Culturally Responsive Pedagogy and Practices

Supporting Oregon’s Equitable Educator Plan

Authored by: Tawnya Lubbes and Karanja Crews
# TABLE OF CONTENTS

**CONCEPT PAPER**

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING WITH PURPOSE LEADERSHIP INSTITUTE</strong></td>
<td>4</td>
</tr>
<tr>
<td>Proposal</td>
<td>4</td>
</tr>
<tr>
<td>Conference Report Infographic</td>
<td>4</td>
</tr>
<tr>
<td>Testimonial Letter</td>
<td>13</td>
</tr>
</tbody>
</table>

**CENTER FOR CULTURALLY RESPONSIVE PRACTICES**

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>15</td>
</tr>
<tr>
<td>Testimonial Letters</td>
<td>18</td>
</tr>
</tbody>
</table>
Culturally Responsive Pedagogy and Practices

Supporting Oregon’s Equitable Educator Plan

Background

In 2014, The Oregon Department of Education (ODE) made Culturally Responsive Pedagogy and Practices a priority by funding projects in amounts ranging from $78,500-$200,000 to eight programs to create opportunities and support for districts, post-secondary institutions, and community based organizations to partner in efforts to close opportunity gaps through Culturally Responsive Pedagogy and Practices (CRPP).

The funded initiatives have produced many commendable outcomes that not only support the Oregon Equity Lens, but have put Oregon on the map as one of the leading states that are critically invested in equity for students. The linking of these efforts across the state is a signal of growing coherence and coordination. Students across the state have been empowered and teachers and administrators are embracing the tenets of cultural responsiveness and engaging in authentic and honest discussion of the implications of culturally responsive practices within their educational systems. Unfortunately, following the 2015 legislative session, funding for these projects was discontinued.

Overview

As the educational landscape changes and our students become more diverse, our educational systems must change in order to meet their academic, linguistic and cultural needs. 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. The work involves collaborative efforts with school districts, state agencies, higher education programs and the community.

ODE has developed and submitted a plan and will be asking Oregon School districts to submit a similar plan outlining the steps they will take to implement each of these key strategies as well as any other locally identified strategies they would like to offer based on their own-root-cause analysis. The Oregon Department of Education identified as root gaps and causes and have identified three strategies to address these gaps which include: - human capital management, ongoing professional learning, and teacher and principal preparation. Further, the Higher Education Commission (HEC) has requested that all institutions of higher education submit a plan to meet the outcomes listed in HB3375.

As a result, the Teaching With Purpose Leadership Institute (TWPLI), in collaboration with the Center for Culturally Responsive Practices (CCRP) at Eastern Oregon University proposes a year-long professional development and training to engage educators with nationally known scholars and experts who can foster the development of understanding and effective application of culturally responsive pedagogy and practices and to develop a plan to identify gaps to develop an equitable educator plan to report to ODE. We propose three continued support and funding for training of ODE staff and districts for an equity audit and an increase in training through culturally responsive pedagogy in practices across the state through the continued funding of TWPLI and CCRP and the replication of CCRP in institutions of higher education across the state.

History

In 2013, the Oregon Legislature passed House Bill 3232 and House Bill 3233, which will provide targeted investments to support Oregon’s students and educators. The strategic investments were designed to leverage funds to community partnerships to help turn around under-performing schools, and improve student outcomes in our state.

Laws requiring multicultural education have been on Oregon’s books, though well hidden, since 1999, when SB103 (99) was finally passed. Other relevant laws and state policies include SB 739 (13), HB 2192 (13), HB3375 (15) and OEIB’s State Equity Lens.
Proposed Projects

Teaching with Purpose Conference (TWPC) and Leadership Institute (TWPI)

Teaching with Purpose provides intensive training through the annual conference and Leadership Institute for preservice teachers, in-service teachers, administrators and teacher educators. The work within these sessions help to support and enact ongoing professional development for educators to enact equitable, anti-bias, multicultural, culturally responsive pedagogies. This work fosters teacher identity development and teacher education program redesign and support ongoing professional development for schools and school districts. The work of Teaching with Purpose Leadership Institute (TWPLI) provides significant professional learning opportunities that focus on culturally relevant practice.

The annual Teaching With Purpose Conference (TWPC) educates, inspires and informs teachers, administrators, parents, students and community organizers in Oregon and across the nation about the importance of culturally responsive teaching and culturally relevant pedagogies. It is organized during one of Oregon’s statewide in-service day. And, it has three goals:

1) Activate equity-focused policy (e.g., SB103 1999; Equity Lens);
2) Support and inspire leadership for culturally responsive pedagogical and institutional practices; and
3) Develop a network of educators committed to extending culturally responsive pedagogies and leadership practices around the country.

The Center for Culturally Responsive Practices (CCRP)

The CCRP at Eastern Oregon University serves as a resource center to p-20 educators and creates professional development opportunities for p-12 educators, university faculty, and community members. The Oregon Teacher Pathway program, which is designed to create an awareness of the field of education starting at high school, is also housed within the CCRP. In this effort to increase the number of diverse teachers in Oregon schools, the CCRP is instrumental in training educators, professors, and other community professionals in critical cultural pedagogy as a way to prepare for the professionals being developed through OTP and to assist educators and professional communities as they assist the growing diverse populations in Oregon.

The center provides on-campus and virtual training to participants within the region of the host university. Through partnerships with local school districts, charter schools, and educational service districts, the CCRP provides much needed intensive training workshops. It is the goal of the CCRP to train pre-service teachers, in-service teachers, university faculty, and other educational professionals in culturally responsive pedagogy and practices.

Replication of CCRP

CCRP should be replicated within colleges of education throughout the state. CCRP demonstrates a strong commitment to addressing the components of best practice and equity around culturally responsive pedagogy and practices. By replicating CCRP the program can provide critical professional development in culturally responsive pedagogy and practices and foster equitable educational opportunities and classroom environments that support and emphasize student success and engagement in academics across all classrooms in Oregon.

