

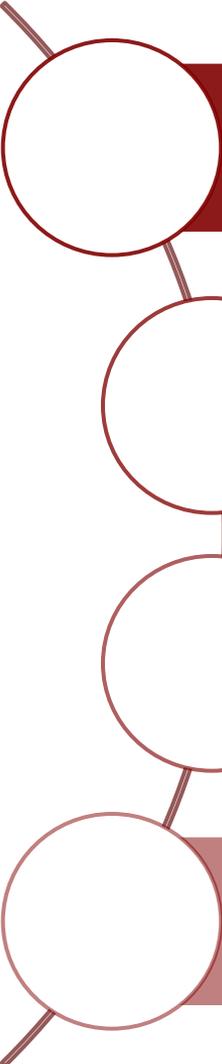
Changing the Narrative: Teaching and learning through an equity lens

Session One



Seena M.Skelton, Ph.D.
Assistant Director of Technical
Assistance and Professional Learning
Region V Equity Assistance Center

Agenda



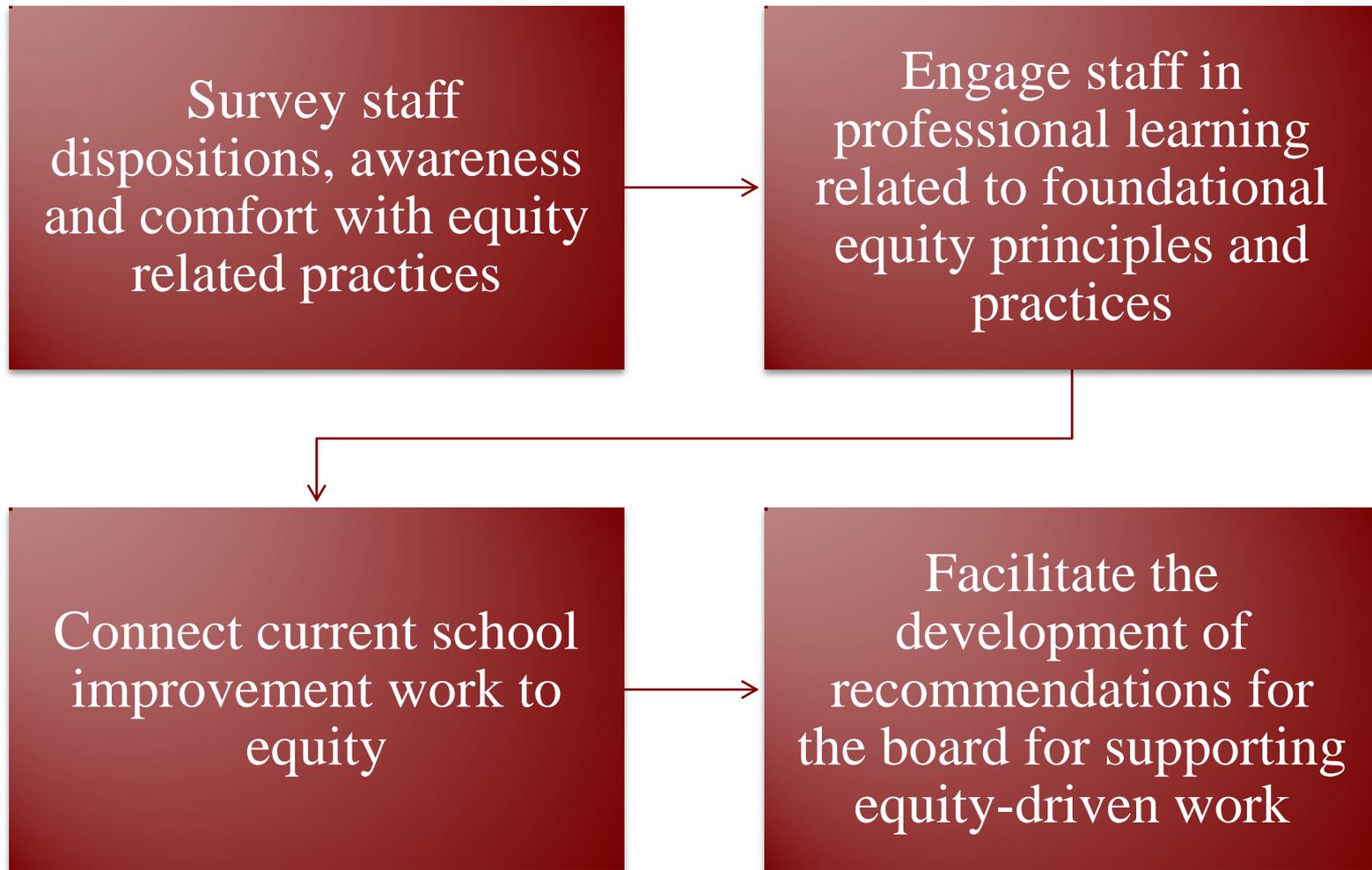
Review the collaborative work between Great Lakes Equity Center and Paramount School of Excellence

