Teaching Urban Youth: Do you know enough about them to teach them?

Presented by:
Andrea Celico, Ph.D
Euclid City Schools

An inspirational opening…

What does this video mean to you as an educator?
The power of words….

http://www.youtube.com/watch?v=yZm0BfXYvFg

Achievement Gaps: Race or Poverty?

- Achievement Gap
  - 1990's
  - School readiness by age 5
  - What does at-risk mean to you?
  - What makes a student at-risk?
    - Family background
    - SES
    - Nutrition and health
    - Income
    - Poverty
    - Single-parent households
    - Per pupil expenditure
    - POOR TEACHER QUALITY

Demographics, accountability, diversity

Who are we teaching? How does one's race affect learning?

- By fourth grade, nearly 70% of African American students are reading below basic level compared to 25% of Caucasian students
- Gap widens in elementary, high school, and beyond
- African American and Caucasians enter college at close to the same rate, but more than 2 times the amount of Caucasians obtain 4 year degrees
- Teasing
- "Acting White"
- Minority students disproportionately represented in gifted and special education classes

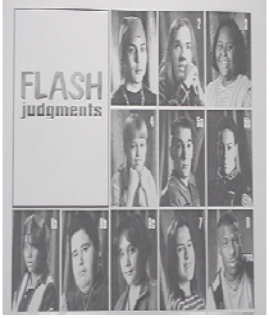
Who are we teaching? How does poverty affect learning?

- Schools operate from middle-class values
- Hidden rules of class
- Poverty occurs in all races
- Hart and Risley: (ages 1-3)
  - Welfare -10 million words
  - Working -20 million words
  - Professional- 30 million words
- Two types:
  - Generational
  - Situational

Teachers' judgments of students

- Perceptions (Activity)
- Stroll
- Vernacular
- Placement/Tracking
- Physical appearance

What are your first impressions of these students? What would happen if we looked past who we THINK these students are and got to know who they REALLY are?



A. Is Gay
B. Spent most of his/her life in a correctional facility and plans to pursue Commercial Art in college
C. Wants to be a Veterinarian
D. Is Class Salutatorian
E. Is a high-school drop out
F. Plays hockey
G. Is pregnant
H. Wants to be an Architect
I. Is Gifted and wants to be a Pediatrician
J. Plans to be in Future Homemakers of America
K. Is Class President

Were your perceptions right? Let's find out.

1. **B**--Spent most of his/her life in a correctional facility and plans to pursue Commercial Art in college
2. **E**--Is a high-school drop out
3. **K**--Is Class President
4. **C**--Wants to be a Veterinarian

5a. **J**--Plans to be in Future Homemakers of America
5b. **F**--Plays hockey
6a. **D**--Is Class Salutatorian
6b. **H**--Wants to be an Architect
6c. **I**--Is Gifted and wants to be a Pediatrician

7. **G**--Is pregnant
8. **A**--Is Gay

Issues around Language Related to poverty (Ruby Payne)

- Registers of language
  - Frozen
  - Formal
  - Consultative
  - Casual
  - Intimate
- Discourse patterns
  - Formal
  - Casual
  - No access to formal
    - Primary
    - Secondary
- Story structure
  - Formal
  - Casual

Implications for teaching:

- Formal register needs to be taught directly
- Casual register needs to be recognized as primary discourse for many students
- Students need to understand the importance of using formal register to get well paying jobs
- Discourse patterns need to be directly taught
- Both story structures need to be used in instruction

Schools

- Schools alone have not caused achievement gaps.
- Schools alone cannot close the gaps.
- Schools have not been effective in helping close achievement gaps.

What can schools do?

- Provide better instruction
- Lower class size
- Provide a positive school culture
- More rigor
- Promote diversity
- Mix students by race and class
- Provide high quality PD
- Students don't need different types of intervention. They need more intensive support.

What can teachers do?

- Build positive relationships
- Cultivate a positive classroom culture
- Cultural congruence
- Facilitate goal-setting
- Create cultural awareness
- Culturally responsive teaching
- Understanding students' realities
- Be a positive role model
- Set high expectations for students
- Teach students hidden rules of middle class
- Teach students there are two sets of rules
- Teach formal register
- Directly teach discourse patterns