

A stylized, light brown illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide.

PARTNERSHIPS, PROFESSIONAL DEVELOPMENT AND THE PURSUIT OF EQUITY: A LOOK AT SCHOOLS' ACTIONS

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COSA Principal and Teacher Leader
Conference October 2015

Who's Here?

- Your name
- The school/district/organization you are associated with
- Your role
- Why did you come to this session?
- How did you get your name?/How did you decide on the names of your child/children?

Our Targets

Reflect on our own experiences and how they impact our relationships in the school setting

Walk away with tools that can help facilitate discussions and learning about culture that promote student achievement

Share effective models that develop partnerships between parents and schools



Features of Quality Educational Programs

- Provide enriched and affirming learning environments
- Promote community, self determination, democracy, trust and respect
- Promotes powerful family and community engagement
- Promote advocacy-oriented administrative and leadership systems
- Utilize
 - An empowering pedagogy
 - High-quality instructional resources
 - Valid and comprehensive assessments
 - High-quality professional preparation and support
 - A challenging and relevant curriculum

Culturally Responsive Standards-Based Teaching

- Is student centered
- Has the power to transform
- Is connected and integrated
- Fosters critical thinking
- Incorporates assessment and reflection
- Builds relationships and community

Educational Approaches

Quality Educational Programs

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Culture

What is it?

Why focus on it?



Culturally Relevant Practices

WHO?

WHY?

WHAT?

- Professional
- Moral
- Ethical
- Legal

ENGLISH LEARNERS 2014-2015

- 57,158
- 2,282
- 43,719 K-5
- 6,376 K-5 SPED (14.6%)
- 7,780 6-8
- 2,680 6-8 SPED (34.5%)
- 5,668 9-12
- 1,553 9-12 SPED (27.4%)

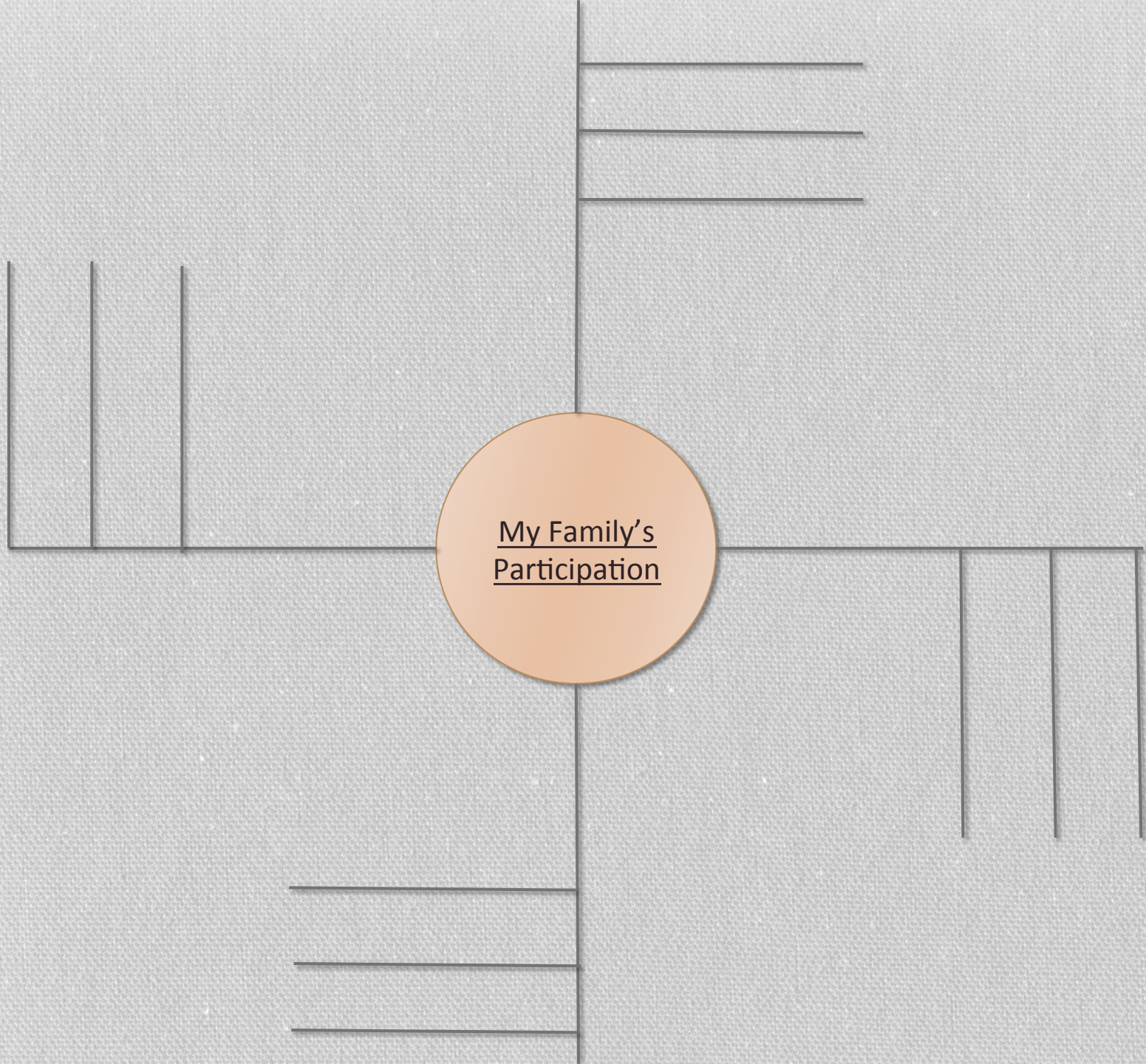
Byrom Elementary Students School Fall 2015