---

### School Districts Benefitting From Project

<table>
<thead>
<tr>
<th>Portland Public Schools</th>
<th>Salem-Keizer SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centennial SD</td>
<td>Eugene SD</td>
</tr>
<tr>
<td>Reynolds SD</td>
<td>Parkrose SD</td>
</tr>
<tr>
<td>Springfield SD</td>
<td>David Douglas SD</td>
</tr>
<tr>
<td>Lebanon SD</td>
<td>Multnomah ESD</td>
</tr>
<tr>
<td>Fern Ridge SD</td>
<td>Gresham-Barlow SD 2</td>
</tr>
<tr>
<td>Hillsboro 7 SD</td>
<td>Wilsonville SD1</td>
</tr>
<tr>
<td>Woodland SD</td>
<td>Hood River Valley SD</td>
</tr>
</tbody>
</table>

---

### Potential Impact of Replication

---
PROJECT SYNOPSIS
AND
BUDGET PROPOSAL

Teaching With Purpose Leadership Institute
“Oregon’s Equitable Access to Excellent Educator Plan”

August 17, 2015
Background and Summary

Educators today more than ever are being pushed to meet the requirements associated with federal and state educational policies. As the educational landscape changes and our students become more diverse, our educational systems must change in order to meet their academic, linguistic and cultural needs.

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. The work involves collaborative efforts with school districts, state agencies, higher education programs and the community. Secretary Duncan from the U.S Education Department sent a letter asking each State Educational Agency (SEA) to submit a state plan to Ensure Equitable Access to Excellent Educators (EEAEE) that safeguards “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out of field teachers”. The U.S Education Department is asking for a plan around how “Excellent educators” can show culturally relevant practice and pedagogy.

The Oregon Department of Education has developed and submitted a plan and will be asking Oregon School districts to submit a similar plan outlining the steps they will take to implement each of these key strategies as well as any other locally identified strategies they would like to offer based on their own-root-cause analysis. The Oregon Department of Education identified root gaps and causes as well as three strategies to address these gaps which include: - human capital management, ongoing professional learning, and teacher and principal preparation.

As a result, the Teaching With Purpose Leadership Institute (TWPLI), in collaboration with the Center for Culturally Responsive Practices (CCRP) at Eastern Oregon University proposes a year-long professional development and training to engage educators with nationally known scholars and experts who can foster the development of understanding and effective application of culturally responsive pedagogy and practices and to develop a plan to identify gaps to develop an equitable educator plan to report to ODE.
### Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Background and Summary</td>
<td>2</td>
</tr>
<tr>
<td>1.1 Scope</td>
<td>4</td>
</tr>
<tr>
<td>1.2 Relevant research</td>
<td>4</td>
</tr>
<tr>
<td>2. Technical Approach</td>
<td>6</td>
</tr>
<tr>
<td>2.1 Delivery of Team Training</td>
<td>7</td>
</tr>
<tr>
<td>3. Budget and Budget Justification</td>
<td>11</td>
</tr>
</tbody>
</table>
Scope

Teaching With Purpose (TWP) provides intensive training through the annual conference and leadership Institute for preservice teachers, in-service teachers, administrators and teacher educators. These sessions help to support and enact ongoing professional development for educators to enact equitable, anti-bias, multicultural, culturally responsive pedagogies. This work fosters teacher identity development and teacher education program redesign and support ongoing professional development for schools and school districts. The Teaching with Purpose Leadership Institute (TWPLI) provides significant professional learning opportunities that focus on culturally relevant practices.

TWPLI brings in nationally acclaimed education experts in order to discuss, share, celebrate, increase knowledge and ignite passion about culturally responsive practices. The program has three goals:

1) activate equity-focused policy in education;
2) support and inspire leadership for culturally responsive pedagogical and institutional practices;
3) develop a network of educators committed to culturally responsive pedagogies and leadership practices.

The Teaching With Purpose Leadership Institute is designed to facilitate the leadership development necessary to implement culturally responsive practices aligned with Oregon’s equity laws. Participating teams work to assess their district’s current equity policy context, learn new pedagogical and organizational practices for culturally responsive policy and practice, and develop a strategic implementation plan to meet ambitious equity goals.
Technical Approach

*TWP Leadership Institute Session Objectives Include:*

1. Increase their knowledge of Oregon’s equity laws and local school district equity policies.

2. Assess equity policy context.

3. Enact culturally responsive practices.

Participation

Districts can bring up to ten consistently attending team members. Teams should include at least one district office leader, school level leaders, an association leader, a teacher leader, a school board member, and when possible, a student leader and a community leader. In short, districts should assemble the necessary team to make decisions and act on them. Team members are expected to attend each session. Superintendents are encouraged to participate as team members. Districts will not be able to participate without the commitment of the superintendent. While there is a time commitment required, we understand that life happens, and will work with team members who develop infrequent and unavoidable scheduling conflicts to continue their participation.

Session Descriptions

Professional development trainings will be led by Dr. Doris McEwen-Harris to help them develop an equitable educator plan. Session will be broken down into three segments.

**Segment 1** - TWPLI will work closely with school districts and ODE’s equity unit in identifying gaps and defining “Excellent Educator”

**Segment 2** - Equity Audit led by Dr. Doris McEwen-Harris

The equity audit process is a systematic way to provide an in-depth look at three key areas: teacher quality, program equity, and achievement equity and the internal infrastructures necessary to ensure ongoing and sustained increases in performance for students. Participants will be provided with an introduction to the Equity Audit process and be shown how equity audits can assist them with creating a district and/or school plan to address the areas of human capital management, ongoing professional development, and teacher and principal preparation. The plan will also help districts and schools align their plans with Oregon equity laws and the Oregon Education Investment Board Equity Lens. Each of the three components of equity audits will be explained and participants will be shown how the three components can be aligned with the strategies...
required in the district plan, as delineated by the Oregon State Department goals. The Equity Audit process will build on the work of Linda Skrla, Kathyrn McKenzie, and James Joseph Scheurich (2009). The presenter’s work on equity audits is aligned with Skrla’s (2009) statement: “we might have structures in place that inhibit academic success for every student in our schools.” A practical, concrete model for responding to systemic patterns of inequity in schools and in school district will be explored.

