Culturally Relevant Teaching
for College Readiness

Patrick Briggs
Assistant State Director
AVID Texas State Office
pbriggs@avidcenter.org

Session Outcomes

- Cultural Relevant Teaching
- Hispanic Male Achievement
- Infusing Methodologies into the Classroom
- Issues facing Males of Color
- Solutions to closing the Achievement Gap
- Educational Access and Equity
- Rigorous Curriculum as a vehicle for change

The Power of Change



Our Mission

- AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

- Think about your school’s mission
  - What is your role in achieving your mission?

Equity is….

- Raising the achievement of all students
- Narrowing the gaps between the highest and lowest performing students
- Eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories

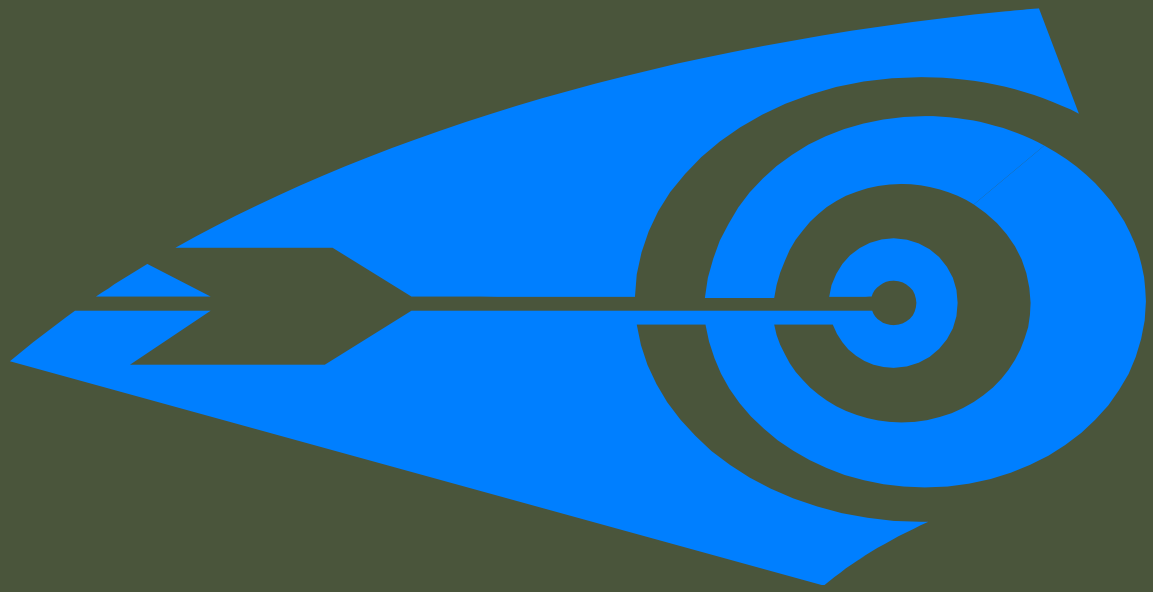
Pacific Educational Group January 2006

- Equity is defined in terms of outcome. No two students come to us at the same place. Our job is to ensure that ALL students leave us at a level of competence that gives them a high predictability of success in their next phase of life

Mike Neece – AVID Director of Systemic Initiatives

Equity IS NOT Equal

Equity is moving students from a
different place
to a common place



Culturally Responsive Teaching

- Learning environments that are authentic, culturally responsive and that build upon the language, experiences, learning styles, and strengths of the students.



Dr. Linda Darling-Hammond

- "(Some) children come to school everyday and have their culture validated and (other) children have theirs invalidated, even berated, daily."

Let's hear from another student

- Think about what beliefs, structures, and processes might have been in place that allowed him to reach his potential
- Pick one that you would insist be mandated at your child's school

Culturally Relevant Pedagogy

- These strategies are good for ALL Learners
- As a good teacher, you are already doing CRT and addressing ALL learners
- This is meant to enhance your toolbox
- We will speak in general terms but no subgroup is monolithic (No two students come to us at the same place)
- Thanks for keeping an open mind and being accepting of ideas and open to the information
- Part of this is designed to get an emotional reaction from you

Culturally Responsive Teaching

- CRT is not changing what you are doing but changing how you are doing it – change the delivery… and provide scaffolding … tools to get there
- Create lesson plans to allow for inclusion of all learning styles …left-brain and right-brain instruction
- Include movement, interaction with peers, and collaboration to make connections to the curriculum

Address both in: Curriculum, Instruction and Assessment

Left Brain	Right Brain
Logical	Random
Sequential	Intuitive
Rational	Holistic
Analytical	Synthesizing
Objective	Subjective
Looks at parts	Looks at wholes

Culturally Responsive Teaching

- **Overcome value judgments based on appearance and speech**
- **Activate prior background knowledge to increase long term memory**
- **Teach time management**
- **Identify & develop talents**

Culturally Responsive Teaching

- Teacher's role is to convert potential energy to kinetic energy
- Teacher has high expectations of ALL learners
- Invite male role models into classrooms

Culturally Responsive Teaching

- Show connections between classroom and real world – relevancy, why?
- Equip learners with racial & cultural pride
- Offer advice based on the present reality (not traditional advice). Be honest, sensitive to the reality, and assertive in our views
- Do not give a choice on attending activities such as: music lessons, academic clubs, cultural groups, etc…

Culturally Responsive Teaching

- Provide positive reinforcement for things other than sports, music, entertainment
- Limit TV/video games – the 2nd most influential thing after peers
- Price-Williams and Ramirez (1971) and Hillard (1992)
  - We tend to view environment as a whole rather than parts
  - Prefer intuitive over inductive/deductive reasoning
  - Attend to people stimuli over object stimuli
  - Rely on non-verbal as well as verbal communication

What Is The Most Powerful Influence On Academic Achievement?

" When students, the ultimate consumer of quality teaching, are asked what this means to them, they are unequivocal in their answer; a caring teacher who accepts "no excuses" and who refuses to let them fail!"