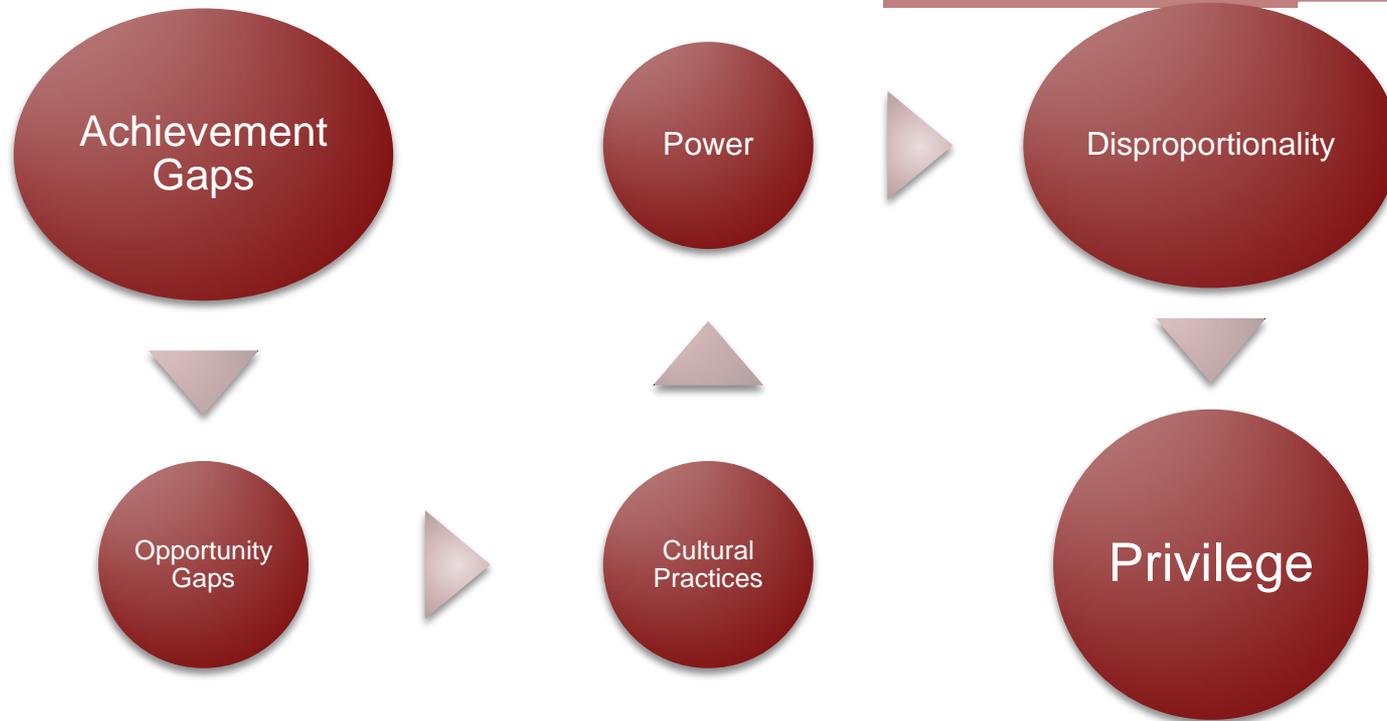
Discuss the meaning of equity in education

Examine the cultural nature of learning

Overview considerations for culturally responsive teaching

Our work together:





As demographics have changed within school communities and as the differences between the backgrounds of teaching staff and the students and families they serve continue to increase, educators have struggled with addressing the behavioral and learning needs of diverse student population for a variety of individual and systemic reasons.

Our “problem” in a nutshell



What we think

- Conscious and unconscious bias
- **Solution: Provide a counter narrative**

What we do

- Policies and practices
- **Solution: Identify and change inequitable policies and practices**



Equality

Equity

Educational Equity is ...

- when educational practices, policies, curricula, resources, and school cultures are representative of all students, such that each student has access to, participate and make progress in high quality learning experiences, regardless of her or his race, ses, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics.

Time for a quiz!

1. Who are these people?

- Bill Gates
- Donald Trump
- Susanne Collins
- John Grisham
- Jackson Pollock
- Andy Warhol
- John W. Thompson
- Robert L. Johnson
- Octavia E. Butler
- Walter Mosley
- Jean – Michel Basquiat
- Diego Rivera

Time for a quiz!

1. Name 2 HBCUs
2. Name 2 Ivy League Institutions
3. Finish the line of this song: “Oh say can you see...”
4. Finish the line of this song: “Lift every voice and sing ...”

What does the current narrative tell us about:

- Who contributes to society in:
 - Science/technology
 - Economic Growth
 - Literature
 - Arts
- Who collects the greatest share of public assistance dollars/resources?
- Who are the heroes and who are the villains?
- What is good and what is bad?