Segment 3-Assessment of CRPP

It should be noted that in the requirements adopted by SB290 and ESEA waiver there is no mention of Culturally Responsive Pedagogy and Practice, further, there is not currently any metrics for assessment of CRPP that have been adopted. TWPLI and CCRP can offer a solution as our projects have partnered and are in the process of drafting an assessment rubric based on the three principles of Teaching with Purpose and the research conducted by the Center for Culturally Responsive Practices. These principles include culturally relevant practice and materials, relationships, and high expectations.

With an increase in diverse students in 21st century classrooms, educators must be culturally responsive in their teaching practices in order to facilitate an environment that motivates and promotes learning among all students. In response to the need for more culturally responsive educators a significant amount of research has been conducted into pedagogical practices that produce equity in the classroom (Gay, 2010; Ladson-Billings, 1995a & b). Culturally responsive pedagogy facilitates learning and closes the achievement gap for students who are culturally and linguistically diverse. This rubric is intended to assist school districts in transforming Federal and State equity policies into practice through the lens of the three principles of Teaching with Purpose. These principles include culturally relevant practice and materials, relationships, and high expectations.
Leadership Institute Schedule

Beginning with the 6th Annual Teaching with Purpose Conference October 9-10, 2015, the Leadership Institute continues with eight sessions throughout the 2015-2016 school year. Please see reverse for more details about the conference.

Sessions following the conference will be held on the second Thursday of each month: November 12, December 12, January 14, February 11, March 10, April 14, and May 12. Each session will meet from 8 a.m.-3:30 p.m. and a light breakfast, lunch, and an afternoon snack will be provided. Leadership Institute Logic Model for Culturally Responsive Policy and Practice

Theory of Action — If leadership teams participate in equity policy audit, and identify equity gaps of being a culturally responsive system, then they will become ambassadors for improving Oregon’s education equity policy and practice.

Action Plan

This proposal aims to improve and expand conference participation to include pre-service teachers, teacher supervisors, association leaders, school, district, regional and state office administrators and community members new to culturally responsive pedagogy.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activity</th>
<th>Outcome</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activate equity-focused education policy in Oregon</td>
<td>TWPLI training, equity policy alignment</td>
<td>Make explicit the relationship between equity-policy and practice</td>
<td>Program evaluation</td>
</tr>
<tr>
<td>Increase leadership for equity-policy implementation and particularly for transforming schools into culturally responsive institutions</td>
<td>TWPLI monthly professional development on transforming schools in culturally responsive institutions</td>
<td>Participants enact the transformation of their settings into culturally responsive institutions.</td>
<td>Program evaluation</td>
</tr>
<tr>
<td>Complete equity-policy audit to measure equity in schools and school districts</td>
<td>Dr. Doris McEwen will lead equity-audit through analysis workshops and assessment tool</td>
<td>Participants learn to analyze equity policy designs and implementations</td>
<td>Program evaluation</td>
</tr>
<tr>
<td>Enhance culturally responsive practice within and between schools and school districts.</td>
<td>Participants will study, implement and be evaluated by a CRPP rubric developed by TWPLI</td>
<td></td>
<td>Program evaluation</td>
</tr>
</tbody>
</table>
Delivery of Team Training

Dr. Doris McEwen Harris, president and chief executive officer for M.E.C.C.A. - McEwen Education Consulting and Curriculum Auditing, spent more than 44 years as a public school teacher/school administrator - principal and superintendent, state level leader, corporate vice president, university administrator, associate professor, and senior lecturer. Her focus is on techniques for ensuring that every child has optimal educational opportunity. Her mantra is that success for every child is dependent on the will of educators, parents, and the community at large. The framework for success and closing achievement gaps lies in the areas of social, cultural, organizational, and political will. Dr. McEven-Harris will facilitate.
# Budget Worksheet and Budget Narrative

**Title of Project:** Teaching with a Purpose Leadership Institute

**Project Start Date:** October 9, 2014  **Project End Date:** June 30, 2015

<table>
<thead>
<tr>
<th></th>
<th>Culturally Responsive Pedago Practices</th>
<th>LOCAL*</th>
<th>IN-KIND &amp; OTHER SOURCE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>$185,000</td>
<td></td>
<td>$90,000</td>
<td></td>
</tr>
<tr>
<td>Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>$25,000</td>
<td></td>
<td>$25,000</td>
<td></td>
</tr>
<tr>
<td>Other: Conference Facility</td>
<td>$2,500</td>
<td></td>
<td>$2,000</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>In-State Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference Services</td>
<td>$35,000</td>
<td></td>
<td>$35,000</td>
<td></td>
</tr>
<tr>
<td>Supplies and Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(phone, copier, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Supplies</td>
<td>$15,000</td>
<td></td>
<td>$500.00</td>
<td></td>
</tr>
<tr>
<td>Equipment (less than $300)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>12,000</td>
<td></td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>Indirect/Overhead Indirect Cost @ 5 maximum</td>
<td>$15,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other : Partner Sponsorships</td>
<td></td>
<td></td>
<td>$35,000</td>
<td></td>
</tr>
<tr>
<td>COLUMN TOTAL</td>
<td>$254,500</td>
<td>$55,000</td>
<td>$182,500</td>
<td></td>
</tr>
</tbody>
</table>
Dear Legislative Education Committee Members,

Teach With Purpose and CRT Testimony:

With the staggering differences in academic achievement among ethnic and socioeconomic groups, called achievement gaps, we as educators are called to meet the needs of every student. These achievement gaps have been an issue in education for many years. Achievement gaps exist between upper- and lower-class students and between students of differing races and ethnic backgrounds. As a group, Black and Hispanic students perform less well on many standardized tests of academic achievement than do White and Asian American students.