Closing The Achievement Gap:
A Vision For Changing Beliefs And Practices 2006

My teachers respect me, for who I am, where I come from, and where I am going.



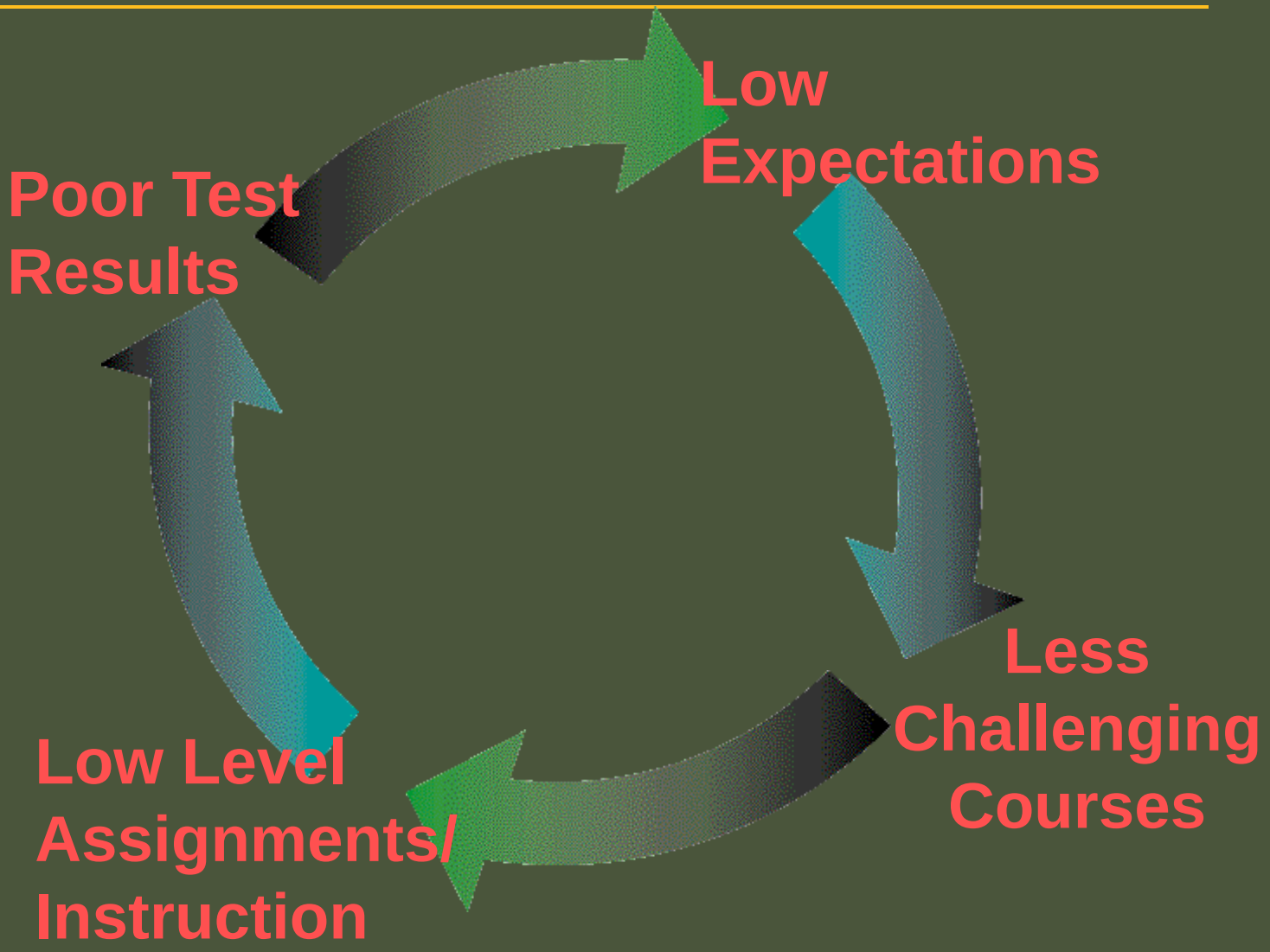
Challenges and Choices:
Raising Achievement, Closing Gaps and Ensuring College Access.



Achievement Gap Equals Opportunity Gaps

- Teacher Gaps:
  - **Inequitable Distribution of Qualified Teachers**
- Standards Gaps:
  - **Opportunity to Learn at the Highest Level**
- Curriculum Gaps:
  - **Opportunity to Access the Most Rigorous Curriculum**
- Funding Gaps:
  - **Fewer Dollars Spent on the Students who Need the Most**

