



TEACHING WITH PURPOSE
CONFERENCE

TWP Team and Advisors

Presented to: Senate Education Committee Members

Presented by: TWP



Dr. Geneva Gay



UNIVERSITY OF WASHINGTON

CURRICULUM AND INSTRUCTION
College of Education

February 10, 2017

Oregon Senate Education Committee

Dear Committee Members:

During my more than 30-year career as an educator I have worked with school practitioners in several different capacities to help them understand the need for and develop the knowledge and skills required to make education more equitable and effective for ethnically, racially, culturally, and socially diverse student populations. In my professional community we call these endeavors culturally responsive education, and/or multicultural education I am now continuing and extending this work by serving as a member of the consortium organized by Teaching With Purpose (TWP), and assisting this organization to develop these commitments and related competencies for educators in the state of Oregon. Since SB 204 is consistent with these intentions to promote equitable change in educational systems through culturally responsive practices, I strongly support both the bill and the role that Teaching With Purpose will play in its implementation.

There is a growing body of research and scholarship that dates back many years that indicates when schools and teachers use culturally responsive practices in educating ethnically, racially, socially, and linguistically diverse students they come closer to actualizing both educational equity and excellence. Indicators of these achievements include higher academic performance, stronger self-perceptions, greater adjustments to school regulations, higher rather of school persistence, fewer disciplinary referrals, and more overall satisfaction with the education system for under-achieving, marginalized students. These results are consistent across ethnic groups (such as African, Latino, Native, and Pacific Islander Americans), subjects, and levels of schooling (including college and professional development). Unfortunately, not enough educators are adequately prepared to do genuinely do culturally responsive practices. SB 204, and with the assistance of Teaching With Purpose this incompetence can be corrected (or, at least diminished), and more children from culturally diverse backgrounds and communities will come closer to realizing their personal and intellectual potential.

As we know family participation is of utmost importance in maximizing student achievement at all kinds, including academic achievement, community service,



Dr. Gloria Ladson-Billings



February 7, 2017

Oregon Senate Education Committee
900 Court Street NE
Salem, OR 97301

To the Senate Education Committee:

As a leading scholar of culturally responsive practice work, I'm proud to support Teaching With Purpose as a consortium member. SB 204 will move the dial for more equitable change in our educational system.

Research suggests that when schools become more culturally responsive, they are more likely to actualize equity in education.

Culturally responsive schools, to enhance the school's culture of collaboration, work with families and communities for the sake of creating safe learning environments and advancing high-quality school climates and cultures.

I support Teaching with Purpose to help strengthen and enhance existing evidence-based culturally responsive practices that improve student achievement, improve school climate, and provide student and parent voices.

I'm excited to work in partnership with Teaching with Purpose to help to bring a meaningful systematic framework of culturally responsive practice into the state or Oregon.

My work represents more than 25 years of systematic study of classrooms and schools where teachers have been able to mitigate the disparities that exist between Black, Latin@, Native, and immigrant students and their White middle income counterparts. This work is known as culturally relevant pedagogy.

We understand that held beliefs shape policies and practices.

As a scholar in the field of pushing equity in education, I support this bill that will establish a systematic approach to making our schools more equitable.

Sincerely,



Tim Wise

Timothy Jacob Wise
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Oregon Senate
Education Committee

February 12, 2017,

Dear members of the Oregon Senate Education Committee,

As a nationally recognized and respected educator on issues of racial and cultural equity and the importance of culturally-responsive educational practice, I wish to wholeheartedly add my voice to the many others who have been impressed and inspired by the work of Teaching With Purpose. Having collaborated with TWP for several years now, and seen the amazing work they are doing with teachers, administrators and students, I firmly believe that SB 204 can make a significant difference in the fight for greater educational equity in Oregon.

Those of us in this field are well aware that when educators present their students with culturally responsive materials and pedagogical approaches, those students attain greater levels of success, and outcome disparities between racial and cultural groups can be significantly diminished. Schools that embrace culturally responsive practices are by their very nature more collaborative – with parents and entire communities – and seek to educate the whole child, meeting them where they are and helping them strive to attain ever-higher levels of knowledge, competence and confidence.

Of all the programs I have seen around the country that seek to promote culturally-responsive classroom practices, Teaching With Purpose stands at the very pinnacle in terms of their commitment to this evidence-based approach to educating students and improving school climate. Having worked on equity initiatives with dozens of school districts, hundreds of schools and thousands of professional educators over a quarter-century, there are few programs I have encountered that so completely embrace a comprehensive approach to culturally responsive practices as does Teaching With Purpose.

I am excited to continue working in partnership with Teaching with Purpose to help bring ever-greater equity to Oregon schools and communities. I sincerely hope that lawmakers will see the value in TWP's efforts, which we in the educational equity community can so readily discern.