Today I am here to speak about my 6th grade class at Faubion School in North East Portland. A class of 21 students from an array of different ethnic and socioeconomic backgrounds. A class that benefits everyday from the power of culturally responsive teaching practices and knowledge gained from the Teach with purpose conference. We are a class that knows and values not only their own cultures but the cultures of every student in our class. We draw on each other and incorporate the values, beliefs, and morals of each student to make our class more rich as a whole. We actively reshape the curriculum in order to see our selves in the lessons. We look at the cultural and linguistic diversity of our class room as a strength instead of a weakness. These along with a multitude of other culturally responsive practices allow us to succeed and feel success. These success build upon each other and cascade into students who become free thinkers, college graduates, and productive members of society.

How many more students of color and low socio-economic background need to become high school drop-outs or view themselves as unsuccessful at school in order for us to change a system that perpetuates these characteristics? The Teach with Purpose conference and culturally responsive teaching practices have allowed me to do what I was hired to do, which is educate every student who walks through my door. This conference and these practices are something that will benefit every student in the state of Oregon. I humbly ask that you consider earmarking funds, not for me, but for the students who can’t be here to ask you to do so. The time is now to make a change to the way we approach education, please walk with us in this process.

Kevin Walker
A Call to Culturally Relevant Practice and Pedagogy

Attendance:

- Over 500 educators attended nationally

Out of those who attended:

- 85% Teachers
- 11% Principals
- 2% Educational Assistants
- 1% Superintendents
- 1% Students

99% of participants left the conference charged up ready to EMPOWER students.

99% of participants said the conference gave them valuable insight and information.

Speakers:

- Dr. Geneva Gay
- Dr. Chris Emdin
- Tim Wise
- Dr. Rick Stiggins
- Principal Kafele
- Dr. Pedro Noguera

“Rick Stiggins gave me an opportunity to rethink my assessment in my classroom. One of the most surprising things I’ve learned in the last two months teaching African American students is their hesitation in seeing themselves as a capable student and learner.”

Conference Participant

Will You Answer the Call?

www.teachingwithpurposeconference.com

Francesca

“Will your students be reminded daily of their greatness?” #TWPC2015

Jennifer J Jackson

Kinesthetic learning and poetic genius! Thank you for this time #TWPC2015
Replication of the Center for Culturally Responsive Practices

Centers for Culturally Responsive Practices (CCRP) should be replicated within colleges of education throughout the state. The CCRP serves as a resource center to p-20 educators and creates professional development opportunities for p-12 educators, university faculty, and community members. The Oregon Teacher Pathway program, which is designed to create an awareness of the field of education starting at high school, is also housed within the CCRP. In this effort to increase the number of diverse teachers in Oregon schools, the CCRP is instrumental in training educators, professors, and other community professionals in critical cultural pedagogy as a way to prepare for the professionals being developed through OTP and to assist educators and professional communities as they assist the growing diverse populations in Oregon.

The center provides on-campus and virtual training to participants within the region of the host university. Through partnerships with local school districts, charter schools, and educational service districts, the CCRP provides much needed intensive training workshops.

The CCRP demonstrates a strong commitment to addressing the components of best practice and equity around culturally responsive pedagogy and practices. As research suggests, best practices will be infused throughout all educational classes, and equity scorecard and demographic information will indicate an increase in equity and academic performance among p-20 students (Barnes, 2006; Brown, 2007; Gay, 2010; Sleeter, 2001). It is the goal of the CCRP to train pre-service teachers, in-service teachers, university faculty, and other educational professionals to:

- Access current research in culturally responsive pedagogy and practices.
- Develop resources that identify how culturally responsive practices can be used to promote equity and engaged learning across the curriculum.
- Access tools on how culturally responsive practices can be used to reach educational learning outcomes and standards.
- Engage in a collegial, safe environment to explore and discuss the difficulties and perceptions of learning and development of culturally responsive teaching.
• Create opportunities to collect data, perform research, and promote the scholarship of culturally responsive practices.
• Develop support for continuing assessment, research, and implementation of strategies to improve teaching and learning based research.
• Participate in forums to share research and teaching strategies with colleagues and with the surrounding community.

Eastern Oregon University serves as an excellent model of how centers should be started. The EOU college of education was awarded funds to develop the Center of Culturally Responsive Practices (CCRP) in the Spring of 2014. The center was created in response to the growing need to provide culturally responsive training and assistance to the immediate eastern Oregon communities, which range from The Dalles through Ontario, Oregon. During the first year of the program CCRP has reached over 150 p-20 educators. This work is necessary across the state and could be replicated in universities across the state of Oregon.

