

Responding to Disproportionate Discipline with Culturally Relevant Pedagogy and Practices

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Disproportionate Discipline in Oregon Public Schools

Context

What we know...

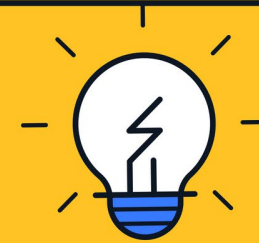
- Racial and cultural diversity in Oregon has significantly increased
- 37 percent% of students in K-12 are now Students of Color
- Students of Color:
 - Higher dropout rates
 - Lower graduation rates
 - Experience disproportionate discipline consequences compared to their White or Asian peers
 - Lower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

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
- 2015: House Bill 2016
- 2017: House Bill 2845

HB 3233: Culturally Relevant Pedagogy and Practices Grant

- 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*



CONNECTING
DISPROPORTIONALITY
IN DISCIPLINE



TO



CULTURALLY
RELEVANT PEDAGOGY

Making the Connection

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*

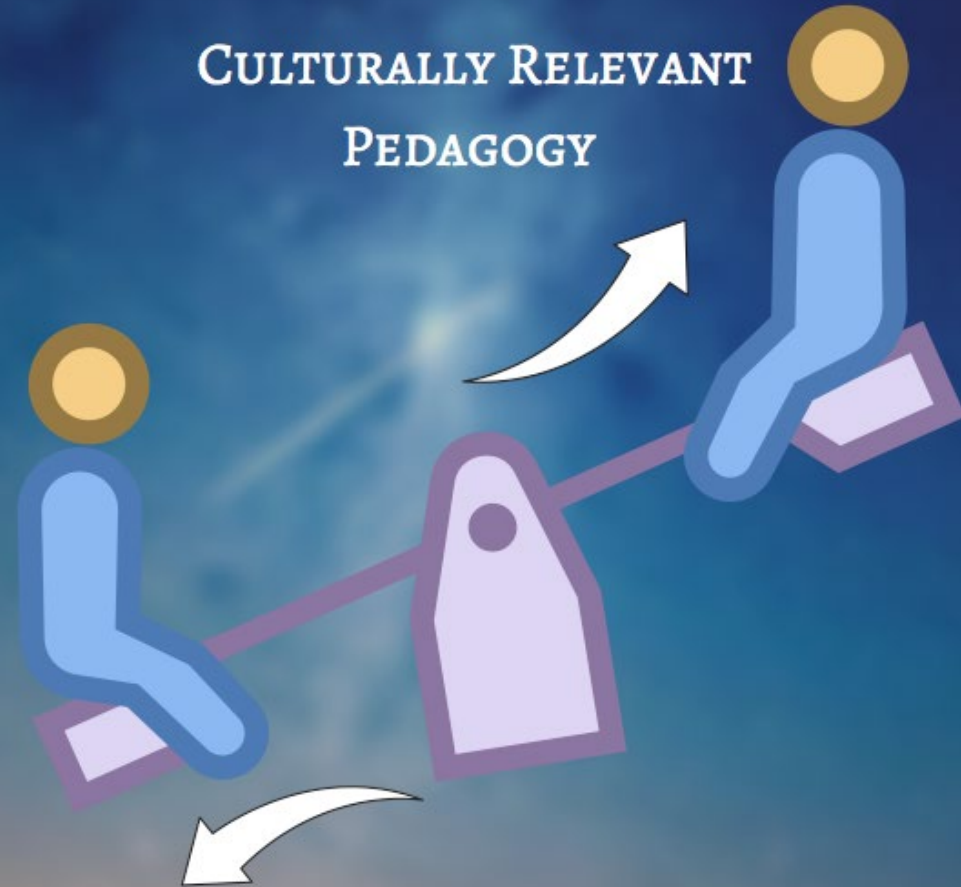
Findings

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 Learner, Special Education and White categories in the final year of the grant

