12% of the dropouts.
- Native Americans represented 2.24% of all the 9-12 grade students and 3.52% of the dropouts.
- White students comprised 73.2% of the total 9-12 grade students and 59.3% of all dropouts.
Oregon School Discipline Data:
Juvenile Justice System

- African Americans make up 3% of the total Oregon population. Age 10-17, they represent 5% of those on probation, 13% of those held in close custody and 9% of those on parole.

- Hispanics or Latinos representing 15% of Oregon’s total population. Age 10-17, they make up 20% of those on probation, 25% of those held in close custody and 22% of those on parole.

- Native Americans make up 2% of Oregon’s population. Age 10-17 and 4% of those on probation, 3% of those held in close custody and 4% of those on parole.

- Whites represent 76% of Oregon’s total population. Age-10-17 and they make up 67% of those on probation, 56% of those held in close custody and 63% of those on parole.
<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Native American</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share of Oregon Population (2008)</td>
<td>90.1%</td>
<td>2.0%</td>
<td>11.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Share of Felony Population</td>
<td>84.2%</td>
<td>6.5%</td>
<td>5.9%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Share of Prison Population</td>
<td>73.5%</td>
<td>9.7%</td>
<td>13.0%</td>
<td>2.4%</td>
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<tr>
<td>Share on Probation/PPS</td>
<td>82.4%</td>
<td>8.9%</td>
<td>5.6%</td>
<td>1.9%</td>
</tr>
</tbody>
</table>
THE FRAYER MODEL

In table groups, complete the following for the terms – Achievement Gap and Opportunity Gap

- Create a group definition
- Identify 3-5 characteristics
- Provide a list of examples/models
- Provide a list of non-examples
FAIR IS NOT ALWAYS EQUAL.

Teaching is a lot like Doctoring.

Kids go to a doctor with different needs:
- I scraped my knee!
- I have a cough!
- My stomach hurts!
- I think my arm is broken!

What if the doctor said the same thing to all of them?
- Here’s some cough medicine!

Only one kid would get what he needs.

And that’s not fair.

It’s the same thing in a classroom.

Every student has different needs:
- I have trouble focusing for more than 15 min.
- I can talk about what I know better than I can write about it.
- I think better when my hands are busy.
- I can’t grip a pen or pencil.

So different students should get different things to help them succeed.
- Classroom breaks, tests taken over multiple days
- Fidget toys and tactile activities
- Creating a video instead of composing a paper
- Modified writing utensils, writing on a computer instead

And that’s what makes a classroom fair for everyone!

Adapted from Teaching Everyone by Whitney Rapp and Karin Arndt and Universal Design for Learning in Action by Whitney Rapp.
www.brookespublishing.com | 1-800-698-3775
Culturally Responsive Teachers…

- Use materials and curricula that reflect students’ backgrounds, needs, and interests;
- Display images that might be familiar to students;
- Maintain caring relationships reflecting their understanding of the student’s difficulties while not condoning bad behavior;
CULTURALLY RESPONSIVE TEACHERS…

- View each child as someone who can teach others by bringing their own stories and experiences to the class;
- Provide equal opportunities for all students to fulfill their potential, regardless of a protected category (race, sex, national origin, ability, religion, sexual orientation, actual/perceived gender, class);
- Avoid stereotypes and help students recognize that members of the same group frequently differ in many ways;
CULTURALLY RESPONSIVE TEACHERS…

- Encourage respect for differences;
- Avoid making assumptions about groups of people and the origins of their cultural characteristics and practices;
- View students not as victims, but as unique individuals worthy of respect;
- Help students identify how they are different and alike in terms of their past and present experiences and identities;
Culturally Responsive Teachers…

- Converse with minority parents and other representatives of cultural groups about how they would like to see their concerns discussed and taught in the schools;
- Teach their students about prejudice and intolerance by discussing their meaning and consequences and how they affect all people, not only the victims, but those with the same prejudices as well;
CULTURALLY RESPONSIVE TEACHERS…

- Go beyond teaching historical content and respect for difference by *modeling* such attitudes in their classrooms;
- Show students ways they can actively work to bring about social justice and equal opportunities for everyone within their school and community;
- Encourage students to keep an open mind, to question, to seek the truth;
- Support cultural pluralism, the idea that people can maintain the unique characteristics of their native culture, or microculture, while at the same time adapting to the common practices and values of the United States, the macroculture.
ALL THIS IS TO SAY….

- Lesson Planning is key
- Build relationships!
- Equity is not extra!
- Culturally Responsive Practices are not just about race/ethnicity
- Be explicit about expectations
- Implicit v Explicit Bias
- Model expectations and behaviors
- Shift the Discourse (I vs. II)
Equality is giving everyone a shoe

Equity is giving everyone a shoe that fits

www.everyday-democracy.org
Thank you!

Equality doesn’t mean Equity