

FOUNDATIONS FOR EDUCATION EQUITY

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EDUCATION EQUITY



INTENTION AND PURPOSE OF TODAY

Examine and establish common definitions

Develop a foundational and beginning knowledge base of Culturally and Linguistically Responsive Teaching

Begin to develop a deep understanding and appreciation for all the ways culture impacts learning, relationship, and community

Connect to a collective passion and will to lead for education equity



GROUNDING: WHO'S IN THE SPACE?



AGREEMENTS : CREATING A COMMON FRAMEWORK

What are agreements? What is our experience with them?

Why are they important in spaces like this one?

Who will hold us accountable? How will we know?



AGREEMENTS: PACIFIC EDUCATIONAL GROUP AS A FRAMEWORK FOR TODAY

Stay Engaged

Remain morally, emotionally, intellectually, and socially involved in the dialogue.

Take care of yourself so you can be as present as possible.

Speak Your Truth

Speak on your behalf, being careful not to take anyone to task.

Hold yourself accountable in this context.

Be open about your own thoughts and feelings.

Experience Discomfort

Understand that, through dialogue, healing and change can begin.

Talking with others presents a feeling of being uncomfortable. Roll with it.

Expect and Accept Non-Closure

Hang out in uncertainty in some contexts of the dialogue.

Do not rush to quick solutions.

Understanding requires ongoing dialogue, which may not end today.



ESTABLISHING COMMON DEFINITIONS

What is Education Equity?

Who does Education Equity serve?

Why is Education Equity important?



ESTABLISHING COMMON DEFINITIONS

Education Equity

Diversity

Inclusion

Historically Underserved Students

Achievement Gap

Opportunity Gap

Belief Gap

Culture

Race

EDUCATION EQUITY



FOUNDATIONS FOR EDUCATION EQUITY: UNDERSTANDING CULTURE

How do you define culture?

How did you come to this definition? (Whose definition is it?)

Can you name various cultures?

What are the aspects of those cultures you named?



FOUNDATIONS FOR EDUCATION EQUITY: UNDERSTANDING CULTURE*

“Culture is to humans as water is to fish.” –Wade Nobles

“Culture is organized within an identifiable community or group. This includes the ways that community use language, interact with one another, take turns to talk, relate to time and space, and approach learning.” –Villegas & Lucas, *Educating Culturally Responsive Teachers: A Coherent Approach* (2002)

“Culture is a ‘learned behavior,’ passed down through family, community, and heritage. Heritage comes in two parts: complexities and intangibles.” –Hollie, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success* (2011)

*CCRTL “Focus on Culture” Foundations Workshop



CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY: WHAT IT ISN'T

Cultural Intelligence (CQ)

Cultural Relevance

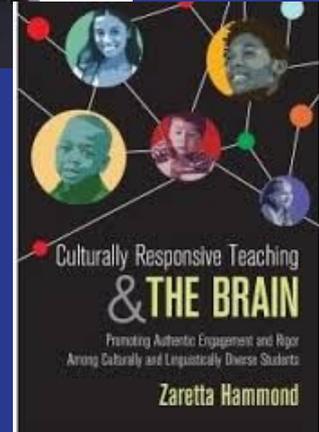
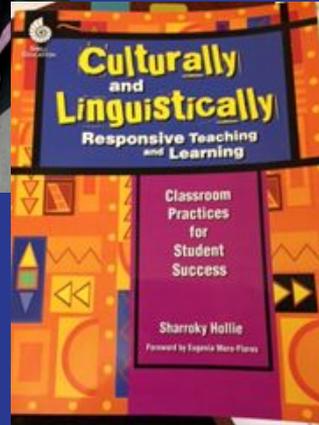
Culturally Proficient

Cultural Competence

Cultural(ly) Sustaining



CULTURALLY RESPONSIVE PEDAGOGY: FRAMEWORKS & CONTRIBUTORS



FOUNDATIONS FOR EDUCATION EQUITY: UNDERSTANDING CULTURE

*When students were part of a more collective effort designed to encourage academic AND cultural excellence, expectations were clearly expressed, skills taught, and interpersonal relations were exhibited. Students behaved like members of an extended family -assisting, supporting, and encouraging each other. Students were held accountable as part of a larger group, and it was everyone's task to make certain that each individual member of the group was successful. By promoting this academic **community of learners**, teachers responded to the students' need for a sense of belonging, honored their human dignity, and promoted their individual self-concepts (Gay, 2000).*



FOUNDATIONS FOR EDUCATION EQUITY: CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

Validating
Comprehensive
Multi-dimensional
Empowering
Transformative
Emancipatory

*connection to Special Education?