RESEARCH FINDINGS

CULTURALLY RELEVANT
PEDAGOGY



DISPROPORTIONATE
DISCIPLINE

Implications

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.*

STUDENT-TEACHER
COMMUNICATION IMPACTS
STUDENT BEHAVIOR



BEHAVIOR IS INFLUENCED BY
CULTURAL NORMS



CULTURAL NORMS VARY
DEPENDING ON ETHNICITY
RACE, SOCIOECONOMIC
CLASS, ETC



About CRP

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

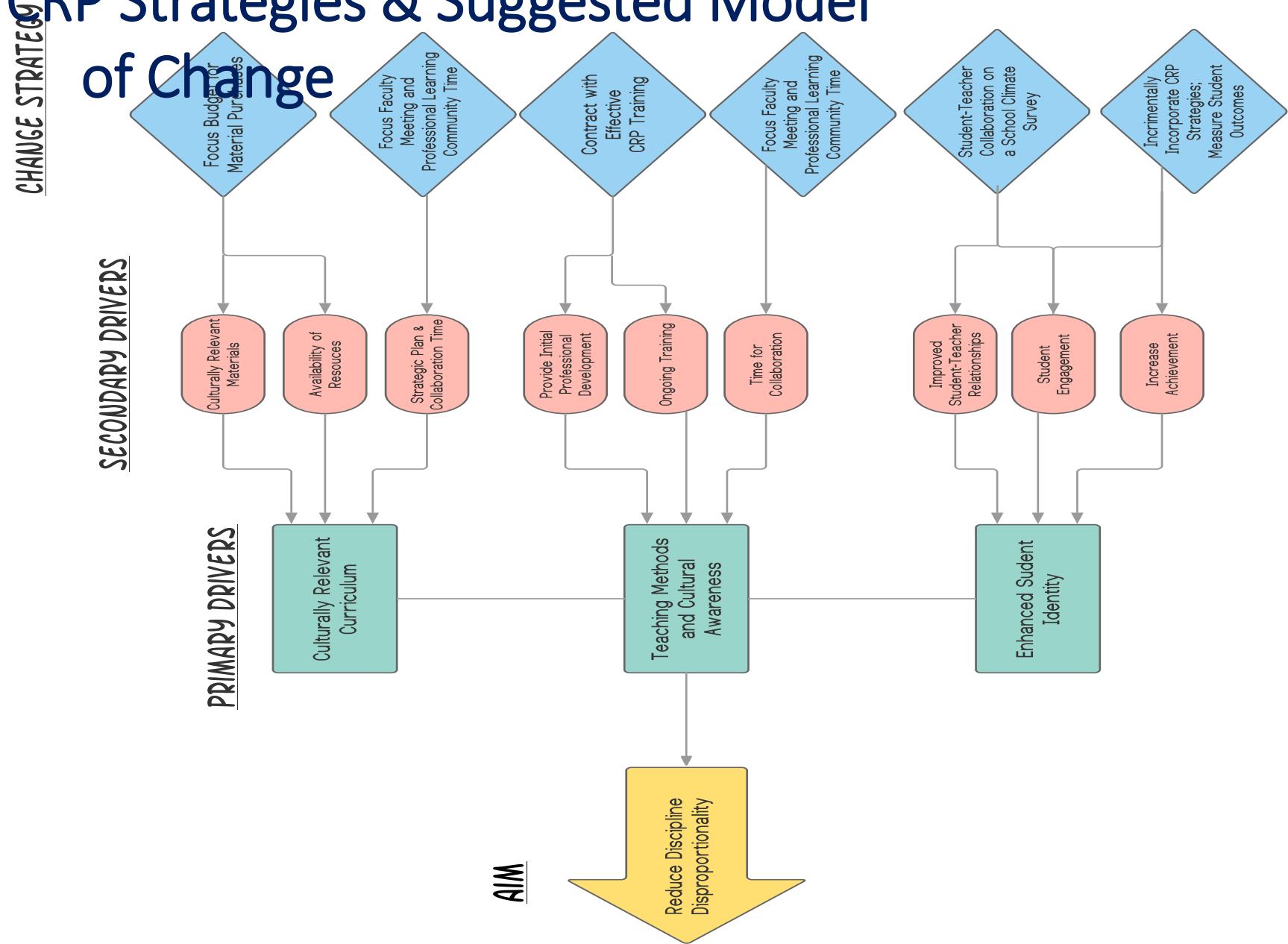
TEACHING METHODS & CULTURAL AWARENESS

- 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

Positive Impact of CRP Strategies & Suggested Model of Change

Research Shows CRP Has a Positive Impact on:

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



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.

**"THE WORLD IN WHICH YOU WERE
BORN IS JUST ONE MODEL OF
REALITY**

**OTHER CULTURES ARE NOT A FAILED
ATTEMPT AT BEING YOU;
THEY ARE UNIQUE MANIFESTATIONS
OF THE HUMAN SPIRIT"**
WADE DAVIS

