

5th Annual Teaching With Purpose Conference
A Call to Culturally Responsive Teaching
Roosevelt High School – Portland, Oregon
October 10-11, 2014

BREAKOUT SESSION ABSTRACTS

Friday, October 10, 2014 – 1:15 p.m.-2:45 p.m.

Recommended Audience Key: A=Administrator, AL=Aspiring Leader, T=Teacher, S=Student, P=Parent

The Cultural DNA of the Hip Hop Generation: The Ancestral Roots of Effective Instruction – Dr. Chris Emdin

ROOM 200-C

Dr. Emdin describes recent research that interrogates the cultural dimensions of teaching and learning in relation to the understandings of youth from the hip hop generation. In particular, he discusses how what we misidentify as cultural attributes may be general dispositions towards learning that are embedded in the DNA of certain populations. This presentation opens up the space for a conversation about the implications of new findings in evolutionary biology and neuroscience on teaching and learning — particularly the education of urban youth of color from the hip hop generation. *(Recommended Audience: A, T, S, P)*

Culturally Relevant Pedagogy Helps K-12 Math Come Alive – Dr. Lee Stiff

ROOM 211

Strategies and perspectives for implementing culturally relevant pedagogy (CRP) in K-12 math classrooms will be shared. Teachers will get an opportunity to experience how CRP motivates students to engage in problem solving activities and the Mathematical Practices found in the Common Core Standards. Teachers will be asked to share their insights on the topics and activities that interest the students they teach and how these student interests can promote better math teaching and learning. *(Recommended Audience: A, AL, T)*

Changing the Culture and Increasing Expectations – Dr. Monica Womack and Sandy Womack, Jr.

ROOM 109

The presentation is an overview of the case study of Hartford Middle School, which moved from academic emergency and closure, to the Effective Ranking and becoming one of the top performing middle schools in Canton, it is now a STEM Academy. A lot of time is spent on discussing collaboration and cultural change. We will present how to change the culture of an underperforming school to a high performing school and the staff and community that worked to make this happen. PowerPoint and case studies and interviews will be shared with manuals for review by all audience participants. *(Recommended Audience: T, S, P)*

“Off the Books”: Hip Hop and the New Terrain of Dropping Knowledge – Dr. Monica R. Miller

ROOM 107

The global and transnational ascendance of hip hop culture has drawn wide-ranging attention thus affecting vital sectors of American society – including education. Understanding the inner-workings and social cosmology of how hip hop has fundamentally impacted, changed, and altered how vulnerable group members learn both within and outside of formalized education is vital and necessary. This workshop explores how Hip Hop cultural practices provide palpable opportunities for culturally relevant pedagogy and the wide variety of ways in which educators can inform and be informed by Hip Hop culture both within and outside of the classroom. *(Recommended Audience: A, T, S, P)*

Cycle of Continuous Learning and Improvement: Creating and Sustaining a Collaborative Culture and Place of Most Potential for Students, Educators, Families, and Community – Ramon Livingston, III

ROOM 106

Through the Cycle of Continuous Learning Improvement Model, teachers and parents will deepen their knowledge of content, pedagogy, and students’ thinking, and increase collaboration with their colleagues in professional learning communities. By collecting data on the supports and barriers to students’ learning during lessons, teachers and parents can use the resulting information to improve their instruction – not just one lesson, but instruction more broadly. *(Recommended Audience: A, AL)*

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Inclusive Equity Education: Curriculum and Instructional Practices – Johnny Lake, Ph.D.

ROOM 105

What makes a good school? What makes an inclusive and equitable school? How is testing good for kids? This session covers key history and current knowledge about Common Core testing, teacher pedagogical and instructional practices and curriculum. This session also provides important context and background for understanding and effectively addressing current challenges to providing equity and creating/maintaining inclusive educational settings. Curriculum definitions and important instructional practices are engaged. Presentation is interactive and participants will be provided opportunity for dialogue, engagement and questions. *(Recommended Audience: A, AL, T, S, P)*

Kendrick Frost: An Examination of Complex Text through the Writings of Robert Frost and Kendrick Lamar – Gabriel "Asheru" Benn, M.Ed.

ROOM 108

In this workshop, Gabriel "Asheru" Benn will examine complex text as defined by Common Core. Through his interactive, multimedia approach, Benn will also demonstrate strategies and identify media resources for teachers to instantly and effectively incorporate into their classrooms, across all subject areas. *(Recommended Audience: A, AL, T, S)*

Rap, Rhythm, and Rhyme: Rebuilding the Writing Foundation for grades 4-12 – Erik Cork

GYMNASIUM

This curriculum-guided and research-based workshop provides educators with instructional techniques that often inspire reluctant learners to transform their high energy and short attention spans into exemplary writing skills. *(Recommended Audience: A, T, S, P)*

Using African-Centered Literature to Teach the Civil Rights Movement – Joyce Harris