The Oregon Equity Lens (http://www.ode.state.or.us/superintendent/priorities/final-equity-lens-draft-adopted.pdf) provides the underpinnings of the philosophy and mission behind the CCRP. Centers are be grounded in the belief that everyone has the ability to learn and achieve an education and has the right to be provided optimal learning environments that are responsive to the cultural and linguistic needs of students. The center will work closely with programs such as Eastern Promise, to create early college experiences for students as a way to meet Oregon’s 40-40-20 goal. The program is committed to communities of color, and English language learners and will provide equitable educational opportunities and classroom environments that support and emphasize student success and engagement in academics. Finally, the CCRP will work closely with stakeholders including p-20 administrators, staff, students, and community members in order to be responsive to the growing needs of the educational communities. By making culturally responsive pedagogy available to all educators, schools can better create classrooms in which student language, culture, and backgrounds will be responded to and infused within every aspect of education and curriculum.
## Estimated Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Staff</strong></td>
<td></td>
</tr>
<tr>
<td>Director Salary</td>
<td>$37,886.00</td>
</tr>
<tr>
<td>Benefits</td>
<td>$17,484.00</td>
</tr>
<tr>
<td>In-State Travel</td>
<td>$9,000.00</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$23,000.00</td>
</tr>
<tr>
<td>Other (Including Curriculum Development)</td>
<td>$10,000.00</td>
</tr>
<tr>
<td><strong>B. Students</strong></td>
<td></td>
</tr>
<tr>
<td>Grad Assistant</td>
<td>$10,000</td>
</tr>
<tr>
<td>Tuition Remission</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>C. Supplies and Equipment</strong></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Research Material</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>General Supplies - Reference Library and Material</td>
<td>$26,000.00</td>
</tr>
<tr>
<td>Promotion and Marketing</td>
<td>$7,500.00</td>
</tr>
<tr>
<td>SUB TOTAL</td>
<td>$185,870.00</td>
</tr>
<tr>
<td><strong>D. Indirect Cost @ 7% maximum</strong></td>
<td>$13,010.90</td>
</tr>
<tr>
<td>COLUMN TOTAL</td>
<td>$198,880.90</td>
</tr>
</tbody>
</table>
Written Testimonies

The following pages include 11 written testimonies from a variety of participants in the work of OTP and CCRP during the 2014/15 academic year.

1. **Dr. Christine Sleeter**: International scholar on culturally responsive teaching, learning and assessment

2. **Dr. Gisela Ernst-Slavit**: International scholar on language teacher education in culturally and linguistically diverse settings using ethnographic and sociolinguistic perspectives

3. **Dr. Kerri Wenger**: Former EOU Faculty and Committee Member

4. **Ralph Brown**: Principal, Sweet Home High School, former administrator in Milton Freewater, Oregon.

5. **Heidi Thorstad**: Teacher (OTP and Spanish) McLoughlin High School, Milton Freewater, Oregon.


7. **Sarah Ashland**: Teacher (Language Arts) McLoughlin High School, Milton Freewater, Oregon.

8. **Oregon Teacher Pathway Students**: McLoughlin High School, Milton Freewater, Oregon.


10. **Maria Ortega**: EOU Student, Ontario, Oregon. OTP Mentor and future teacher at Four Rivers (Dual Language) Community School

11. **Shawn Brooks**: Teacher (5th Grade), La Grande, Oregon. Former EOU student and OTP Mentor.
November 3, 2015

Tawnya Lubbes  
Center for Culturally Responsive Practices Director  
Eastern Oregon University  
One University Blvd  
La Grande, OR 97850

Dear Professor Lubbes,

As you will remember, I spent two days with Eastern Oregon University’s Center for Culturally Responsive Practices toward the end of February 2015. During that time, I had an opportunity to conduct a workshop for the faculty on culturally responsive teaching in higher education, give a public address entitled “Becoming a Culturally Responsive Teacher,” meet high school students of color who are in the Oregon Teacher Pathway Program to become teachers, and conduct an all-day workshop for about twenty-five teachers and administrators on culturally responsive teaching.

As I mentioned to you at the time, I was very impressed by the work of the Center, especially given its location in a rural part of Oregon where the population is diversifying but teaching remains quite traditional. The Teacher Pathway Program interested me a great deal. The teaching profession in general is diversifying ethnically much more slowly than student populations, resulting in growing gaps between teachers and students. The students I met in the Pathway Program were so enthusiastic, asking me very good questions for their research projects, and I could see that they were getting the kind of mentoring that will help prepare them for university work. The teachers and administrators I worked with on Saturday were wonderfully enthusiastic and seemed very eager to learn as much as they could about culturally responsive pedagogy.

In short, I was struck by the importance of the work of the Center in shifting the culture of teaching so that the increasingly diverse students who are attending schools in the region will be better served. Indeed, all students are better served as teachers become more competent and confident teaching those who differ from themselves. I believe that the Center for Culturally Responsive Practices at Eastern Oregon University could become a model for the state.

Sincerely,

Christine Sleeter  
Professor Emerita
November 6, 2015

To Whom It May Concern:

I am writing this letter in support of the work done by Eastern Oregon University Center for Culturally Responsive Practices. At a time when almost one fourth of the K-12 student population in the United States lives in homes where languages other than English are spoken and when there is a widening demographic gap between minority teachers (16%) and minority students (44%), there is a profound need to prepare all educators in culturally responsive pedagogy. More specifically, in the state of Oregon, those differences appear to be more acute with 8.5% of minority teachers and a 35% of minority students. These numbers however might hide more marked contrasts when we look at individual districts. For example, in the Milton-Freewater area the percentage of minority students increases to almost 60% while the percentage of minority teachers decreases to 8%.

While colleges of education and teacher education programs are working hard at preparing new teachers to work with an increasingly diverse population of K-12 students, the efforts to prepare current teachers and school administrators pales in comparison to the need. The need is more acute in rural areas where access to experts, materials, and resources is not readily available.

The Center for Culturally Responsive Practices has done a tremendous job in preparing current and future teachers for a diverse society where there is a disconnect between the cultural, socioeconomic, racial, and linguistic characteristic of teachers and students. By providing access to well-established educators and researchers, by establishing a network of educators whose interest is in advancing the educational opportunities for ALL students, and by affording resources and opportunities to current and future teachers, the CCRP is actively countering the disconnect between the teaching and student bodies and paving a path for students to succeed in their academic contexts.

