

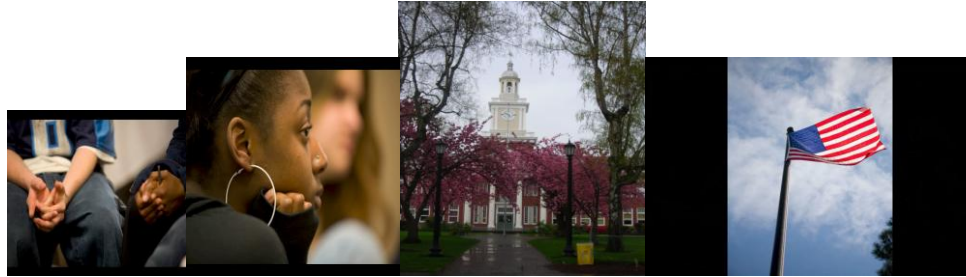
Culturally Responsive Teaching and High School Youth

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National Association for Multicultural Education

Concordia University in Portland, Oregon



The Setting

The Journey

The Outcomes

The Setting: strong bicultural school; strong community and family support for youth; economically fragile neighborhood with most public housing in city; half of students transfer to wealthier schools with less diversity

The Journey:

- **05-06**
 1. Equity plan written including diversity training with staff, students, community;
 2. Data disaggregated by race and class;
 3. Biggest gains in test scores in district;
 4. Largest reduction in disciplinary actions;
 5. Lowest vandalism rate;
 6. Explore AVID, AP, adding back in music and theater to curriculum.
- **06-07**
 1. Begin adding in AP, AVID, music;
 2. Continue with above efforts with continued positive outcomes;
 3. Spring of 2007 high profile racial incidents directed at Roosevelt students at state basketball playoffs
 4. School response:

“The entire staff will focus on the opportunity our society has to recognize that we, as a society, have so far to go to ensure equity for students in all matters and that we are saddened that this happened and yet comforted that we have caring adults in Eugene and Portland who want to work with our communities and students to make Oregon a better place for students of all races and socio economic groups.”

“What this is about is the greater educational opportunity that our society does or does not

provide to our children based on race or class. That’s the real conversation we have to have in this country, at the state level, and also in each classroom.”

5. Student discussion so students owned the journey and the outcomes, using trained facilitators; student training in media interactions; **“We have the power to make a difference.”**

• **07-08**

1. Add theater and dual college enrollment while continuing with AP, AVID, music and dozens of additional electives;
2. Increase student and staff discussion of race, class and equity through participation on Multnomah Youth Commission, State Superintendent’s Youth Advisory Commission, Quality Education Commission, Oregon Leadership Network committees on Cultural Proficiency, District cultural proficiency committee, Peace Jam Conference, Hope in a Time of Violence Conference, Oregon School Boards Association Conference; continued work with data, high expectations, culturally responsive practices in all school activities; work with two other schools involved in incidents;
3. Continue with gains in academic achievement and graduation rates; dual college GPAs high.

• **08-09**

1. Initiate Deep Roots: Civil Rights Class with journey to the South in the spring;
2. Continue with cultural proficiency training and tenets of a culturally responsive school;
3. Continue using data to inform practices;
4. Gains over past 4 years.

Roosevelt Campus Successes Over Four Years 2005-2009

	04-05 (under former leadership)	4-year Gains 2005-2009
Reading	23%	45%
Math	12%	43%
Science	18%	37%
Writing	35%	54%

Graduation and College Ready Focus

- **AP** Increased Advanced Placement Sections to 17 Sections with AP open to all students.
- **AVID** Added AVID college prep program to all 3 Roosevelt schools.
- **College Credits** “Middle College” program with PCC for 50 Roosevelt youths earning PPS and PCC credit simultaneously.
- **Credit Retrieval** Spring break and summer school program for youth to retrieve credit; 121 youth earned 130 credits in summer 08 program.
- **Tutoring Support** Expanded library hours to 7:30 am – 7 p.m. Mon-Th; Fri until 5 pm; added academic tutoring until 7 pm four days a week.
- **Electives** ~20+ Elective Courses including Theatre, Music, Studio Recording, Deep Roots: Civil Rights, Sewing, Dance, Creative Writing, Mock Trial, Environmental Studies, Drawing, Pottery, CPR/First Aid, Future Teachers, Spanish, plus others.

Family and Community Support for Success of Youth

1. Examined culturally responsive practices in the school, classrooms, and community
2. Increased collaboration with families and organizations that represent bicultural community
3. Developed strong business, neighbor, and community agency support for youth

4. Implemented social services support to our most at risk youth, keeping homeless youth in school
5. Athletic success while holding athletes to stringent behavior expectations including awards for athletic teams with high GPAs

Student Ideas for action: In my life... In my school.... in my community...in my state...

What can I do as a student?