Grade Level	# of Students of Color	English Learners
KINDERGARTEN	16	7
1 st Grade	36	17
2 nd Grade	27	9
3 rd Grade	24	7
4 th Grade	24	2
5 th Grade	26	0
	153/567 (27%)	42/567 (7%)

Parent and Family Engagement

- Participation vs. Involvement
- Instilled through ways other than traditional school-related ones
- Level of participation or involvement in programs and services and there are specific outcomes as a result
- How parents feel about and understand services and relationships

**IT IS *NOT*
ONE SIZE FITS ALL**



Four Assurances from the Teacher

- He will respect and learn from families
- She will keep child's safety and well-being in mind at all times
- She will do everything she can to help the child become a responsible, caring and well-educated person
- He is a skillful educator

History influences us individually and as a whole

“if you really want to make a friend, go to someone’s house and eat with him...the people who give you their food give you their heart.”

-Cesar Chavez



District and School Structures

- Home visitor/home school connection
- Parent Education Center, Family University
 - Evening Classes
 - Child Care
 - Homework Support
- Parent Advisory Committee (PAC)
 - Board Members/School Representatives
 - Annual Conference
- Welcome Center
 - Registration
 - Language Assessments

Tigard Tualatin School District's Equity Framework

- Courageous Conversations – Pacific Education Group
- District Equity Leadership Team
- Equity Teams
- Collaborative Action Research for Equity
- Partnerships for Academically Successful Students
- Student Leadership Teams



THANK YOU!!

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Works Cited

- Collier, V., & Thomas, W. (n.d.). *Creating dual language schools for a transformed world: Administrators speak.*
- Culture Counts: Engaging Black and Latino Parents of Young Children in Family Support Programs

<http://www.childtrends.org/wp-content/uploads/2014/10/2014-44BCultureCountsFullReport.pdf>

- Classroom to Community and Back: Using Culturally Responsive, Standards-Based Teaching to Strengthen Family and Community Partnerships and Increase Student Achievement

http://oregonpirc.org/webfm_send/19