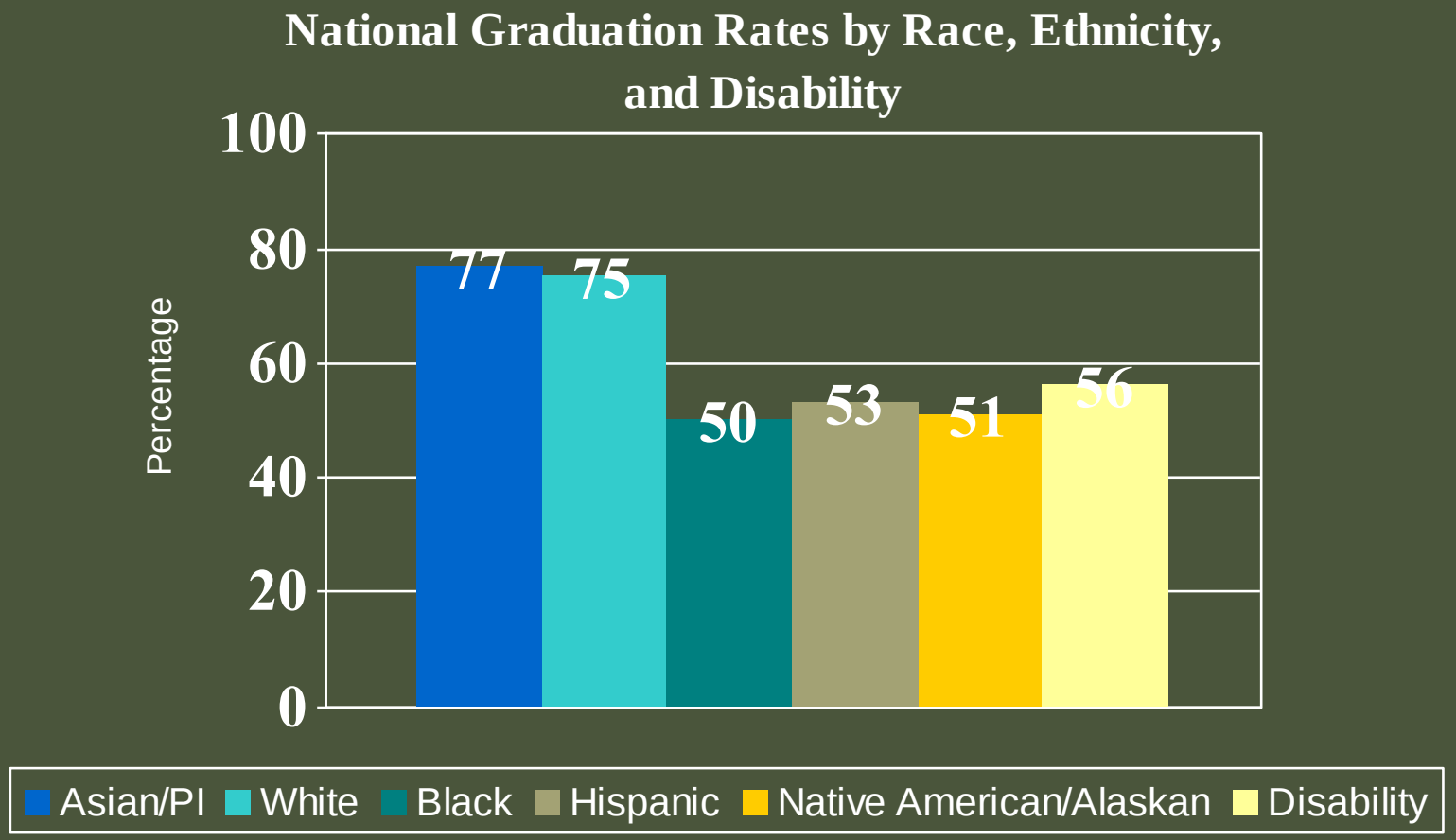
Underlying Everything Is the Cycle of Low Expectations





Close these Opportunity Gaps and Achievement Gaps will close too.

National Rates



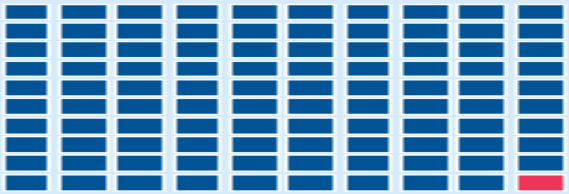
Race and ethnic graduation rates based on the Urban Institute's Cumulative Promotion Index.
Disability graduation rate is from National Council on Disability, 24th Annual Report to Congress.

Source: Realize the Dream, National Report Card on Education and Equal Opportunity, accessed 10/3/2005: http://realizethedream.civilrights.org/scorecards/national.cfm

WHO'S BEHIND BARS

A sampling of incarceration rates by various demographics.

According to data analyzed for this report, as of Jan. 1, 2008 more than **1 in every 100 adults is behind bars.**



For the most part, though, incarceration is heavily concentrated among men, racial and ethnic minorities, and 20- and 30-year olds. Among men the highest rate is with black males aged 20-34. Among women it's with black females aged 35-39.