- Talk to students and my family
- Express feelings and emotions
- Stop the violence and stereotypes
- Stand up for yourself and others
- Be open minded
- Ask questions
- Recognize similarities
- Embrace differences
- Make new friends in other cultures
- Read books about other cultures
- Talk to people about their experiences and thoughts
- Teach younger kids, set an example, teach leadership
- Be a leader, talk to teachers
- Remind yourself that stereotypes don't include everyone of that "group"
- Check out your own actions. (Don't be hypocritical)
- Keep an open mind
- Learn how to speak up/defend what's right, write about it!
- Understand where others are coming from before you act
- Take a change and talk to someone you may not know
- Share information with friends and family
- Encourage and join conversations about racism

The Curriculum: Richard Brown and Jason Moore

**The Roosevelt High School Campus
Student Equity Advocate Project**

DEEP ROOTS: Civil Rights



Project Goal: In the spring of 2007, Roosevelt High School students embarked on a journey exploring race and equity, and the impact of perceptions that we have of one another. The

exploration began unexpectedly at the OSAA State Playoffs in Eugene, Oregon, when students and staff unexpectedly were confronted with racial conflict. The exploration continued with students asking for deeper conversations about the conflict and subsequent student to student exchanges, staff to staff discussions, and a desire for students to explore more deeply the history of civil rights in the United States. Students wanted to connect their experiences to the past and present and to impact changes in the future--in their communities, schools, and families.

For this project, each student will enroll in our RHSC class called "Deep Roots." This class meets once a week for 105 minutes. Students will explore the politics, music, writings, and film of the civil rights movement. Students will produce poetry, songs, and a CD of their work, in addition to a journal of their journey. The following is a sample itinerary of the journey to the South.

- Friday, March 20** **Fly to Atlanta, Georgia; rent vans and drive to our hotel. Dinner together. Read an account of the civil rights struggle: "Freedom Riders" and "Voices of Freedom." After reading is completed, dinner and roller skate at the Cascade skating rink. Journal writing. Group meeting at 10:00. Lights out at 11:00.**
- Saturday, March 21** **"Standing on the Shoulders of Giants: Learning from the Freedom Riders." Wake up at 7:30 a.m. Visit Dr. King's Birthplace and tour his home at 9 a.m. Visit Dr. King's Church and the Civil Rights Museum. Lunch and tour at Clark-Atlanta, Spelman, Morehouse, historical Black colleges at 12:30. Leave Clark-Atlanta about 2:30 and drive through Tuskegee Airfield for a tour on the way to Montgomery, Alabama. Check in at our Hotel. Journal writing. Group meeting at 10:00. Lights out at 11:00.**
- Sunday, March 22** **"From Tragedy to Victory" Wake up at 7:30. Walk from Slavery Circle to Capitol steps. Attend 9:30 services at Rev. King's Dexter Street Church. Deacons talk with our youth following service. Lunch at a local restaurant. Visit Dr. King's house. Drive to Selma in the afternoon and stop at the Voting Rights Trail Interpretive Center. Check in at our Hotel: St. James Historic Hotel in Selma. Dinner together. Group meeting at 7 p.m. Quiet reflective time, journal writing. Lights out at 11:00.**
- Monday, March 23** **"Becoming One of the Foot Soldiers" Wake up at 7:00. At 8:30 a.m. start our 10 mile march from Selma over the Edmund Pettus Bridge. Lunch. Slavery and the Voting Rights Museum. Start marching again and go until we've finished ten miles (the number of miles marched daily in 1965). Dinner. Group reflection time. Lights out at 11:00. Stay at the St. James Historic Hotel in Selma.**

Tuesday, March 24

“Out of a Unified People, Heroes Emerge” Wake up at 8:00. Birmingham Civil Rights Institute and visit the Sixteenth St. Baptist church and Civil Rights exhibits in Kelly Ingram Park. Drive to Montgomery. Hotel: Capitol Inn.

Wednesday, March 25

“Crossing the Bridge to the Rest of My Life: What I will do to Make My Life Count.” Tour the Rosa Parks Museum. Visit the Civil Rights Memorial. Fly home and reflect on this experience, while giving thanks to Dr. King for his vision of an equitable world.



Deep Roots: Civil Rights is sponsored in part by the PGE Foundation, the Mrs. Moe Tonkon Fund of the Oregon Jewish Community Foundation, PPS Administrators, and hundreds of citizens committed to equity in our world.



To learn more about the project and how to hear the words and music of the youth, please go to www.roosevelt.k12.or.us, scroll to the bottom, and click on “Student Equity Advocates: Race, Class, Culture.”

To read more about the student conversations about race, go to “Bridging Barriers: An ugly incident prompts frank conversations about race among students at three Oregon high schools” by Rhonda Barton, in Northwest Education. Fall 2007. Volume 13. Number 1. Pages 12-21.