--Dr. Geneva Gay, 2000

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FOUNDATIONS FOR EDUCATION EQUITY: CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

“The validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging a student to success in the culture of academia and mainstream society.”

--Dr. Sharroky Hollie, 2011



FOUNDATIONS FOR EDUCATION EQUITY: CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

Be clear about what you mean (common definition)

Keep your deficit monitor in check (examining your implicit and explicit bias)

Become more conscious of your ethno-cultural background (and embrace it)

Answer the question: Who is this for? (naming historically underserved students)

*Connection to Special Education?

--Dr. Sharroky Hollie, 2011



FOUNDATIONS FOR EDUCATION EQUITY: CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

“(Historically underserved students’) instruction is focused on skills low on Bloom’s Taxonomy...that denies (them) the opportunity to engage in what neuroscientists call productive struggle.” (p.12)

“Many culturally and linguistically diverse students are ‘dependent learners’ who do not get adequate support to facilitate cognitive growth. Consequently, they are not able to activate their own neuroplasticity.” (p. 15)

-- Zaretta Hammond, 2015



FOUNDATIONS FOR EDUCATION EQUITY: CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

∴, CRT/CLR is, then:

"...the perfect catalyst to stimulate the brain's neuroplasticity so that it grows new brain cells that help students think in more sophisticated ways." (p.15)

"...an educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing." (p.15)

*Connection to Special Education?

-- Zaretta Hammond, 2015

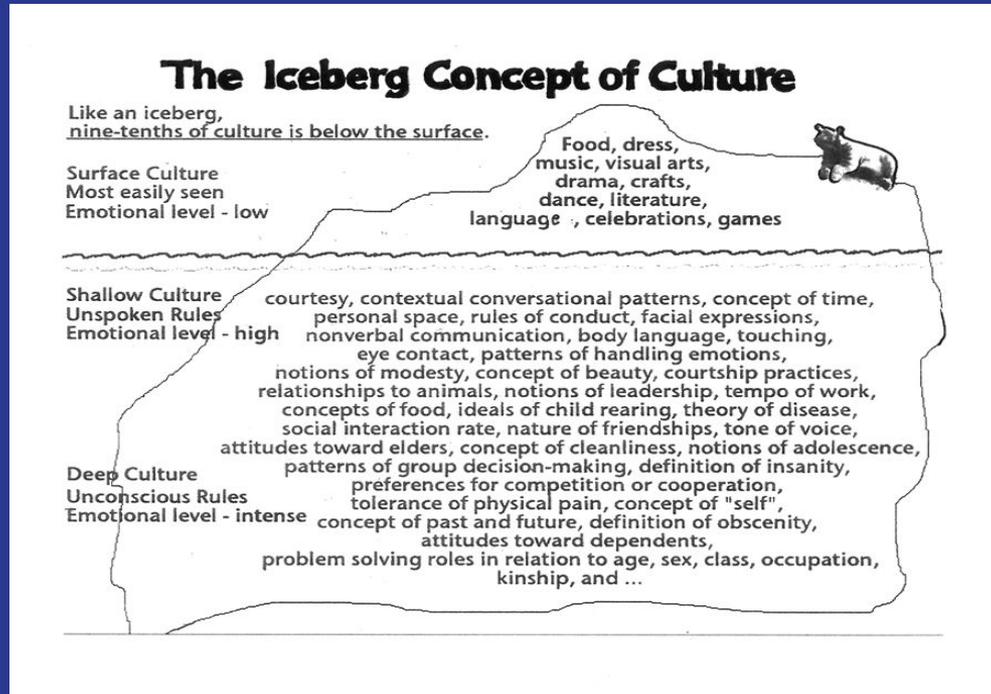


FOUNDATIONS FOR EDUCATION EQUITY: RACE CONVERSATIONS VS. CULTURE UNDERSTANDINGS

- Race as a modern, powerful idea (social construct) in order give people different access and opportunities (beneficiaries vs oppressed)
- Race as tangible and non-complex with very tangible and complex results
- Race as not a having a behavioral or linguistic basis



FOUNDATIONS FOR EDUCATION EQUITY: UNDERSTANDING CULTURE



Everyone has a culture. Every culture has aspects (i.e., facets, parts). Culture is YOU. ∴, Who are you?



FOUNDATIONS FOR EDUCATION EQUITY: SESSION DEBRIEF

Connections to Special Education and inclusion?

Key understandings? Take-aways?

What are you struggling with?

What are you resistant to?