Teaching does not occur in a vacuum



**Cultural -
historical
Context**

Cultural Practices,
Patterns and Histories

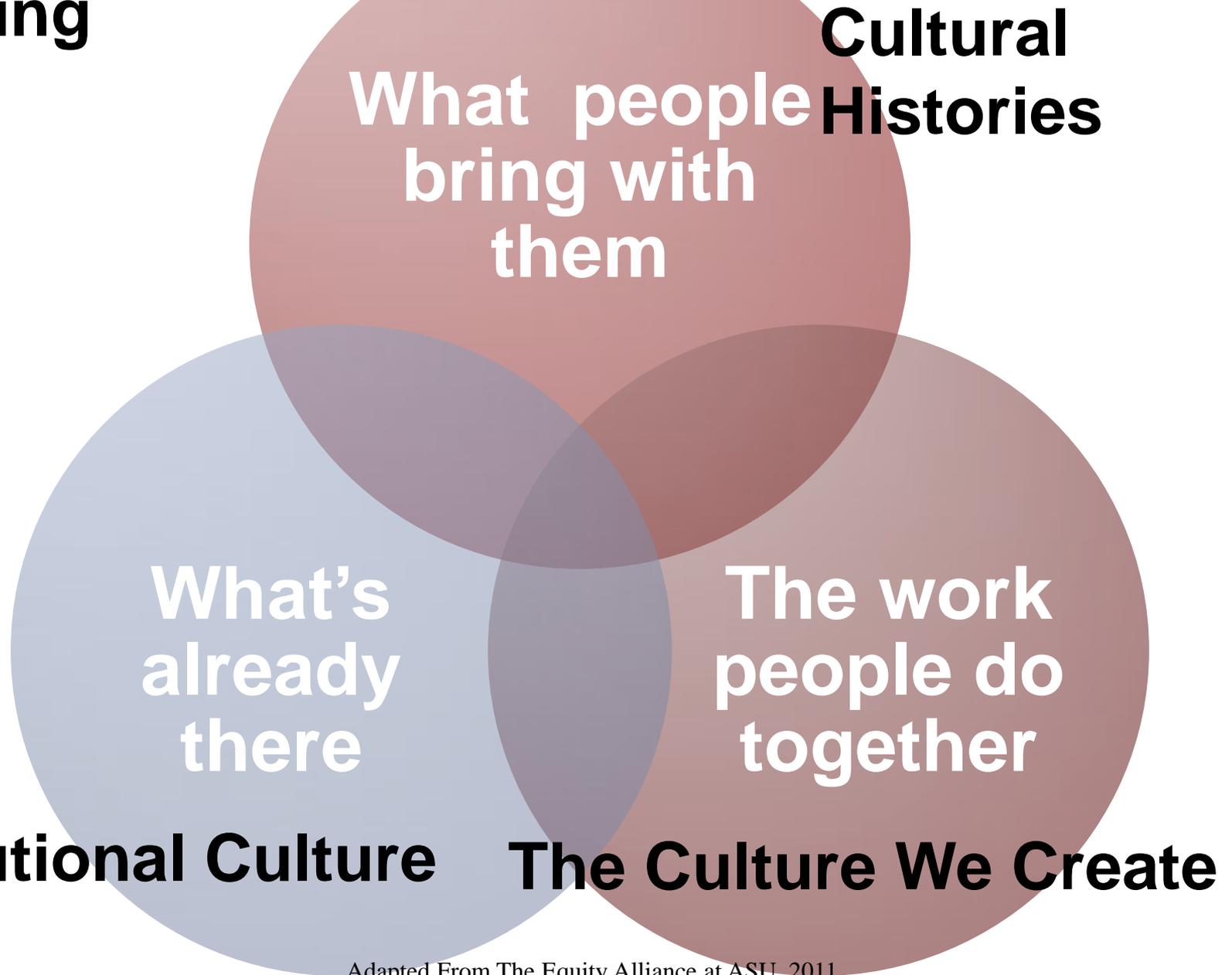
Racism and
Discrimination

Economic
Constraints

Past and Current
Political Climate

Understanding the cultural nature of learning

The Cultural Nature of Learning

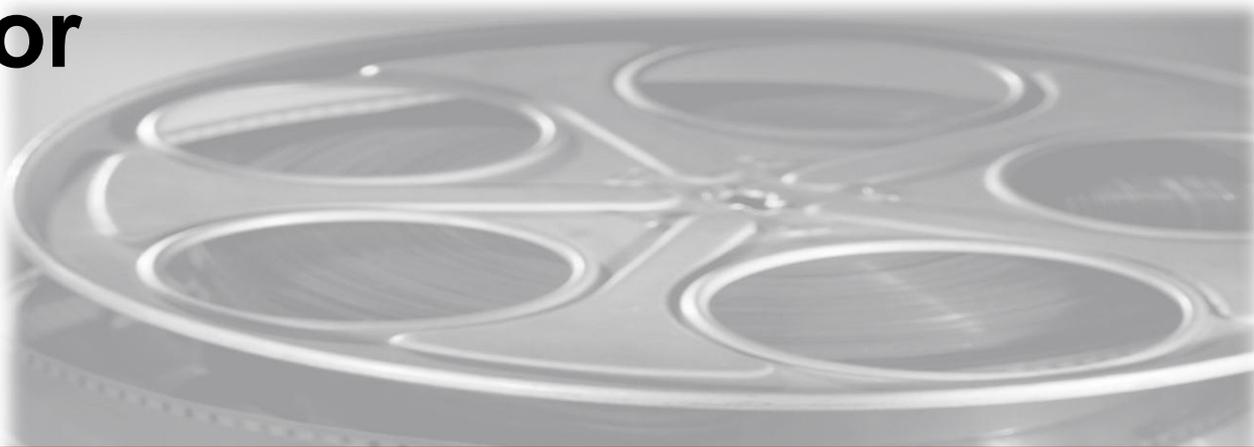


Messages & Perceptions

- Children of color are bombarded with negative or limiting messages and perceptions about who they are and what they can do. The impact of these messages are significant and long lasting for both adults and students.