MEN

White men ages 18 or older 1 in 106



All men ages 18 or older 1 in 54



Hispanic men ages 18 or older 1 in 36



Black men ages 18 or older 1 in 15

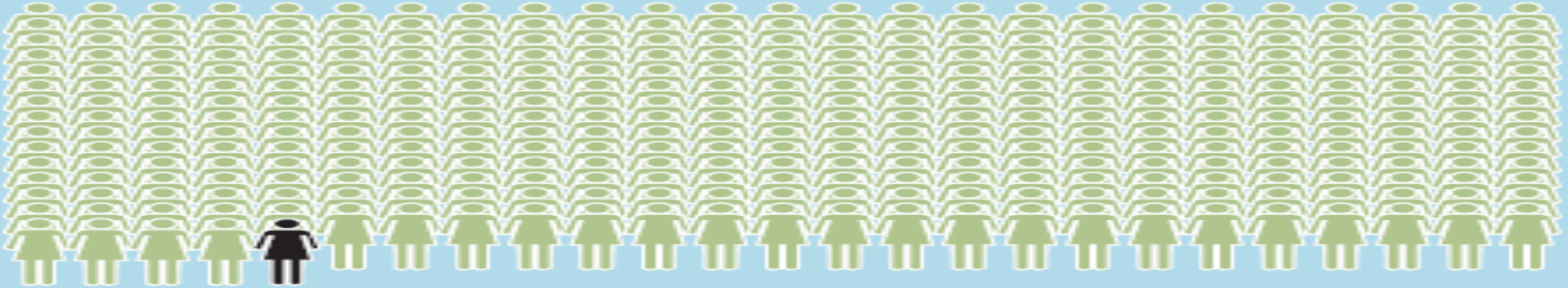


Black men ages 20-34 1 in 9

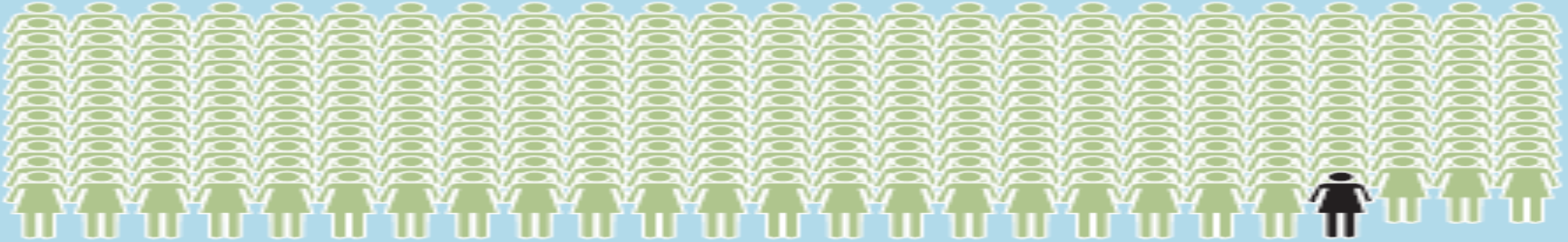


WOMEN

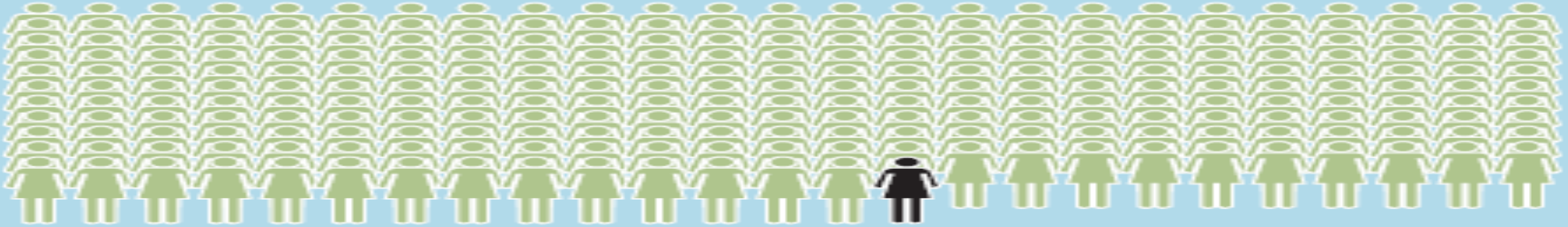
White women ages 35-39 **1 in 355**



Hispanic women ages 35-39 **1 in 297**



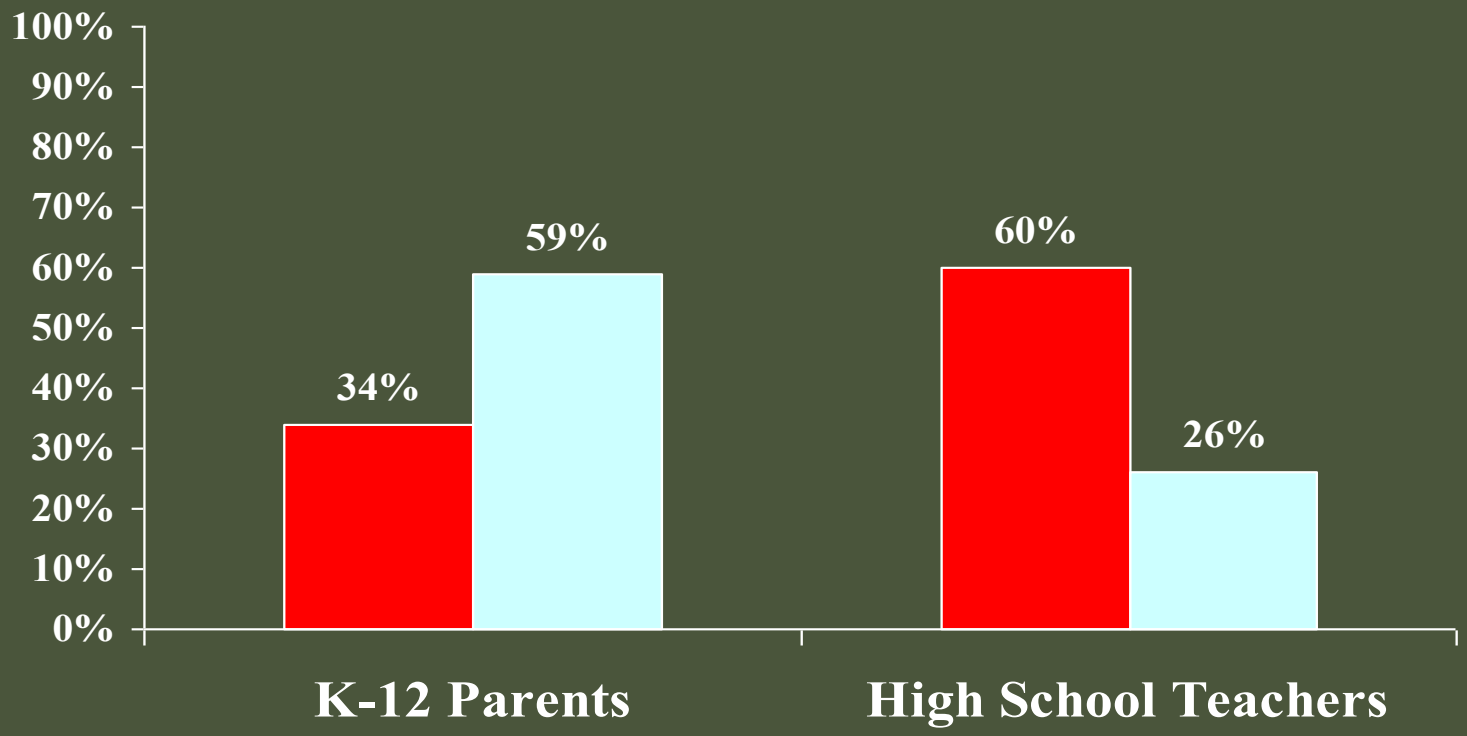
All women ages 35-39 **1 in 265**



Black women ages 35-39 **1 in 100**



Only 26% of Teachers Believe All Students Should be Held to Same Standard



- We shouldn't expect disadvantaged students to reach the same level of performance on standardized tests
- All students should be held to same standard

Low Expectations

Low Expectations:

- 71% of students plan to attend college.
- 32% of teachers expect their students to attend college.
- 51% of parents believe their children will attend college.

