

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

BREAKOUT SESSION ABSTRACTS

Saturday, October 11, 2014 – 1:00 p.m.-2:30 p.m.

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

#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)*

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)*

Micro-aggression Theory and Disability – Barbara Diamond

ROOM 127

Micro-aggressions are small, often unintentional acts which devalue minoritized people, including people with disabilities. Have you ever used language such "crazy" "ADD" "retarded" or "crippled" in everyday conversation? Do you teach fiction in which disability is used as a metaphor, without realizing the unintentional adverse effects this may have? When teachers commit unintentional micro-aggressions in the classroom, students of color, LGBTQ students, and disabled students pay the price. Fortunately, teachers can learn how to prevent and respond to micro-aggressions as they occur, including micro-aggressions against people with disabilities. This continues the study begun in 2013 which covered micro-aggression theory and race/ethnicity and LGBTQ. *(Recommended Audience: A, AL, 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)*

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Teacher Candidates' Cultural Backpacks: Becoming Aware of Their Own Culture – Dr. Carmen Cáceda

ROOM 264

One of the challenges the teacher education field currently faces is to prepare culturally and linguistically responsive teacher candidates (TCs) for the fast-growing English emergent bilingual (EB) or multilingual population. A dissonance between teachers and learners can be noted when visiting some U.S. classrooms. One way to ameliorate this difference is by knowing what the members of the community (i.e., teacher or learner) bring to the process. It was by designing a “cultural backpack” that TCs learned about themselves. One initial finding was that they were unaware of having a culture of their own. *(Recommended Audience: T, S)*

Intercultural Communication Classroom Skills and Experiences – Dr. Kenneth Peterson

ROOM 211

Experience and discuss classroom activities, centered around academic learning, to increase student intercultural communication skills, student voice, emotional expression, and diverse experience with other students. These skills increase diverse student participation and lead to better classroom relationships with subject matter, other students, and teacher involvement. The activities permit students to exercise personal identities, experience the diversity of classmates in an academic classroom setting, and experiment with own diversity. Some activities will be familiar to participants (e.g., class meetings), but the ones practiced in the workshop will be novel, unique, and provocative (e.g., “call and response”, “weak test item conferences”). *(Recommended Audience: A, AL, T)*

Responding to Educational and Sociocultural Challenges of African Immigrant and Refugee Students – Dr. Moses Wambalaba

ROOM 213

African immigrant/refugee students are among the latest group of students to enter our schools. Participants will understand the unique challenges these students and their families face in our schools and the strategies they can use to effectively respond to their educational and social needs. *(Recommended Audience: A, AL, T, P)*

Early Literacy Support for African American Students – Rachel Lawrence, Velynn Brown

ROOM 219

SMART – Start Making A Reader Today is leading a partnership between the Black Parent Initiative, Multnomah County Library, and Portland Public Schools PreK Program to work with young African American students to support their early literacy development. Using the existing SMART model, which pairs an adult “Reader” volunteer with a student (preK-Third Grade) for weekly one-on-one reading sessions, SMART will engage community volunteers in North Portland and bring the program to students at Woodlawn and King Elementary schools. This presentation will outline the overall project and describe key activities and intended outcomes. *(Recommended Audience: A, AL, T, P)*

Culturally Responsive Mathematics Education? – Swapna Mukhopadhyay, Brian Greer

ROOM 223

We challenge the common perception that mathematics is universal and thus does not need to be taught in a culturally responsive way. On the contrary, we assert that mathematics is embedded in historical, cultural, and social contexts and mathematics education should reflect that, by making students aware of the diversity of mathematical practices, both intellectual and practical, and of the connections between mathematics and their lived experience. The development of culturally responsive mathematics education is essential, we believe, to the fulfillment of the potential of many marginalized students, answering to both economic necessity and educational justice. *(Recommended Audience: A, AL, T, P)*

Awakening Your Elementary Students' SUPER Hero Powers – S. Renee Mitchell

ROOM 231

There is a SUPER hero inside each of your students. It's our job as educators to discover how to release the powers already there, dormant perhaps, but waiting to be discovered, developed and unleashed in a way that not only increases literary skills, but self-esteem and anti-bullying awareness. Through culturally specific practices, such as call and response, an African American cultural practice; engaging poetry writing that leads students toward critical thinking; and culturally relevant lessons students can see are applicable to their lives, literacy can be seen as a SUPER power that awakens the hero in them. *(Recommended Audience: A, AL, T, P)*

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Cure for the Common Classroom: Breakthrough Strategies for Black Male Achievement - Michael "Chappie" Grice
ROOM 225

In an age of Common Core Standards, teachers and urban school leaders need sharper tools to "crack the code" of teaching and learning, especially for African American males and those children with the greatest need. These tools are imbedded in the strategies of rigor, relevance and relationships. As teachers learn to mediate effective schools correlates, confidence rises and classrooms are transformed to goals-centered learning environments. *(Recommended Audience: A, AL, T, 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 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)*

Are We in Jeopardy? – Dr. Monica Womack and Sandy Womack, Jr.
ROOM 109

The presentation is designed to demonstrate the use of games and other strategies to engage students at the critical thinking level when addressing points of inclusion in the curriculum and or lack of inclusion for African Americans. Are We In Jeopardy is designed to promote active inquiry and thought into why we know certain common knowledge but in areas of African American knowledge we have no idea about some basic facts. *(Recommended Audience: A, AL, T)*