Eastern Oregon University Center for Culturally Responsive Practices is doing what many universities across the nation are trying to do. To afford educators with the tools needed to understand the lives and circumstances of students who are different than the mainstream and to afford these same students opportunities to be successful in their classrooms and schools. While this effort should not be seen as an end point but as a robust beginning, the CCRP offers a clear avenue to address the demographic gaps mentioned above and to prepare teachers and educators to attend to the needs and strengths of all students.
I wholeheartedly endorse the efforts of the Center for Culturally Responsive Practices at Eastern Oregon University and commend the work done by the team of outstanding educators in charge of the center. Their efforts will pay off as their networking, superb resources and forums, and their outreach efforts touch more educators.

Should you have any questions, please feel free to contact me at 360-546-9659 or at gernst@wsu.edu.

Sincerely,

Gisela Ernst-Slavit, PhD
Professor and Chair
BA in Education Program
College of Education
Letter to OR Education Joint Committee Members

Kerri Wenger <kwenger2015@gmail.com>  Fri, Nov 6, 2015 at 9:49 AM
To: Tawnya Lubbes <tlubbes@eou.edu>

To the Oregon House of Representatives and Senate Education Joint Committee Members:

I write this letter in support of the work for teachers and for schools that was part of the grant -funded Eastern Oregon University Center for Culturally Responsive Practices.

I have spent 17 years working in our state’s highest-poverty schools across Malheur County. Teachers in our rural, linguistically diverse districts have few opportunities to engage in sustained professional development in culturally responsive practice, yet the pressures on them to help some of Oregon’s least advantaged, most culturally diverse students are intense.

As a professor who was involved in work with teachers through the CCRP last year and this past summer, I can say that the resources provided to teachers had a strong impact on educators’ understanding of how to support diverse students working toward academic success in our high-poverty schools.

The CCRP collected data on impacts throughout the region, but as I reflect on the CCRP’s work with teachers from four different districts in Eastern Oregon, I assert that these three aspects were the biggest benefits for our region's teachers:

1. Face to face work with leading scholars and educators in the field of culturally responsive pedagogy.
   Not only did teachers meet leading international scholars in culturally responsive K-12 teaching on their home ground, many of their high school students got to have deep conversations with these researchers as well. There is no way teachers in our region could have developed these relationships without the CCRP.

2. Teachers were able to dive into current books and research-based materials about culturally responsive teaching practices, and to implement those practices throughout the school year - at all grade levels and across grade levels. Teachers helped their students investigate their own schools and communities; researched with students ways to make ALL students' voices heard in schools; and found ways for older students to assist young students as culturally diverse mentors and buddy teachers.

3. Teachers got to re-design and re-think their own subject-area lessons so that all their students will have access to rigorous, content based on Common Core standards, and access to culturally responsive methods as they learn. During the intensive three-day summer institute, typical comments from teachers included statements like, "I'm amazed at how much I know now about how to actually teach and support academic language in my diverse learners - all my students are going to benefit from this."

Respectfully submitted,

Kerri J. Wenger, Ph.D.
November 5, 2015

Dear Legislative Education Committee Members,

My name is Ralph James Brown. Before taking a new position this year as principal of Sweet Home High School in Sweet Home, Oregon, I served as an administrator in Milton-Freewater, Oregon for sixteen years. During my last year as principal at McLoughlin High School my district became involved with the Oregon Teacher Pathway program from the Center for Culturally Responsive Practices (CCRP) at Eastern Oregon University.

Through the Oregon Teacher Pathway program, a very dedicated teacher in my building was provided with training to give a group of our students the opportunity to explore the idea of becoming a teacher. We offered a class to a mixed group of students. The class included males, females, students of color and white students. The one common thread for the vast majority of students in the class was that they were living in poverty.

While I was supportive of the program from the very beginning, I had no real idea of the impact it would have on our students. They were exposed to a rich curriculum and were given the opportunity to learn about and discuss issues that were current and incredibly relevant in their lives. They also were able to mentor elementary students in our district as part of the program. Not only did we see academic increases for the younger students, but we witnessed incredible growth in our students as young leaders and perspective educators.

The CCRP folks from Eastern Oregon University brought in several world famous authors and educators to provide professional development for the teachers and administrators participating in the program. Our workshops were on Saturdays; however, we were able to bring our students to the university campus the night before our workshops to listen to the speakers and ask them questions. These very informal sessions were quite possibly life-changing for our students.

The grant funding to make the programs we experienced possible will have lasting impact on our students in the program last year. Please consider extending the grant to touch many more lives. Thank you for your consideration.

Sincerely,

Ralph James Brown, Principal
Sweet Home High School
ralph.brown@sweethome.k12.or.us
November 5, 2015

Dear Legislative Education Committee Members,

I am writing to let you know what an incredible impact the Center for Culturally Responsive Practices (CCRP) at Eastern Oregon University has had on me, my colleagues and my students.

Living in a rural area there are few opportunities for professional development of the quality provided by the CCRP. We are a great distance from any metropolitan area and to be able to hear and work with scholars of the caliber we had last year would mean hundreds of dollars paid out of our own pockets to supplement what the district could afford to spend. It also meant time away from our classrooms and our families.

The professional development was done in such a thoughtful and meaningful way. The events were planned so that there were no conflicts with other activities in our school districts and at a time when we could attend without missing valuable class time. The keynote speeches gave us a sample of what we were going to learn the next day and the workshop sessions with the speakers were directed at exactly where we were developmentally as teachers. The workshops were intimate and we were able to easily connect with each other as well as the presenter. The CCRP staff ensured the events ran smoothly and were well organized.

The insight into our own teaching practice was invaluable. In our district 59% of our students are students of color and yet less than 12% are teachers of color. Each of the speakers we heard and interacted with taught us new and different ways of reaching our students that come from a different cultural and linguistic backgrounds. Collectively, the group of us that attended the training were able to start transforming our teaching as well as the relationships we have with our students and their parents. We are now working to focus education in our building and district to be equity driven, but we need more help and more training.