LIBRARY

Culturally responsive teaching provides opportunities for teachers and students to use cultural content as a bridge to teaching and learning. African centered literature that respectfully documents the truth about the African American experience, traditions and values from Africa to the present can dispel many of the myths and stereotypes that negatively and inaccurately portray African American history and culture. The misinformation that results leads to miseducation and a failure to recognize the resiliency, courage, and ongoing struggle for freedom and humanity. The richness of this literature can lead to academic literacy and empowerment for students and teachers. *(Recommended Audience: A, AL, T, S)*

Responding to the Rural Opportunity Gap Through Partnership Initiatives Centered in Culturally Responsive Practices – Tawnya Lubbes, Dr. Amanda Villagómez

ROOM 127

How do we ensure the educational success of rural students of color? At Eastern Oregon University, the response is to create partnerships with local school districts and communities. These partnerships facilitate a "grow your own" model of pipelines to recruit, support, and retain teachers of color. This interactive presentation will provide participants the opportunity to review current research and demographic information in Oregon and hear about two exciting initiatives that Eastern Oregon University is embarking on as a result of two grants from the Oregon Department of Education. *(Recommended Audience: A, AL, T)*

Culturally Responsive Pedagogy and Practice: The ODE Equity Unit Culturally Relevant Pedagogy – Drs. David Bautista. Rudyane Rivera, Markisha Smith

ROOM 103

The ODE Equity Unit will share their work around education equity and culturally responsive pedagogy and practices around the state. *(Recommended Audience: A, AL, T)*

#Selfie: Teaching Social Responsibility in the Media Age – Sarabeth Leitch, Brandi Kruse, Lauren Kelly

ROOM 262

In an age of smart phones and instantaneous media publishing, the Selfie has become a standard format of witnessing and self-documentation, especially for today's youth. But what impact does this practice have on identity? This workshop will focus on how educators can support young people in producing media content that looks both inward and outward. Rather than simply documenting the existence of self, the Selfie can become a tool by which individuals and groups can take a closer look at themselves, their stories and their beliefs. *(Recommended Audience: A, AL, T, S)*

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An Indigenous Lens on Transformative Pedagogy – Jane Waite, John Lockhart

ROOM 264

Student opportunity gaps grow in the space between educator intent and actual student impact. What we teach impacts students tremendously; more so, how we teach facilitates exceptional learning for all students, even with the worst instructional materials. Through examination of common curriculum and teaching methods, this session explores the dissonance for American Indian students and others as they navigate the intersections between themselves, their worldviews, and that of dominant culture classrooms. Participants will leave with the basis of a transformative, indigenous pedagogy that explores the self, minoritized student experiences, curricular evaluation and adaptation, and transcending dominant culture perspectives and structures. *(Recommended Audience: A, AL, T, S)*

Act Like You Know: Employing Hip Hop Theater to Create a Safe Space for Protest and Self Expression – Kashi Johnson

ROOM 128

The power of social media has helped to make more visible the struggles of marginalized students of color. To address such ongoing struggles at Lehigh University, Johnson created the performative hip hop inspired course and curriculum, “Act Like You Know” which engages issues of identity, culture and social justice. Through engagement with dance, music, theater, poetry, and film, among other cultural domains – this interactive workshop explores and performs the pedagogical strategies and curricular exercises that invite students to explore identity, diversity and social justice in hip hop, the classroom and larger society. *(Recommended Audience: T, S)*

Emcee Mind: Rap Instruction in the Classroom – Desmond Spann

ROOM 131

You know hip hop is powerful and want to use it in your classroom. You know the benefits for your students. Rapping develops their metacognitive skills, which improves writing and literacy, increasing their confidence and self-worth. You want your students to write raps, then you think to yourself: how do I even begin to teach rapping?

The Emcee Mind workshop is designed to do 3 things:

- 1-Provide strategies for teaching improvised rapping (freestyling) and rap writing.
- 2-Get you rapping.
- 3-Make you smile.

Learn how to rap with an Emcee Mind and how to teach rapping with best practices; techniques developed from nearly 10 years of teaching rap skills. We will address issues of overcoming fears, speaking with rhythm to a beat, teaching rhyming, and developing a positive place for creative expression. Warning: fun will be had. *(Recommended Audience: T, S)*

The “4 Rs” of Culturally Responsive Instruction – Cynthia MacLeod

ROOM 127

This presentation will show the relationship between the development of culturally responsive instruction and rigor, relationship, realness and relevance. When instruction is focused on the 4 Rs students remain at the center of the instructional decisions made by the teacher. Culturally responsive instruction is essential to eliminating the achievement gap. *(Recommended Audience: A, AL, T)*

Classroom to Community and Back: Culturally Responsive Standards-Based Teaching – Keisha M. Edwards

ROOM 217

Today's schools and classrooms are more diverse than ever. The ability to welcome, understand, and affirm youth from a cultural perspective is essential to promote relevance, rigor, and meaningful relationships in the classroom. Through dynamic discussion and activities participants will learn teaching strategies that draw on the students' home, family, and community culture to enhance learning and help all students meet high academic standards. This workshop is based on the book, *Culturally Responsive, Standards-Based Teaching: Classroom to Community and Back* newly published by Corwin Press.

(Recommended Audience: A, AL, T)