



# Project High Five

Culture, Collaboration, Commitment, Communication, and Community

## What is Project High Five?

- Oregon Department of Education Culturally Responsive Pedagogy and Practices 2014–2015 grant
- A professional development school partnership with Central School District and Western Oregon University/College of Education
- Focused on co-teaching and contextualized ELD strategies
- AND incorporated service learning events

“Culturally responsive teaching means I first must know my students; next I must incorporate my students’ cultural experiences into the learning process. If successful, I will have connected new knowledge to previous knowledge, with the bonus of making my students feel valued.”

Written by a High Five teacher

**79** pre-service and in-service  
teachers were involved  
**over 1,950** students  
**impacted.**

## Co-Teaching

## Contextualized ELD

### Co-teaching:

One teaching one observe, one teach one assist, station teaching, parallel teaching, team teaching.

### Communication:

Code of professionalism, developing trust, ranking and sharing values, focused feedback based on evidence vs. opinion.

### Contextualized ELD focuses on two main topics:

- Culturally responsive pedagogy for English Language Learners
- Strategies and best practices for sheltered and ELD instruction

## Example of raising awareness of personal cultural lens:

"Community based homework" that makes connections with students and families (positive call home, conferences, participation at community based events).

## IMPACT:

Teachers were videotaped while delivering lessons. This gave them opportunities to reflect on their lessons, debrief their lessons in groups, and learn ways to make changes in their practice in order to create more relevant and engaging instruction for their ELLs.



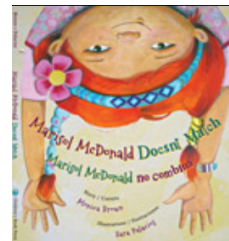
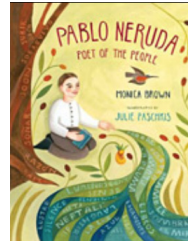
# Community Based Service Learning



## Dr. Monica Brown Children's Lit & Social Justice

Dr. Brown is a Professor of English at Northern Arizona University. She specializes in U.S. Latino Lit and Multi-cultural Lit.

- **K-5 Central SD students met and interacted with Dr. Brown.**
- **K-5 teachers, home-school faculty, and WOU/ COE faculty heard Dr. Brown speak.**



## Kindergarten Registration Roundup

Pre-service and in-service teachers worked together to help register Kindergarten students on a Saturday. Provided free books, materials, assessments, and take-home packets to families in both English and Spanish.

**200-250** people were involved in this event.



“ I believe my students' cultural experience should be valued; therefore I will proactively begin the year gathering and collating the information from my students and structuring assignments in ways that reflect it.”

Example of an “I Believe...” statement written by a teacher.

# Impacts of Project High Five

## Institutional Change:

“Teachers explored institutional barriers for academic success of ELLs in the district, including practices that perpetuate subtractive acculturation. In discussing these barriers, they also considered ways to remove them (or to provide supports for students to overcome them.)”

## Instructional Change:

“Teachers explored ways that they themselves can make changes in their practice in order to make instruction more relevant and engaging for their ELLs”

## Personal Change:

“Increased openness is evidenced by more detailed and candid discussions at follow-up meetings and increased willingness among Clinical Teachers and Teacher Candidates.”

“There is much great energy and enthusiasm at follow-up meetings. There is a sense that these are valuable.”

## Contact Information

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