I am a teacher in the Oregon Teacher Pathway program, also funded by the pipeline grant, and because the cost of the events were able to be covered by the grant I was able to bring a group of students to hear the keynote speeches and meet with the amazing scholars that presented. My class of future teachers were so enthused and motivated after listening to Geneva Gay last fall that they organized a faculty
meeting where they trained the rest of our staff on what it meant to be a culturally responsive teacher and gave specific examples of what it looks like in class. It was met by the teachers with great enthusiasm and my students were excited to share what changes they saw happening in their classrooms afterward. This to me was the most powerful piece. Here was a group of teens that saw what possibilities there were for them and their peers to have a significant shift in their education that would make curriculum more accessible and meaningful.

The teachers, students, and families in rural Oregon deserve training in cultural responsiveness and equity in education. Our school districts don’t have the funds to send us to metropolitan areas to receive the training. We need to learn to teach the students we have in our classroom and make education meaningful for them. They should not miss out because their schools can’t afford to train teachers. A grant like this means we can have meaningful professional development that can change lives. Please consider extending the grant.

Thank you for your time and efforts in making the education of all our students and the training of all our teachers a priority.

Sincerely,

Heidi Snyder-Thorstad
Teacher
McLoughlin High School
Milton Freewater, OR
heidi.thorstad@miltfreesd.org
To Whom It May Concern:

I am writing to you regarding the amazing work the Center for Culturally Responsive Practices (CCRP) at Eastern Oregon University is doing for both the educators and students in Milton-Freewater and the surrounding region. The work that center is doing has revitalized my work, fostered an even more responsive and understanding staff at McLoughlin High School, and help encourage students to be critical thinkers who have a desire to make the world a better place.

Having been a recent graduate from Lewis and Clark College in Portland, I thought that I had a strong understanding of culturally responsive practices and their impact on student, both socially and academically. However, attending the sessions and working with the team at Eastern Oregon University, I have had my eyes opened to a whole world of potential for me to improve. I’ve been able to listen to and interact with some absolutely brilliant scholars who have challenged me to be the best teacher I can be, and without the CCRP, I never would have had that chance.

Not only have the sessions been useful, but the resources we have been provided have allowed me to continue my learning throughout the year. I’ve been able to take some of the ideas I learned in the workshops and sessions and really dig in and understand them with the resources and books made available to me by the CCRP.

I am definitely not the only teacher who has been challenged and encouraged by the CCRP. The team at Eastern Oregon University has been incredibly helpful and valuable in bringing in a number of the teachers at our high school to help foster this discussion around race, culture, and the background of our students in a way that probably would not have been possible without their help. In a district where 59% of the students population is made up by students of color yet only 12% of the teachers are teachers of color, we need organizations like the CCRP to help ensure that we are effective in reaching every student in our classroom.

Even better than all of the change I’ve seen with the staff, I’ve seen a major change in the students who are taking the Oregon Teacher Pathways class. The students in there are learning to look at really important issues in critical ways. Yes, they do that in other classes, but the motivation I see in the Oregon Teacher Pathways class is extraordinary. These students have developed a personal responsibility for their education. They are learning to identify systemic issues, research them, and address them in a highly intellectual manner. It is encouraging to see how motivated and engaged those students have become with the help and support of the CCRP.

Every student deserves an education that is fair and allows them to achieve success, and I am constantly reminded of the different ways the Center for Culturally Responsive Practices at Eastern Oregon University is helping ensure that happens at the high schools in the area. They are bringing crucial issues to the forefront of the discussion, and their work has been absolutely valuable over the past few years that I have been at McLoughlin High School.

Sincerely,

Tyler Rablin
McLoughlin High School
Language Arts Instructor
To Whom it May Concern;

I am writing this letter in support of the Center for Culturally Responsive Practices at EOU. As a teacher, I have benefitted greatly from attending the workshops offered. More importantly, I have witnessed my students’ growth after participating in seminars and meeting the guest speakers that Tawnya Lubbes has procured.

The teacher workshops that I have attended have been interesting and invigorating – which is exactly what our rural community needs. Having a place to share ideas with other local teachers and work closely with renowned educational scholars in an intimate setting has definitely impacted my teaching in a positive way. Thanks to Professor Lubbes, I have gained much insight into the lives of my students as well as my own teaching practices.

But the real impact that couldn’t be replaced by other professional development has been the work this program has done for my students. Coming from a district where most teachers are white, it’s so important to have people of color that my students can meet and relate to. The guest speakers have shown my students that they can achieve, and this is truly an opportunity that I believe has helped mold their personalities and confidence.

In closing, I am incredibly thankful to Professor Lubbes and the staff at EOU in the Center for Culturally Responsive Practices. The center has provided our community with both positive experiences and helpful resources.

Sincerely,
Sarah Ashland
Educator, McLoughlin High School
November 6, 2015

Dear Legislative Education Committee Members,

We were students in the Oregon Teacher Pathway program through Eastern Oregon University at McLoughlin High School in Milton-Freewater, Oregon last year. As part of the course we were given the opportunity to see some amazing scholars in the field of culturally responsive pedagogy.

Fifty nine percent of the student body at our school is of color, with the majority of those being Latino. Very few of us have had teachers that reflect our ethnic and linguistic diversity. It’s been a struggle to feel empowered, respected and heard in our classes.

The first speaker we saw was Dr. Geneva Gay. Her talk was so inspirational and made us look critically at the education we were receiving from our teachers. We felt that the information she shared about how to become more culturally responsive was a message our teachers needed to hear.

We organized a lesson on cultural responsiveness for our teachers. All of us took our own time after school to work with our teachers during a staff meeting. The results were amazing. We were able to give them specific examples of how they could improve their teaching and communication strategies to help us feel more welcome in their classrooms. They were able to see where their curriculum was leaving out our history and our accomplishments. After that staff training we started seeing small changes and we were so excited.

