Responding to Disproportionate Discipline with Culturally Relevant Pedagogy and Practices

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What we know...

- Racial and cultural diversity in Oregon has significantly increased
- 37 percent of students in K-12 are now Students of Color
- Students of Color:
  - Higher dropout rates
  - Lower graduation rates
  - Experience disproportionate discipline consequences compared to their White or Asian peers
  - Lower overall academic achievement

Disproportionate Discipline in Oregon Public Schools
Oregon Legislative History & Equity

- 1990’s: Zero Tolerance Policies
- 1991: The Minority Teacher Act
- 1991: Senate Bill 103
- 1994: Minority Teacher Act
- 2003: Senate Bill 103
- 2004: Oregon Cultural Competency Summit
- 2011: Oregon Equity Lens
- 2013: Senate Bill 739
- 2013-14: House Bill 2192

- 2014: Mandatory Expulsion Memorandum
- 2014: Oregon Educator Equity Advisory Group
- 2015: Oregon Equity Plan
- Restorative Justice Techniques
- 2017: House Bill 2845
Established the Network of Quality Teaching and Learning
Aimed to close achievement gaps
Distributed nine grants to:
- Improve professional development
- Implement data-driven decision making
- Institute culturally competent practices
- Prepare culturally responsive educators
- Support communities

HB 3233: Culturally Relevant Pedagogy and Practices Grant
This research used data from eight high schools given the CRPP grant over a course of five years to examine if:

- Incorporating Culturally Relevant Pedagogy & Practices in Schools

Has an Impact on

- Disproportionate Discipline
Findings

While investing in CRP professional development, discipline incidents:

1. Declined among total enrolled students.
2. Declined within racial and economically disadvantaged sub groups
3. Black/ African American remained higher than Whites, Latinos and Multi Racial categories
4. Slightly increased in some English Language Leaner, Special Education and White categories in the final year of the grant
Implications in the data suggest:

- When teachers experienced CRP training, a reduction in discipline incidents occurred.
- By increasing teachers' knowledge of the impact of race and culture in education, their understanding of their students and teaching practices may change.
  - Further investigation should be done to examine what specific methods were used at the classroom level.
Culturally Responsive Practices (CRP):

“Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective for them” (Gay, 2000).

CURRICULUM

- Multiple ethnic perspectives
- Comparative analyses across diverse ethnic groups
- Matching teaching styles to the learning styles of diverse ethnic groups
- Empowering marginalized ethnic groups within the instructional process
- Cooperative learning among ethnically diverse students
- Creating climates and communities conducive to learning for diverse groups

TEACHING METHODS & CULTURAL AWARENESS

- CRP requires educators have the skills and knowledge to address students’ diverse cultural experiences
- Non-punitive student management practices; i.e., restorative justice,
- Teaching for social change and social justice with inclusive strategies
Research Shows CRP Has a Positive Impact on:

- Student Engagement
- Overall Student Achievement
- Student-Teacher Relationship
- Student Identity

Positive Impact of CRP Strategies & Suggested Model of Change
Policy Suggestions & Moving Forward

- Targeted and interactive teacher cultural awareness training as part of the teaching and administrative licensure.
- Increase comprehensive cultural awareness professional development.
- Develop statewide criteria for incorporating a CRP in all content areas and provide resources to apply at the classroom level.
- Assess the impact of CRP on other indicators such as, student achievement, graduation rates, etc.