Internalized Negative Messages about Race and Behavior



Video Clips from
“What would you do”
& “A Girl Like Me!”

Changing the Narrative: Teaching and learning through an equity lens

Session Two



Seena M.Skelton, Ph.D.
Assistant Director of Technical
Assistance and Professional Learning
Region V Equity Assistance Center

Differences in referring behaviors by classroom teachers

White students are referred more for:

- Smoking
- Vandalism
- Leaving w/o permission
- Obscene Language

Black and Latino Students color referred more for:

- Disrespect
- Excessive Noise
- Threat
- Loitering

Our Self Identities

Personal Identity – How we are shaped by our personal and social experiences, ethnicity, culture, gender, ability, social class, spiritual beliefs, sexual orientation etc. and how do we communicate our personal identity to others.

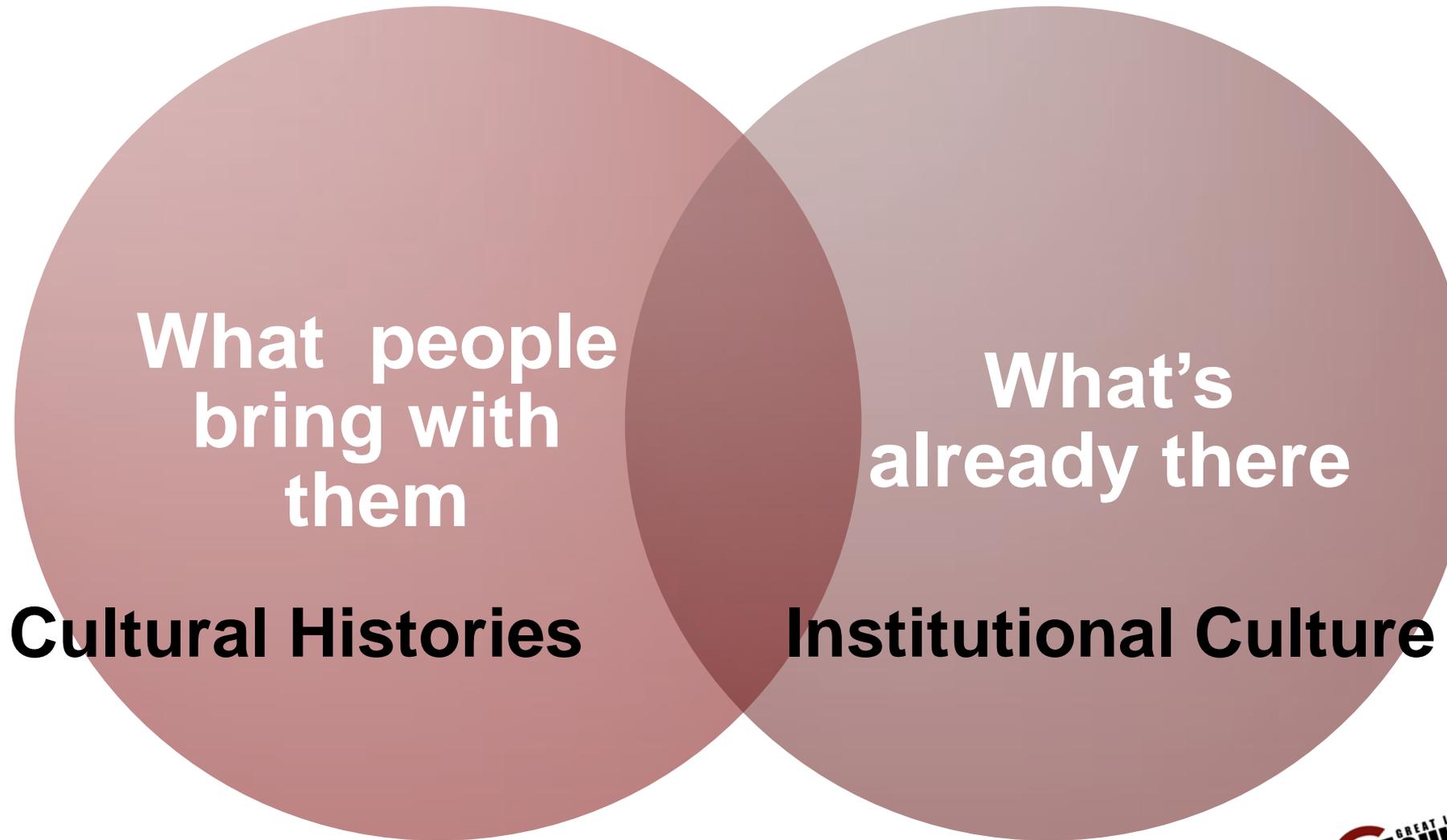
Social Identities – How we are defined by our group membership. We desire our identity to be both distinct from and positively compared with other groups.