The Reality...

Nearly 75% of high school graduates enter colleges, but only 12% of these students have completed a significant college-prep curriculum.

Consequences:

- High percentages of students requiring remediation
- Low bachelor's degree completion rates

Source: Kati Haycock, "Closing the Achievement Gap," *Educational Leadership*.

Students Who Require Remediation Are Less Likely to Earn a Degree

	Earned BA
No Remedial Courses	54%
One Remedial Course	45%
Three Remedial Courses	18%
More than Two Semesters of Reading	9%

Source: Adelman, Cliff in Crosstalk. Vol 6 No.3, Summer 1998.

Academic Preparation

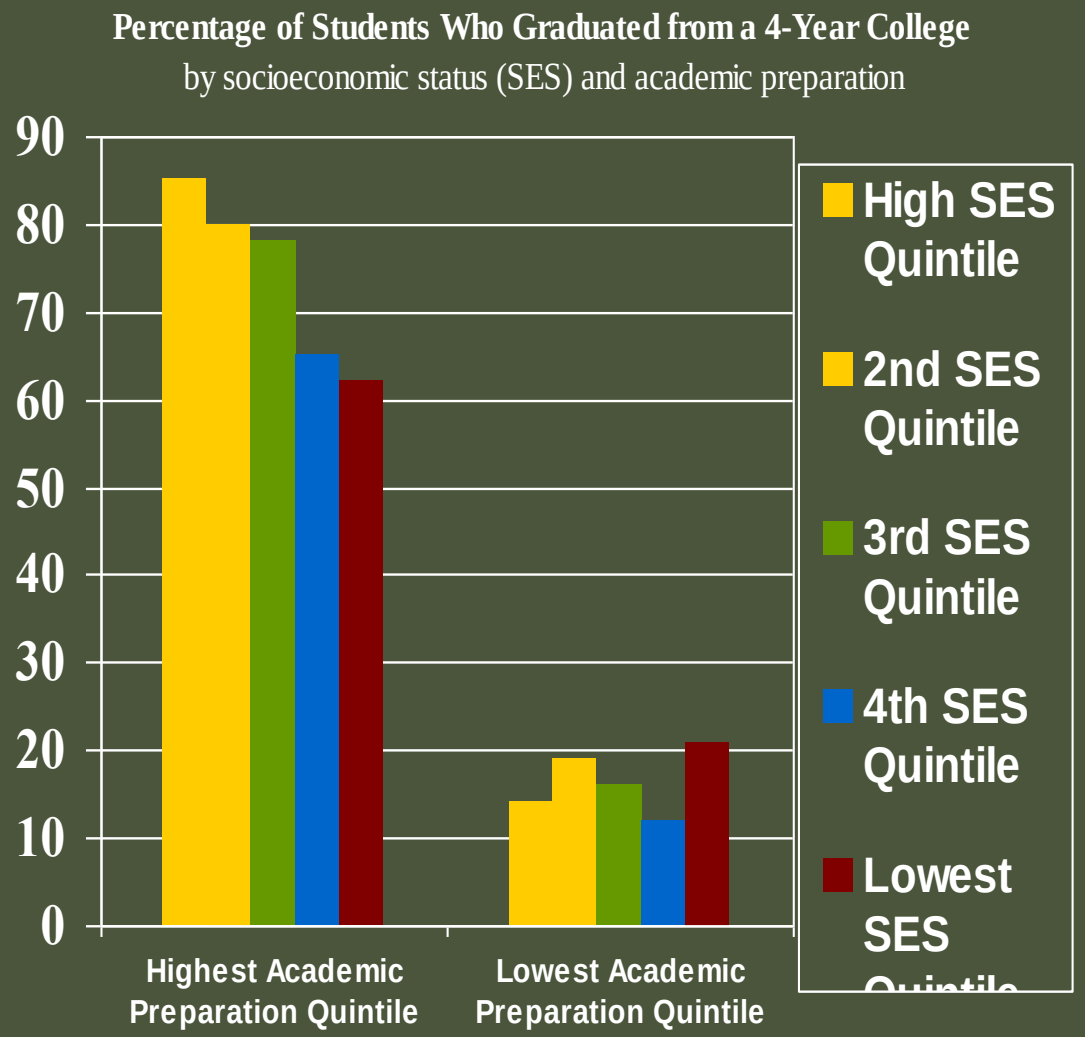
Transcript Study:

"The single biggest predictor of college success is ***the quality and intensity of students' high school curriculum.***"

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of Education, 1999.

Academic Preparation

Academically well-prepared students are likely to graduate from college regardless of their social background. Unprepared students of all backgrounds are not likely to do so.