Sincerely,

Tim Wise



Dr. Chris Emdin

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
PROGRAM IN SCIENCE EDUCATION

February 10, 2017

Dear Oregon Senate Education Committee:

My name is Christopher Emdin, and I currently serve as Associate Professor of Science Education and Associate Director of the Institute For Urban and Minority Education at Teachers College, Columbia University. For the last decade, I have conducted research on the effectiveness of culturally responsive teaching and practice across a number of educational settings. In that time, every research measure imaginable indicates that this type of practice is under-focused upon in schools and highly effective in transforming teaching and learning for all youth.

Given the outcomes of research conducted by a number of influential education scholars across the country, and my own research in this area of study, I am proud to support Teaching With Purpose (TWP) as a consortium member in their efforts to bring this powerful work to Portland. Furthermore, I firmly believe that SB 204, and its goal of bringing more inclusive practice to schools will move the dial for more equitable change in our educational system.

As you may know, any effort that enhances school culture, brings parents to schools as partners, and enhances collaboration, work with families and communities creates the optimal learning environments for young people. SB 204 and TWP champions such efforts through our focus on effective classroom teaching across subject areas with cultural responsiveness at its core.

I fully support TWP and commit my time and resources to work with the consortium to help strengthen and enhance existing evidence-based culturally responsive practices that improve student achievement, improve school climate, and provide student and parent voices.

I'm excited to work in partnership with TWP to help to bring a meaningful systematic framework of culturally responsive practice into the state of Oregon. I support this bill and its focus on establishing a systematic approach to making our schools more equitable.

Sincerely,



Christopher Emdin Ph.D



Dr. Charlene Williams

February 13, 2017

Oregon Senate Education Committee
900 Court Street NE
Salem, OR 97301

To the Senate Education Committee:

I am writing to support the statewide culturally responsive educator certification program as outlined in SB 204. Culturally responsive practices and pedagogy are backed by years of research as the vehicle to promote equitable outcomes for our students.

A concerted, state-wide effort to promote such practices through a certification process is an innovative practice that will serve as model for other states.

As a former teacher, school and district leader in Portland, OR, often working with culturally and linguistically diverse students, I am acutely aware of the significance of providing culturally responsive practices through instruction and leadership to promote academic excellence. The gains educators are making to eliminate opportunity and achievement disparity is often incremental and plagued with barriers to providing every student with the high quality education and outcomes they deserve. This certification process will accelerate the likelihood of every child being taught by culturally responsive educators in schools and systems designed for their success.

We are at a period in this country where we need to take a definitive stand for public education. The focus and intention presented in this bill communicates that the success of every Oregon student matters and we will do what it takes to eliminate barriers and predictable disparity. I am heartened by the opportunity to elevate these powerful practices to the level of certification. No longer will such language be a buzz word in professional development circles but ideally a daily practice and experience for students, families and educators.

Sincerely,

Dr. Charlene Williams
Assistant Superintendent

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Dr. Jeff Duncan-Andrade



Jeffrey M. R. Duncan-Andrade, Ph.D.
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February 9, 2017

To Whom It May Concern:

Research clearly identifies the relationship between culturally responsive classroom and school cultures and more equitable outcomes for children. For this reason, I am supportive of the work being done by Teaching with Purpose to help to bring an authentic and systematic framework for culturally responsive practices into the state or Oregon.

I am so committed to supporting the work of Teaching With Purpose that I volunteer my time as an advisor for them, along with some of the most prominent scholars in the field. My support of their work prompts me to write this letter of support for SB 204 to establish a culturally responsive certification in Oregon. With the passing of this bill, Oregon will become a national leader in the fight for more equitable schools, undergirding the promise of equity for children with an actual policy commitment to seeing that goal manifest.

The bill stands to support an educational climate in your state that will strengthen and enhance existing evidence-based culturally responsive practices that improve student achievement, improve school climate, and elevate student and parent voices.

Respectfully,

Jeff Duncan-Andrade



Dr. Danny Mielke



Letter of Support
February 9, 2017

Eastern Oregon University's College of Education fully supports the proposed Teaching With Purpose legislation (SB 204) being submitted by the Teaching With Purpose Consortium.

For the past five years, Eastern Oregon University College of Education has led the state through our Oregon Teacher Pathway program and our Center for Culturally Responsive Practices in developing programs aimed at promoting equity in both post-secondary and PK-12 education. We have conducted training seminars, provided accelerated learning, and have recruited prospective teachers who can understand and effectively initiate programs that involve culturally and linguistically diverse people.