Contributing to Student Under Performance: A Function of Stereotype Threat

In 1995, Claude Steele a social psychologist found that when a student's social identity is attached to a negative stereotype, that student will tend to underperform in a manner consistent with the stereotype. He attributes the underperformance to the student's anxiety that he or she will conform to the negative stereotype. The anxiety manifests itself in various ways, including distraction and increased body temperature, all of which diminish performance level.



How does this relate to students in schools?



Cultural Practices related to authority and compliance

Home Culture

Positive Regard
and Trust

Authority

Compliance

School Culture

Authority

Compliance

Positive Regard
and Trust

Approach to Work Cultural Practices

Home Culture

Improvisation

Multi-tasking

Relationship

School Culture

Standardization

Single-task
activity

Task
completion

Communication Cultural Practices

Home Culture

Story Telling

Direct commands

Authentic questioning

High context

Home language

Casual register

Simultaneous Conversation

School Culture

Print Literacy

Indirect commands

Inauthentic questioning

Low context

English only

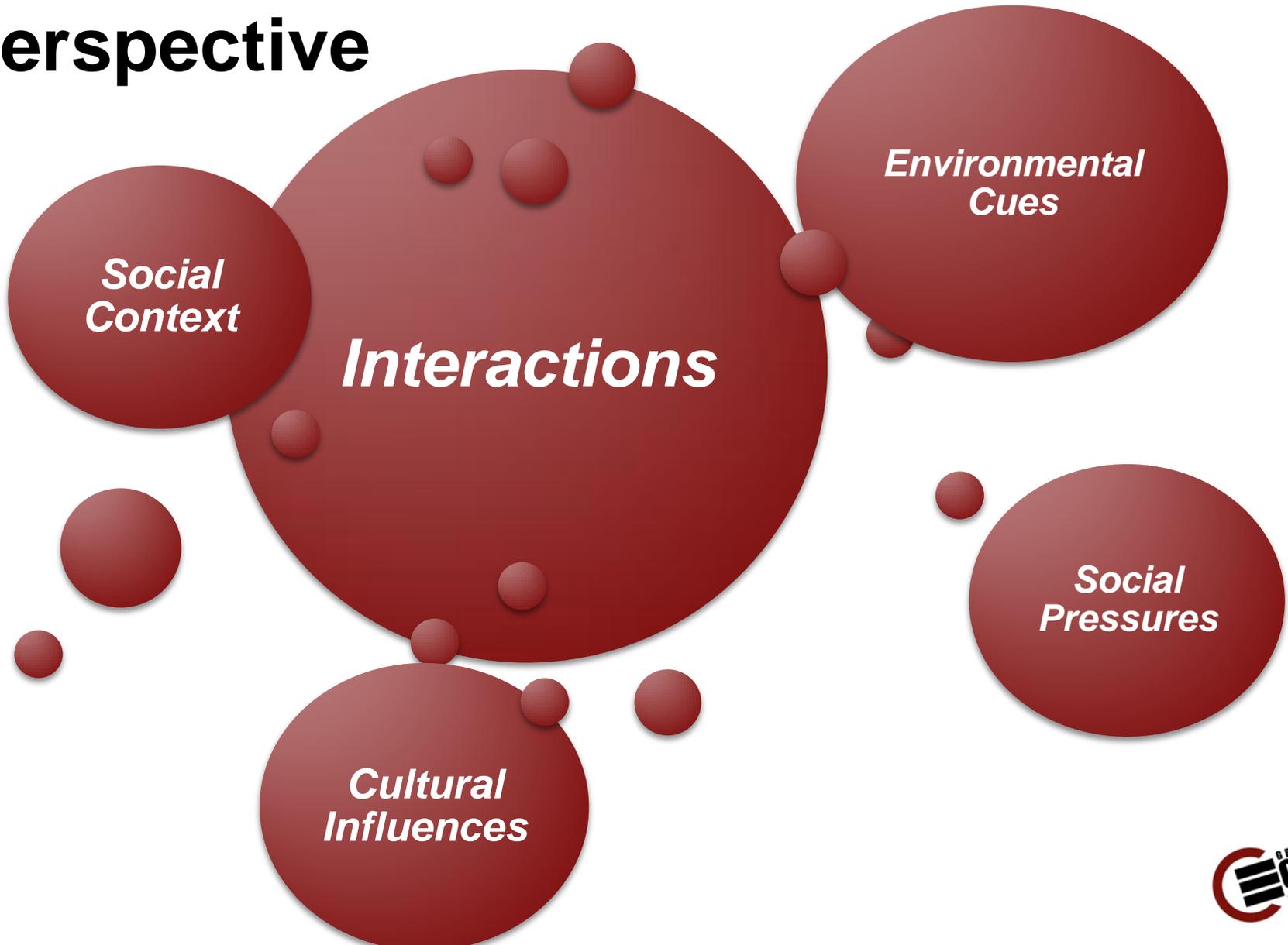
Formal register

Turn Taking

The Culture We Create

The work people
do together

Socio-Cultural Perspective



Changing the Narrative: Teaching and learning through an equity lens

Session Three



Seena M.Skelton, Ph.D.
Assistant Director of Technical
Assistance and Professional Learning
Region V Equity Assistance Center

**Changing the narrative
by creating a culture
of equity through
culturally responsive
educational practices**

Culturally Responsive Education is...

the overall approach one takes to delivering instruction, using curricular materials, making educational decisions, including student discipline; and interacting with students and their families.

the lens through which teachers see their students and their students' learning.

the filter through which teachers listen to how students express their needs and desires.