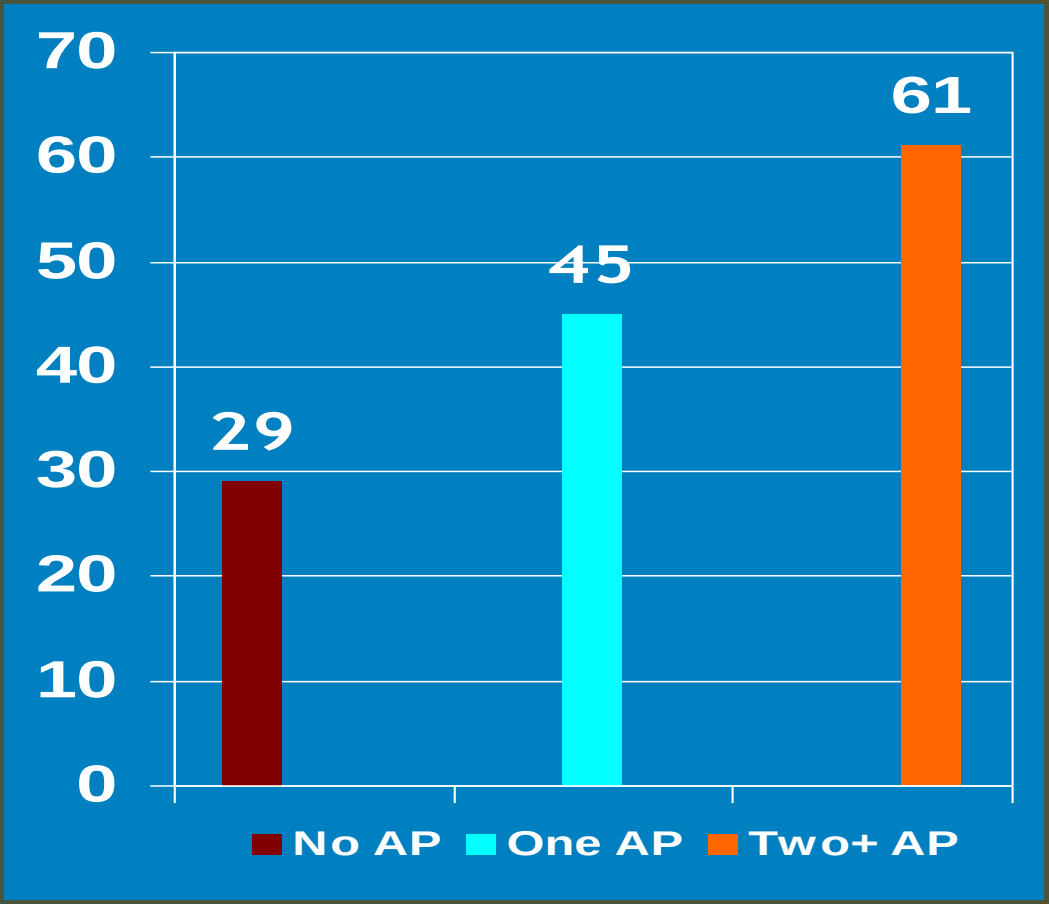


Source: Adelman, 1999

American Educator, 2004

AP and College Success

Students who take AP courses and exams are much more likely than their peers to complete a bachelor's degree in four years or less.



Source: Camara, Wayne (2003). College Persistence, Graduation, and Remediation. *College Board Research Notes (RN-19).* New York, NY: College Board.

Impact of AP on 5-Year College Graduation Rates

Student Group	AP Exam Grade of 3, 4, 5	AP Exam Grade of 1, 2	Took AP course, but not exam
African-American	28% higher	22% higher	16% higher
Hispanic	28% higher	12% higher	10% higher
White	33% higher	22% higher	20% higher
Low-Income	26% higher	17% higher	12% higher
Not Low-Income	34% higher	23% higher	19% higher

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability, 2005)

A Quick Debrief Stop

- With Elbow Partners, discuss:

Rigor

- Define Rigor in your own words

Reducing Variability in our Systems

- Variability in our systems results in variability in student outcomes

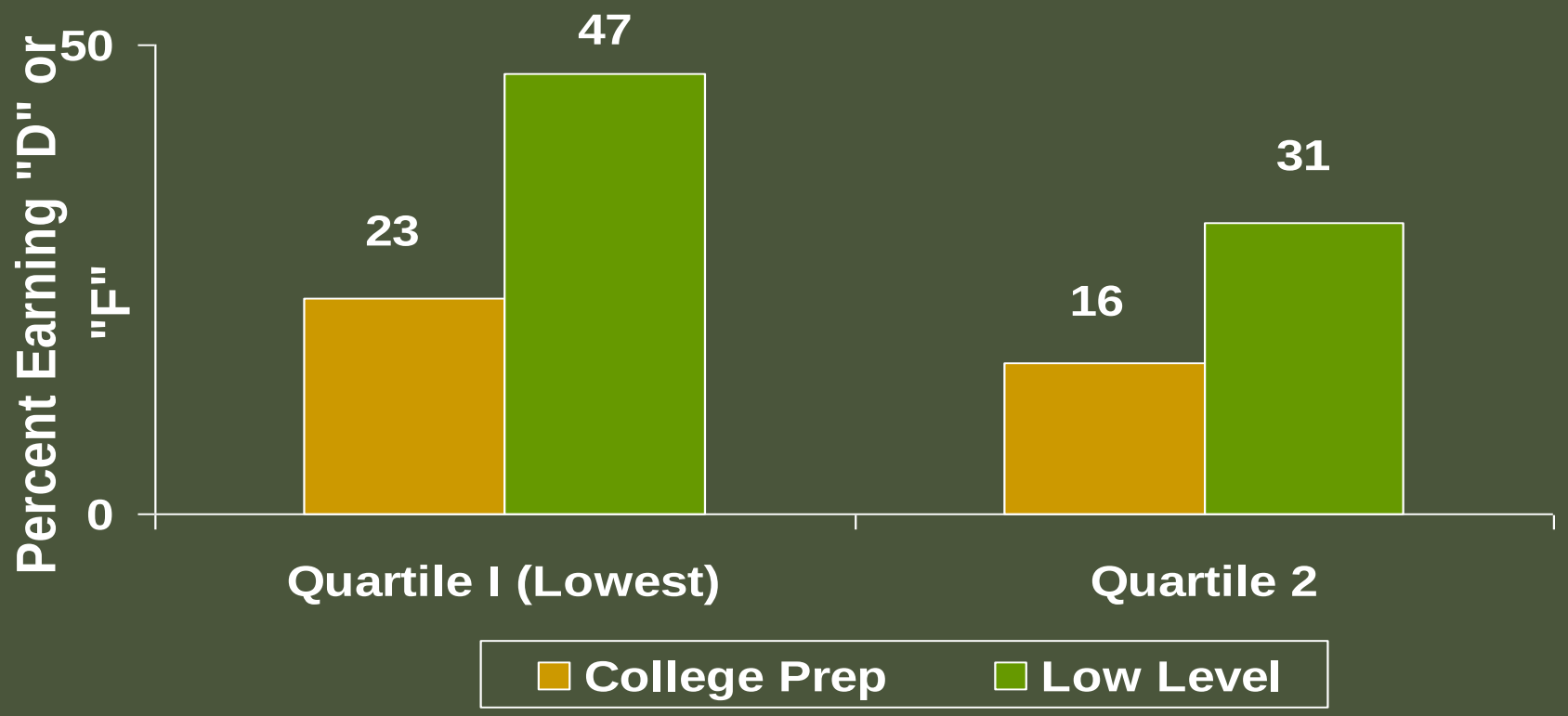
Focus on Teachers

Good Teachers Matter More

Than Anything Else

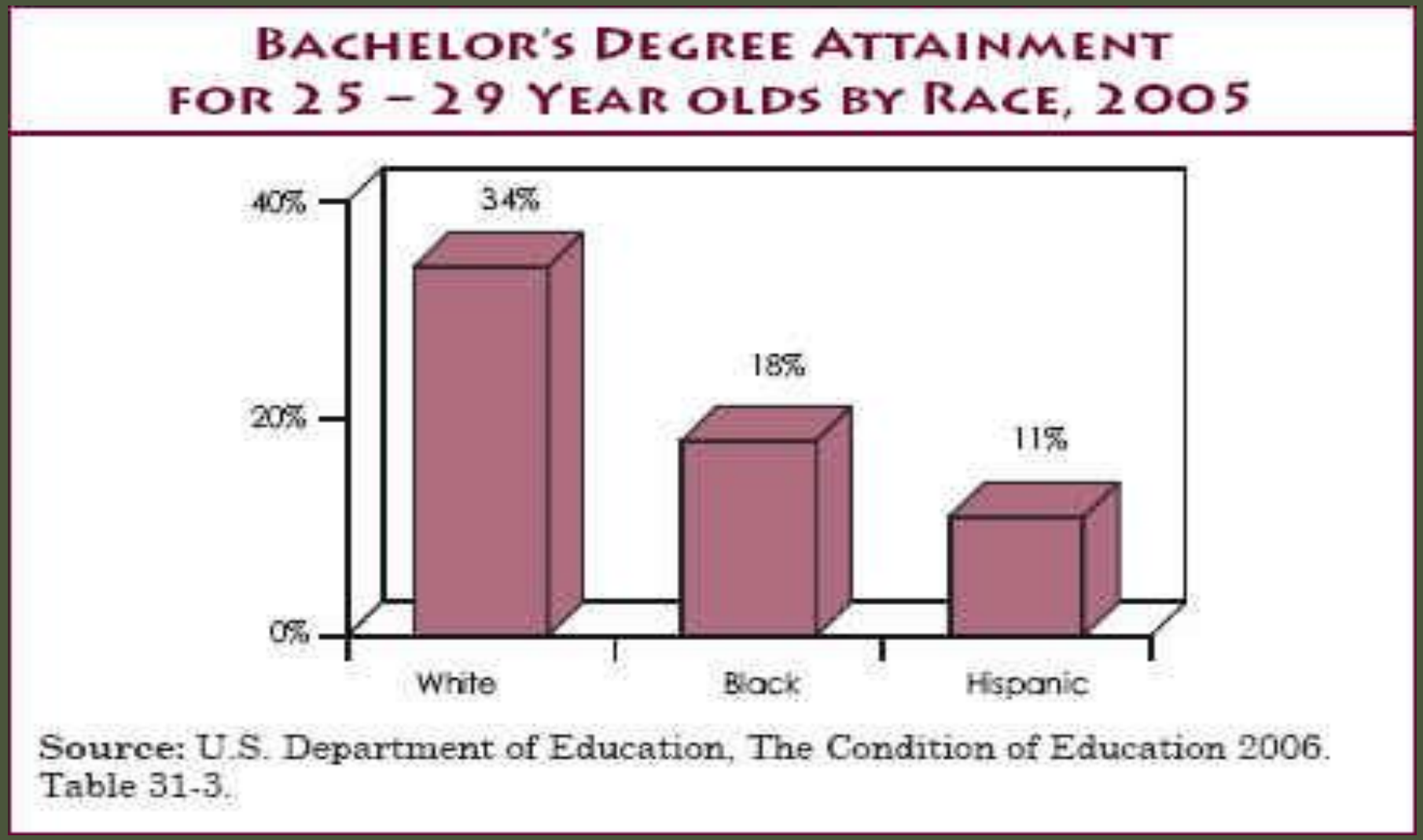
Challenging Curriculum Results in Lower Failure Rates for All

Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles



Source: SREB, "Middle Grades to High School: Mending a Weak Link." Unpublished Draft, 2002.

Some Americans are Much Less Likely to Graduate From College



What is the Culprit?

Standards for end of high school are not aligned with what is required for college and work. And students are not required to take rigorous core curriculum.

Change Sought...

To develop an equitable
College-Ready Culture
in secondary schools

"college by design, not by chance"

Findings from The University of Georgia

- **Many Barriers but the 4 Major Areas that our students suffer disproportionately from:**
  - Inadequate academic preparation
  - General lack of awareness and information
  - Parents who do not know the system
  - Low socio-economic status

In the End, We Have to Make Different Choices.

- Achievement and Opportunity Gaps come from choices that educators and policymakers make about:
  - How much to spend on whom
  - What to expect of different schools and students
  - Choices even about who teaches whom
  - Choices about how to organize classrooms and schools

Achievement Gap Equals Opportunity Gaps

- Teacher Gaps:
  - **Inequitable Distribution of Qualified Teachers**
- Standards Gaps:
  - **Opportunity to Learn at the Highest Level**
- Curriculum Gaps:
  - **Opportunity to Access the Most Rigorous Curriculum**
- Funding Gaps:
  - **Fewer Dollars Spent on the Students who Need the Most**