Eastern Oregon University is prepared to be a strong partner in this legislation and will serve as the fiscal agent for the funding should it be approved. In addition the university will continue to be a partner in this effort by continuing to expand our Oregon Teacher Pathway program, and continuing to provide Culturally Responsive training to current and future educators throughout the state.

Sincerely,

Dr. Danny Mielke, Dean
Colleges of Business and Education



Dr. Tawnya Lubbes



February 14, 2017

Dear Senate Education Committee:

The purpose of this testimony is to request your approval of SB204 which directs ODE, in a collaborative partnership with the Teaching with Purpose Consortium (TWPC), to establish a culturally responsive practices certification program for school districts and educators across the Oregon. As you are aware, Oregon is a state that has many laws that address equity in education; however, there has been little accountability associated with these laws. SB 204 will create a certification and training and accountability program for school districts and public educators that will ensure that Culturally Responsive Practices (CRP) are employed.

This work cannot be done within the silos of school districts; rather the work must be done collaboratively in order to create educational climates and cultures conducive to the necessary change and growth. By appointing the TWPC as the certifying agency there will be assurances in place that the work is done in a cohesive manner and the measurements can be consistent across the state.

In a partnership with the TWPC the Center for Culturally Responsive Practices (CCRP) at Eastern Oregon University (EOU) will serve as the research center and fiscal agent of the work. CCRP will provide evidence based research support for CRP. The center will aid in certification process through research based strategies and training supports that will assist school districts and educators in their development as culturally responsive educators and leaders. This work reinforces the power that equitable education can have in changing the educational climate that has historically oppressed culturally and linguistically diverse students.

Funding for this initiative will enable our organizations to provide training and foster strong partnerships with the goal of creating continuity between home and school, increases student success in the classroom and create and create equity within the education systems across the state. Without continued support, funding, and accountability the work cannot continue at the level that is needed. The formation of a certification process will be a means to ensure accountability for equity and produce forward momentum in the transformation our education system into one that is more equitable and generates genuine change.

I kindly urge you to pass SB204 with full funding. Thank you for all that you do to continually support an equitable education system in the state of Oregon.

Respectfully,



Tawnya L. Lubbes
Assistant Professor of Education
Center for Culturally Responsive Practices Director
Oregon Teacher Pathway Program Director
Eastern Oregon University



New York University, TAC-D



Zakiyyah Ali
TAC-D Project Associate / Researcher

Metropolitan Center for Research on
Equity and the Transformation of
Schools

Technical Assistance Center on
Disproportionality (TAC-D)
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February 3, 2017

Dear Oregon Department of Education,

New York University's Metropolitan Center for Research on Equity and the Transformation of Schools (Metro Center), led by Dr. David Kirkland, and the Technical Assistance Center on Disproportionality (TAC-D) led by Dr. Patrick Jean-Pierre, are pleased to support the legislation proposed by Teach with Purpose Conference that will direct the Oregon Department of Education to establish a program to certify schools, school districts and educators that exemplify culturally responsive practices and competencies. In addition, we are thrilled to partner with this esteemed organization in helping to create a nationwide model for implementing culturally responsive education with this bill and anchor in how this important technical assistance work can be done.

Through our center, we work with school districts that are currently cited and have previously been cited by the New York State Education Department for *disproportionality* regarding the suspension of primarily Black and Latino male students out of school for ten or more school days and who also have Individualized Education Plans (IEPs). Our analyses of schools' data demonstrate that cited schools have developed discipline policies and procedures that are rooted in deficit beliefs held by school leaders, educators, and practitioners that are also not culturally responsive to the students; and, according to the research, Black students are more likely to be suspended for the same infractions as their white peers, whereas their white peers are afforded interventions. Black students are also often subjected to disciplinary action that results in suspensions for more subjective reasons such as "disrespect." Lastly, according to renowned researcher, Russell Skiba, this phenomena is what most Black students will encounter in schools when schools are not culturally responsive.

In 1995, Dr. Gloria Ladson Billings presented a compelling case for creating culturally responsive pedagogy and her case is a part of the foundational material used in our Culturally Responsive Education (CRE) curriculum in our professional development and technical assistance to the schools districts with whom we work. Research suggests that when schools become more culturally responsive, they are more likely to utilize suspension as a last result and that they will rely more heavily on the implementation of intervention strategies that come from the establishment of Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS) teams, and other resources that exists in culturally responsive schools. Also according to the research, culturally responsive schools, in order to enhance the school's culture of collaboration, work with families and communities for the sake of creating safe learning environments and advancing high quality school climates and cultures. We recognize and understand that one of the most important purposes of Teaching with Purpose Conference is to strengthen and enhance existing evidence-based culturally responsive practices that improve student achievement, improve school climate, and provide student and parent voices. For these reasons, we are committed to helping Teach with Purpose Conference with that purpose and we support this proposed legislation.