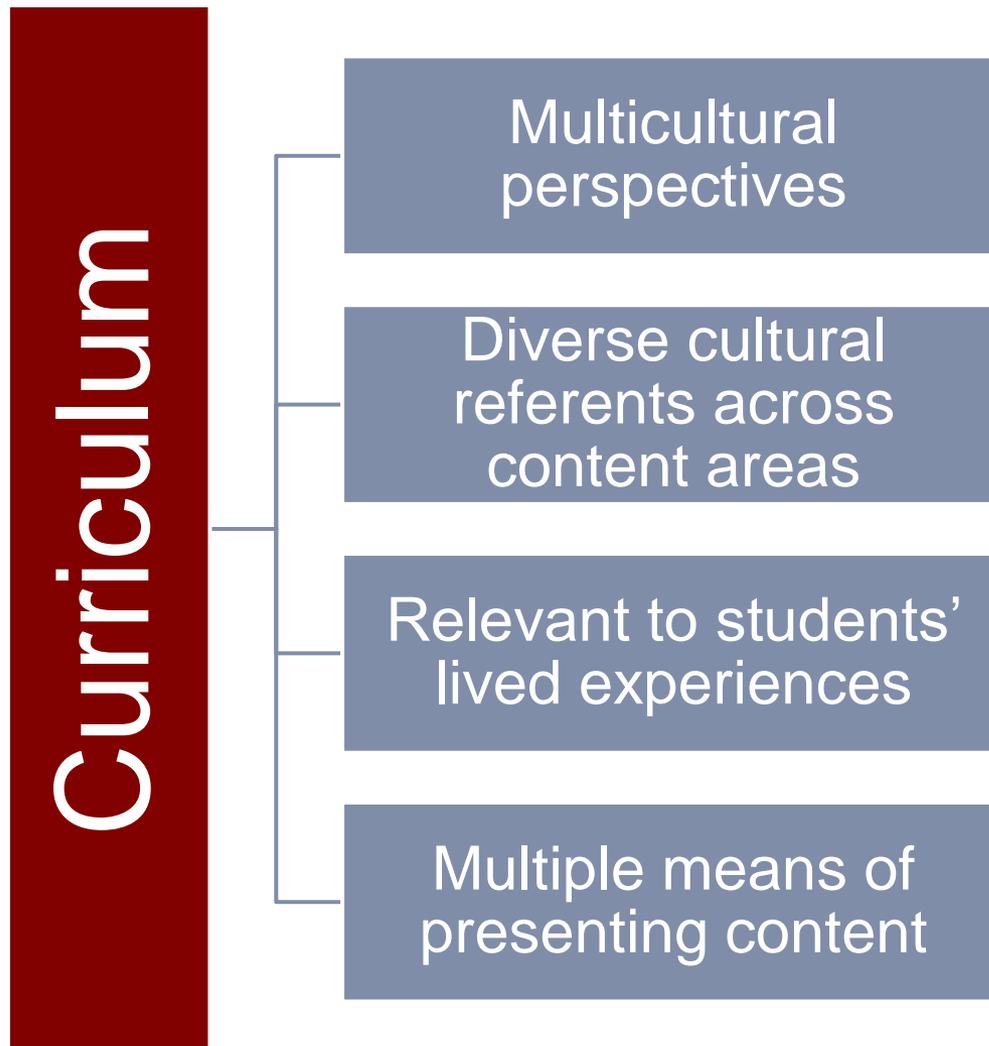
Create opportunities to learn

Reframe deficit thinking

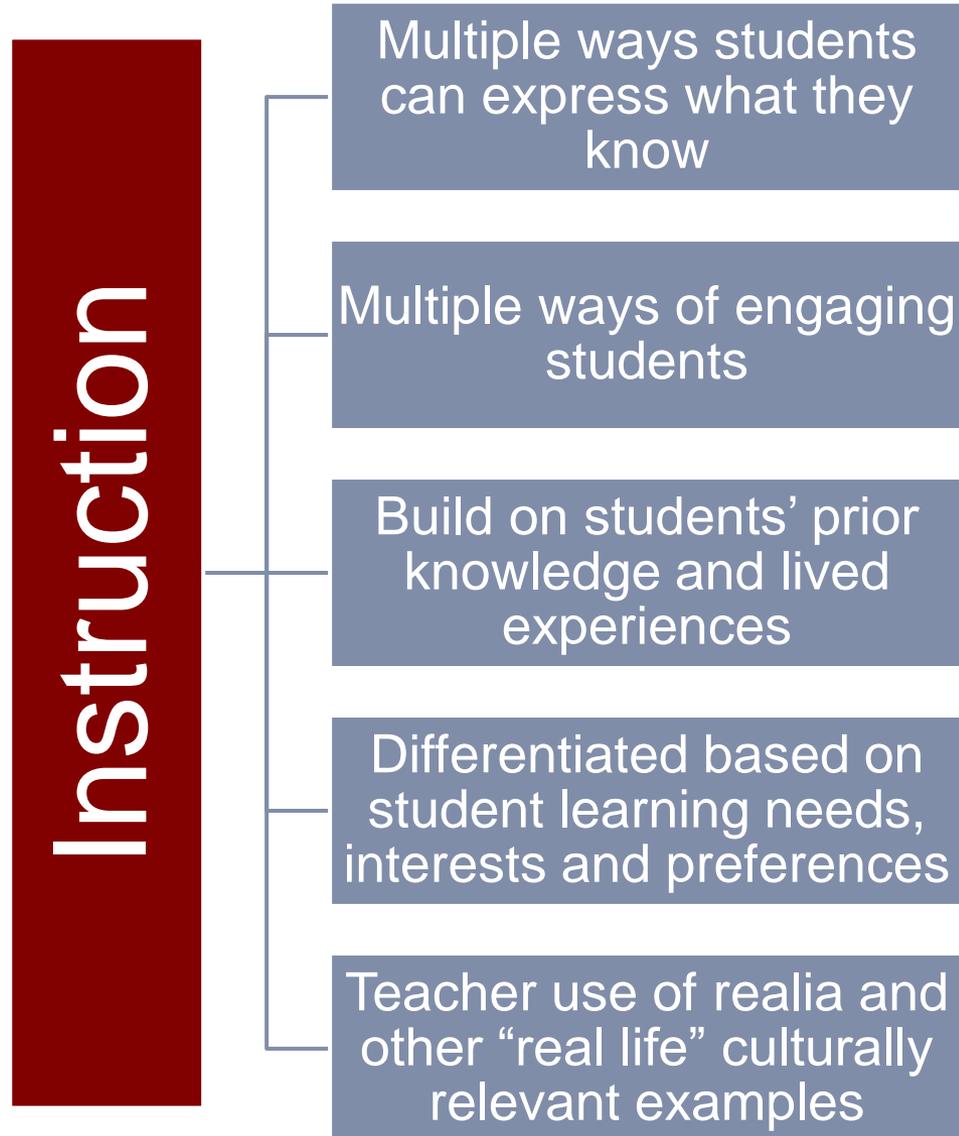
Demonstrate a valuing of cultural and racial diversity

Negotiate agreements for cultural practices that create inclusive, respectful, supportive and responsive learning environments.