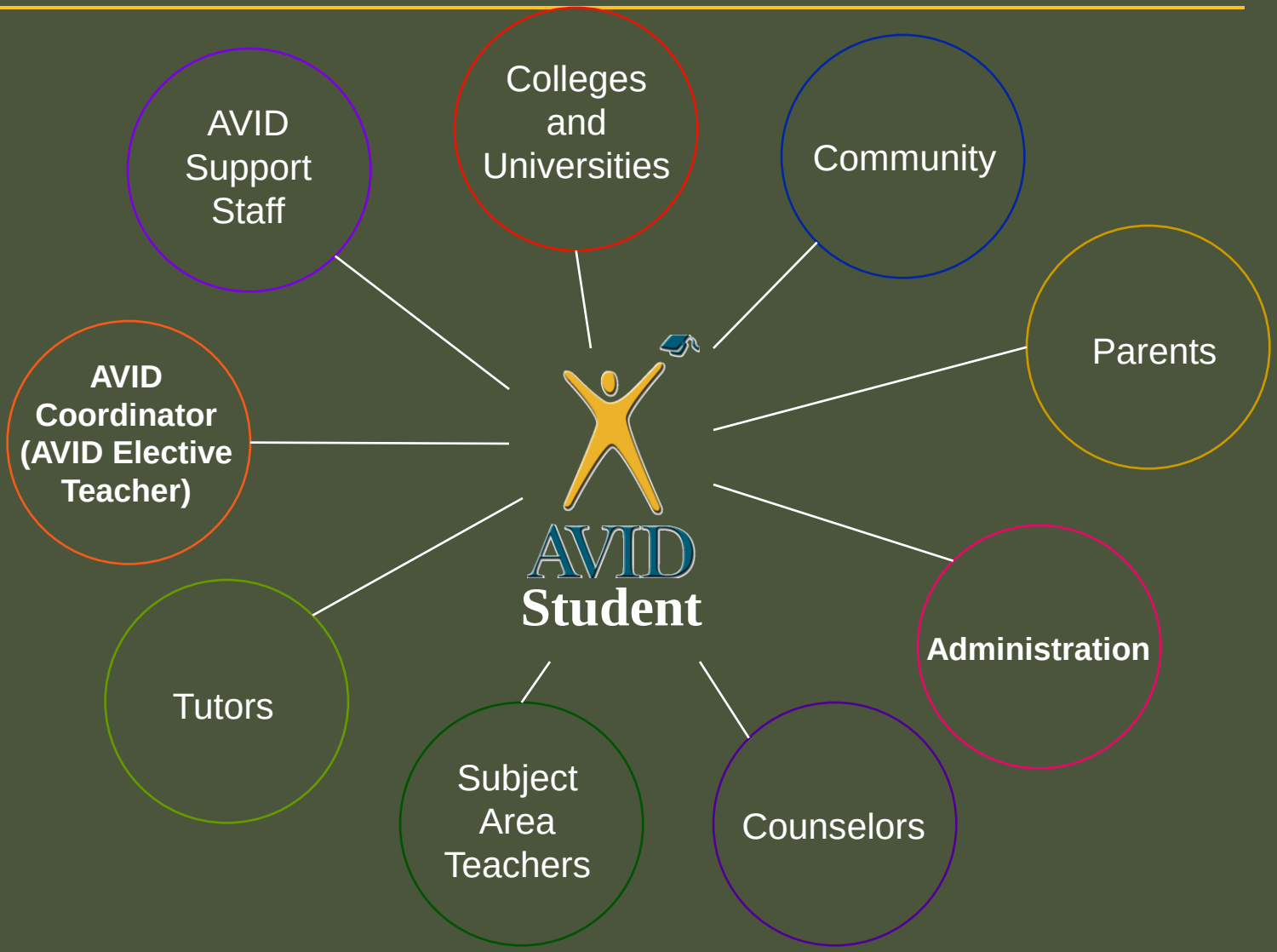


AVID

Advancement Via Individual Determination

[L. avidus]:
eager for knowledge

AVID: Collaborative Support for the Success of Students



The Three R's in AVID

- Relationships
- Rigor
- Relevance

Why AVID Works

- Places AVID students in rigorous curriculum and gives them the support to achieve;
- Provides the explicit "hidden curriculum" of schools;
- Provides a team of students for positive peer identification; and
- Redefines teacher's role as that of student advocate.

How can Educators Work TOGETHER with Parents to Ensure Students are College Bound?

- "Name the Elephant"
- Parent relationships a priority
- Parents are informed about grades, challenges, etc.
- Parents are Informed of the Statistics
- Newsletters
- Parents are your allies
- Non-traditional School Nights
- Accessorize your classrooms, gyms and cafeterias
- Encourage Academic Success – AP, GT, AVID
- Make sure you don't go overboard…I'm the victim mentality…

*Parents and Educators Working **TOGETHER** to Ensure the Educational Success of African American Males*
Marsha R. Dodson and Darlene V. Willis, Ph.D

How can Educators Work TOGETHER with Parents to Ensure Students are College Bound?

- Present positive male role models and share the consequences of negative male behavior
- Establish Male Clubs/Organizations
- Have confidence that you can have an impact regardless of gender and/or ethnicity
- Be real with athletic success for males
- College Tours/Visits
- Monitor the Student's Grades
- Career Days, Recognition and Self-Affirmation Pledges
- Know College Requirements for Yourself and Make it Mandatory for Your AA Male Students
- **Caution: Don't forget about the Females**

Give One – Get One



Promoting Change

How do we create a school culture that captivates children, inspires them to dream, and gives them hope?



How do we ensure successful learning for our students?



What systems, structures, policies, procedures, processes, and protocols are in place to ensure student success?



Hands of AVID, AP, and Honors

- Rigorous courses should reflect the overall population of your school.
- Diversity of ethnicity and gender should be represented in higher level classes.
- What do your classrooms reflect?



Meeting the Challenge



RIGOR + support EQUALS ACADEMIC Success!

AVID's National Conference

- National Conference
- December 8-10
- Orlando, Florida
- www.avid.org
- CRT at Summer Institute



"In the end,
we will remember
not the words
of our enemies,
but the silence
of our friends."

— Dr. Martin Luther King Jr.

Ron Edmonds

We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

Patrick Briggs
AVID Texas State Assistant Director
972-591-2517
pbriggs@avidcenter.org


AVID