The other speakers were just as motivating. We know that only a handful of teachers from our school participated in the training at the Center for Culturally Responsive Practices at EOU, but the message is reaching a bigger audience.

Our hope is that there are future speakers so more of us can hear the message of what a responsive and equitable education looks like.

Sincerely,

Osieauna Cook
Rigo Ponce
Giselle Flores
Tawnya Lubbes
Assistant Professor of Education
ESOL Program Coordinator
Center for Culturally Responsive Practices Director
Eastern Oregon University
One University Blvd
La Grande, OR 97850

November 2, 2015

Dear Ms. Lubbes,

I appreciate the opportunity to offer some insight as a new teacher with regard to your university’s commitment to training educators to be Culturally Responsive while interacting with students. I recently graduated from the Masters of Teaching program at Eastern Oregon University and was lucky enough to be involved as a Mentor for a dynamic group of high school students in Milton Freewater. Much like many growing populations in Oregon, these students represent diverse groups that need as much representation as possible as we look into the future.

Being culturally responsive is much more than dealing with racial diversity, though. It has as much to do with first-generation college-bound students who will be moving into the Oregonian workforce in the very near future, and these students should fully represent the nature and face of our state.

As a 49-year old Caucasian male, from Eastern Oregon, I admit that diversity has not been a concern for me, in general. I have been a business owner for many years, and while I recognize some shifting in the makeup of our populations, both collective and specific to Eastern Oregon, I more importantly recognize that I have learned much that allows me to interact with, respect, and understand my students on a daily and necessary basis. I teach in Ontario and my school is filled with excited, intelligent, and diverse students. Many of these students come from homes where English is not the native tongue, yet we owe them an education that presents a future without limits, and I have learned many helpful, if not necessary, techniques throughout my time at EOU, primarily due to my increased involvement with Culturally Responsive pedagogy.

I chose my teaching placement because of my desire to empower diverse students. I admit that even after just a few months, this is more rewarding than I expected. I have students who come from diverse homes, and this diversity may reflect race, economic status, or educational status (first-generation graduates), yet I am empowered to assist them to a future that is more bright than those offered their parents. This empowerment has been forged because of EOU’s dedication to training teachers with an eye on diversity and cultural awareness.

While I understand you are looking to build testimony to support the need for expansion or support of Culturally Responsive teaching, I cannot stress enough the need for this training. The dynamic or Oregon is changing, and our culture is being built. Teachers who understand this are a must. I do not believe we have a choice whether we are culturally aware or not, certainly not in my practice. The only way we deliver quality education to our future students is by understanding their backgrounds and build bridges from the past into the future by connecting the importance of what must be learned in my math classroom to what is taught in the home by teachers of culture.

If you have any questions or if I can be of any assistance, I await you request.

Jess Roberts
Advanced Math Teacher / TAG Coordinator
Ontario Middle School
573 SW 2nd Avenue, Ontario, Oregon 97914
jroberts@ontario.k12.or.us
541-889-5377 x 2037
To whom it may concern,

I, Maria Ortega, would like to take a moment of your time to give my support and testimony to the work that is being done at the University level to inform college students, like myself, about Culturally Responsive Pedagogy and Practices. I grew up in a rural part of Oregon, where the demographics now, are not what they were 20 years ago. The minority became the majority and the needs of the students changed. Teachers needed to be informed of the students they were working with and they needed the opportunity to develop, professionally, how to accommodate the growing minority population. As a college student who is finishing up teacher preparation courses I wanted to absorb all I could about being culturally responsive.

Through my time at Eastern Oregon University, I took advantage of the opportunities that came my way such as being able to take part in Oregon Teacher Pathways, meeting scholars and attending professional development courses that opened my eyes to how students of different backgrounds feel and are accepted. I had read about many scholars such as Dr. Geneva Gay, Dr. Christine Sleeter and many more. I would have never guessed I would have the opportunity to meet them in person. The impact of the work they do hits you a little differently when you are able to sit and question deeper thought questions that had been lingering since reading their work. Those are the kinds of opportunities that change your philosophy of teaching. I didn’t want to be one of those teachers who would allow their students to become a statistic by not accommodating them in their classrooms. I wanted to the teacher that would spark the desire for students to succeed far beyond what others thought them capable of. I wanted to understand why certain cultures greet differently, eat differently and prioritize differently. Having participated in Culturally Responsive Pedagogy and Practices has enhanced the teacher training I received at EOU. I am able to not only be proud of my lighter shade of brown skin but also acknowledge and respect the differences my students bring into our classroom.

I only hope that generations behind me are able to have the opportunities to become culturally responsive as I was. This work is needed and is making a differences in a profound way. Thanks for your time.

Sincerely,

Maria Ortega
To whom it may concern,

Tawnya Lubbes and the team at Eastern Oregon University have been doing so many great things for the community of La Grande, the eastern region of Oregon, and their students at the college as well. I have been fortunate enough to be able to participate in some of the events that have occurred over the last year regarding culturally responsive pedagogy as a student and educator. Not only did I learn about other cultures and how they need to be supported in mainstream curriculum, but I have learned a lot about myself and how to be an educator for all children as well.

I’ve also learned the importance of teaching tolerance to youth and to value the many cultures we have in America’s pluralistic society. Being able to speak to professors and doctors, who have done research on this topic was a large impact as well. Learning from those who have actually made strides in the field of cultural pedagogy was an authentic learning experience as well.

As a member of the team last year as a mentor for young students of color interested in going to college, I have seen the growth of not only young students from this program but my peers and colleagues as well. The impact was evident through discussions with these students and their teachers. I will continue to attend these events and support the team at Eastern Oregon University because of the positive impact it has made in my life, the support it receives from the community, and because of the importance of culture in public education.

Sincerely,

Shawn Brooks
(509) 942-8393
Shawn.brooks@lagranded.org