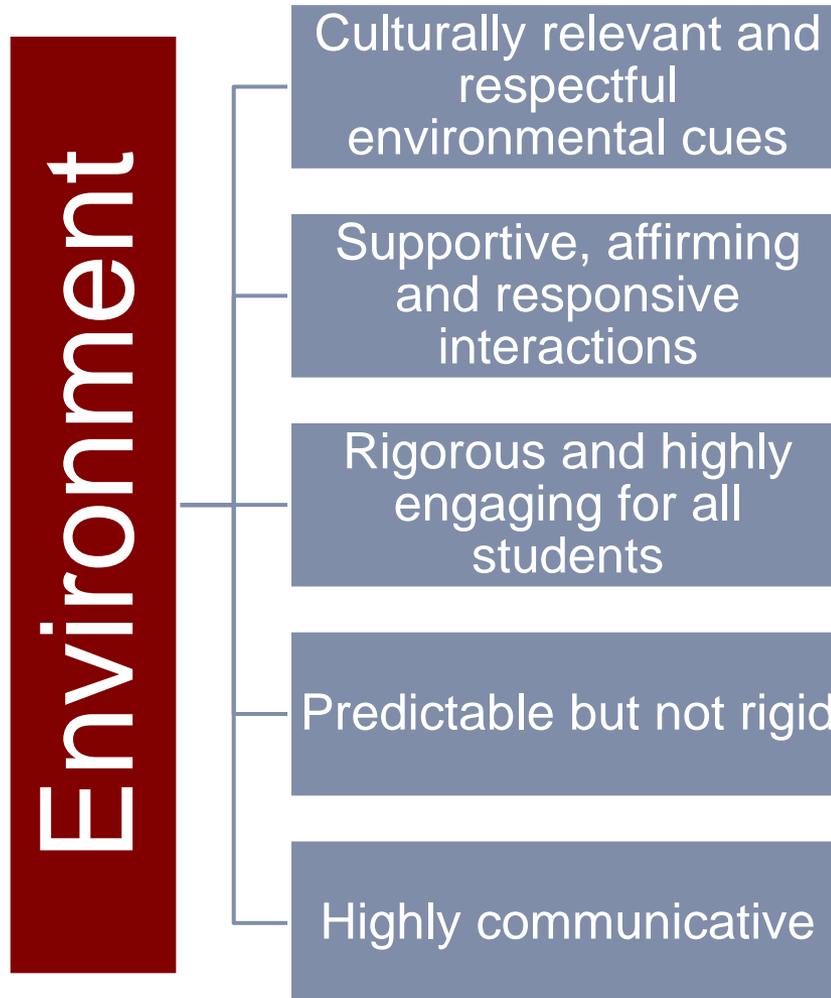
Considerations

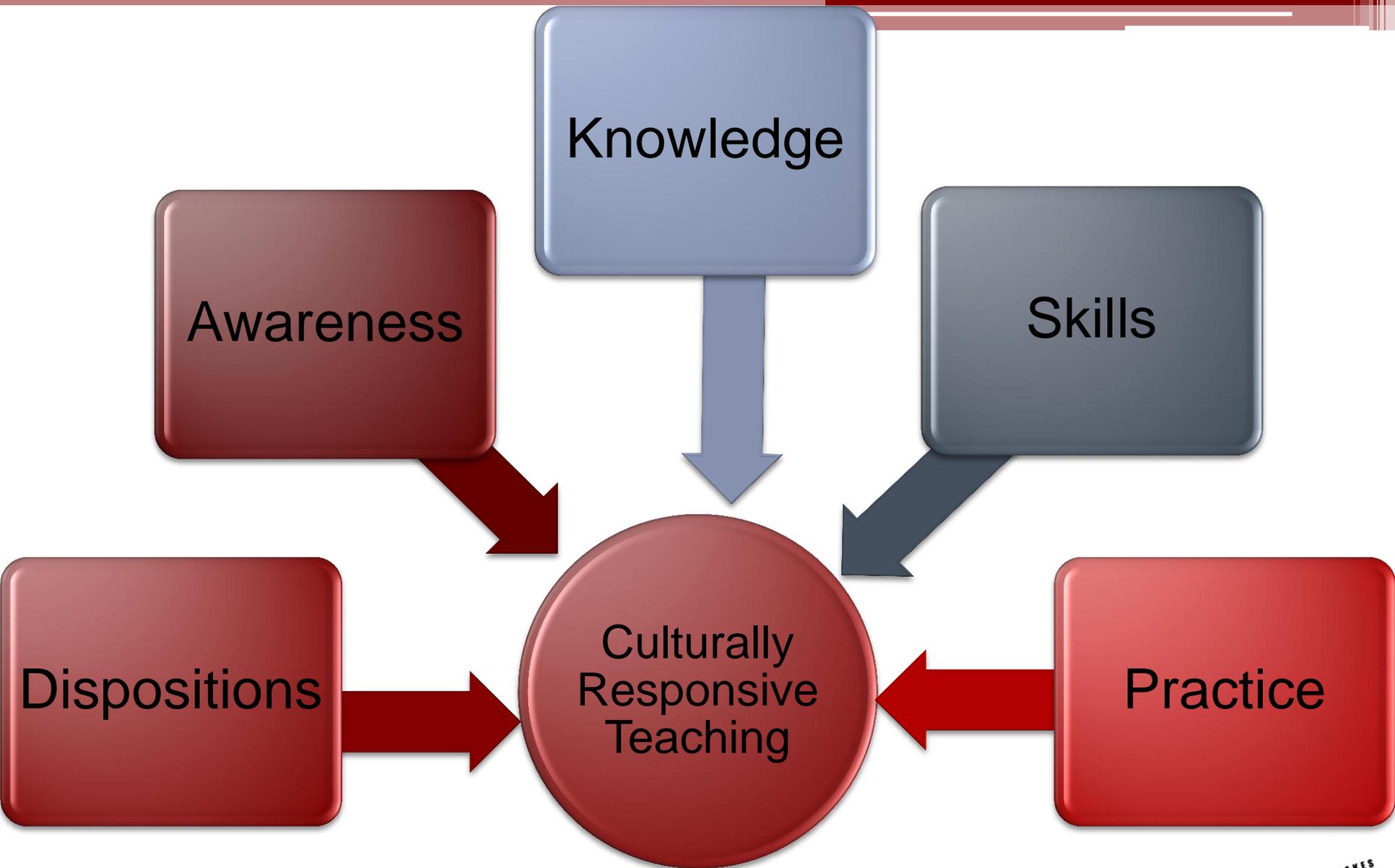


Considerations



Considerations





Equity-driven work requires processing and reflection

Thinking and talking are **REQUIRED** - A lot of the “work” in moving towards equity involves discussion and reflection.

Time and space is required for educators to engage in frank and open dialogue about race, culture, teaching and learning

Achieving equity is a process, requiring ongoing work


[ABOUT US](#)
[EQUITY LIBRARY](#)
[REQUEST ASSISTANCE](#)
[OUR PUBLICATIONS](#)
[CONTACT US](#)

Welcome to the **Great Lakes Equity Center**, one of ten regional Equity Assistance Centers (EACs) funded by the U.S. Department of Education. We provide technical assistance resources and professional learning opportunities related to equity, civil rights, and systemic school reform throughout our six-state region of **Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin**. Please explore our website to learn more about what we do and how we may serve as a resource for you. We look forward to hearing from you!


[Subscribe to Our Publications](#)

[Site Map](#) |
 [Privacy & Terms of Use](#) |
 [Other Equity Assistance Centers](#)
 317-278-3493 | 902 West New York Street | Indianapolis, IN 46202



Office of Elementary and Secondary Programs

Copyright ©2011 The Trustees of Indiana University | [Copyright Complaints](#)



Thank you for your participation!

[Website: www.greatlakesequitycenter.org](http://www.greatlakesequitycenter.org)

[Email: smskelto@iupui.edu](mailto:smskelto@iupui.edu)

The contents of this presentation were developed under a grant from the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

