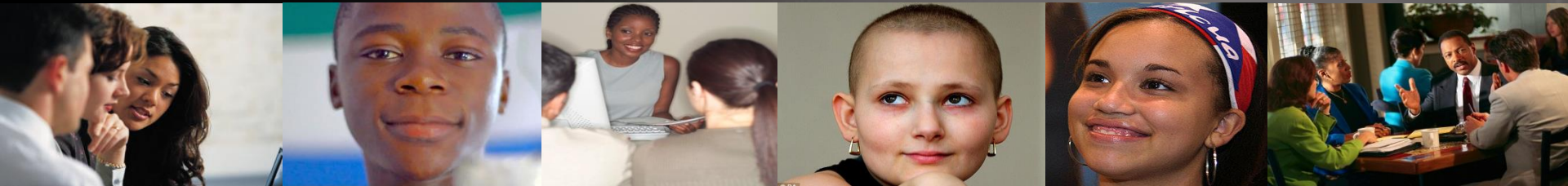


Becoming an Equity-Oriented Educator: Developing Critical Consciousness & Ensuring the Civil Rights of All Students Session One

Presented by Seena M. Skelton, Ph.D. and Tiffany S. Kyser, M.A.
February 19, 2015



Session Scope & Sequence

Session One

Developing critical consciousness & facilitating conversations about difference, privilege and education

Present

Facilitate

Read

Session Two

Sustaining efforts towards transformative change for equity & engaging a social justice framework for creating inclusive learning environments

Present

Facilitate

Read

Session One Objectives

Participants will be able to:

- List the core civil rights legislation related to education (Title VI, Title IX, IDEA and ADA).
- Explain the cultural nature of learning and the relationship to teaching and learning
- Explain what it means to be critically conscious
- Share their own autobiographical story about race, privilege and marginalization.
- Actively listen to others share their stories about race, privilege and marginalization.

Our commitments for engaging in courageous conversations

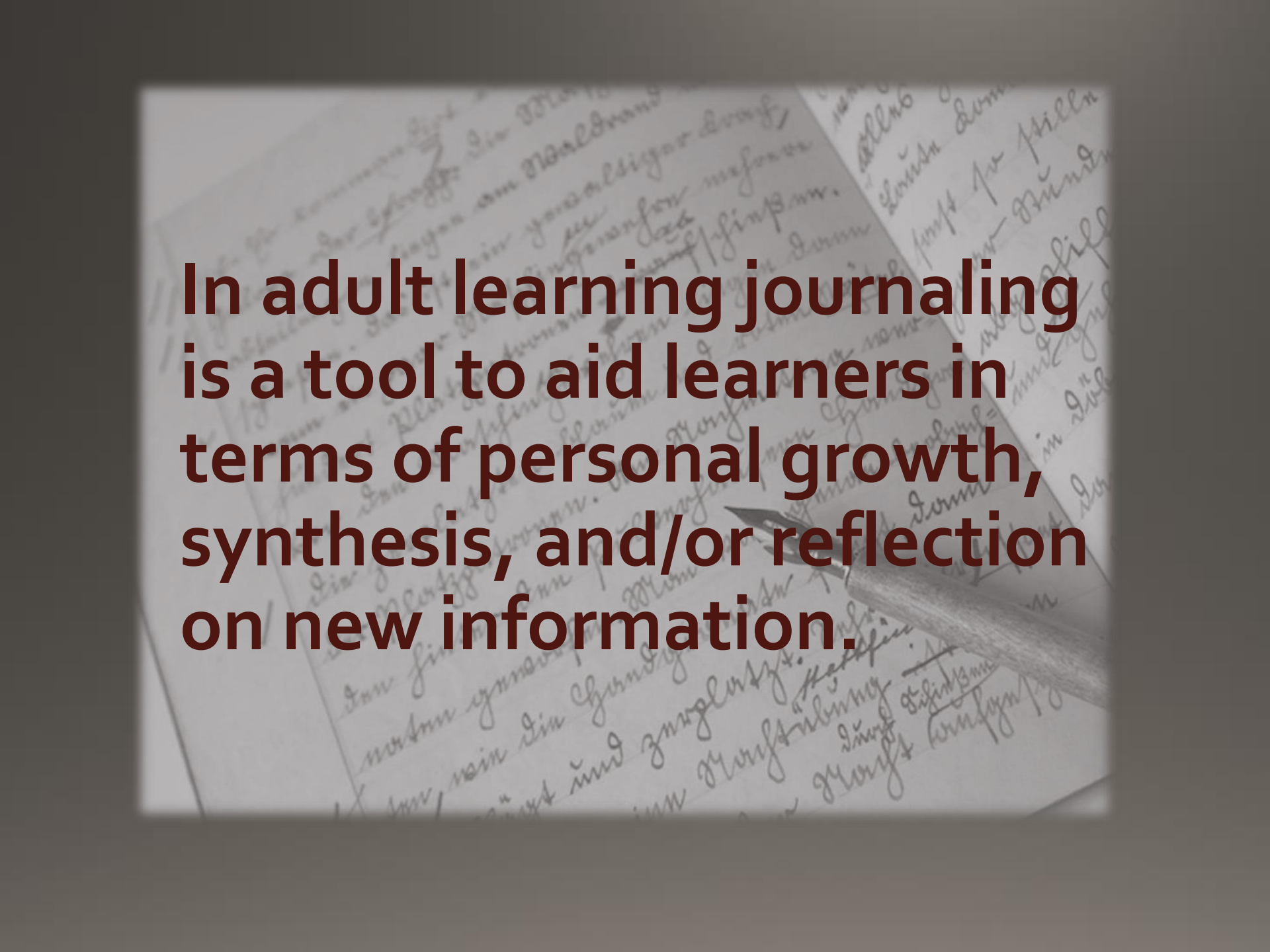
Stay engaged

Speak your truth

Experience discomfort

Expect and accept nonclosure

Singleton & Linton (2006)

The background features a grayscale image of a handwritten document, likely a historical letter or manuscript, written in a cursive script. A quill pen is positioned diagonally across the lower right portion of the page. The text is mostly illegible due to blurring and low contrast.

In adult learning journaling is a tool to aid learners in terms of personal growth, synthesis, and/or reflection on new information.

Possessing
Critical
Consciousness



Equity-
Oriented
Educator

Commitment
to Social
Justice



Recognizing Implicit Bias

Understanding Power and Privilege

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, resulting in positive outcomes regardless of her or his race, sex, gender, ability, religion affiliation, national origin, linguistic diversity, or other characteristics.

Indicators of Equity

Whole Group – 5 mins

- Complete Equity Indicators Matrix
 - Look like
 - Sound like
 - Feel like

Small Group – 10 min

- Review data charts
- Compare VHS data with Equity Indicators
- Discuss
 - What insights do you have regarding students' learning experiences across groups?
 - What questions surface for you about school structures, policies and practices and the relationship to students' experiences across groups?

Whole Group Process – 5 min

- What conclusions might we draw about equitable practices at your setting?

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Protects people from discrimination based on race, color or national origin in programs or activities that receive federal financial assistance. Title VI states that: No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Programs and activities that receive federal funds must operate in a non-discriminatory manner. These may include, but are not limited to:

admissions, recruitment, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, if it affects those who are intended to benefit from the federal funds.

Additional Legal Mandates

Title IX of the Education Amendments of 1972 (Title IX)

- Prohibits discrimination on the basis of sex

Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II)/IDEA

- Prohibits discrimination on the basis of disability

Two minute Journal Entry



Defining Critical Consciousness

The willingness and ability to see how power and privilege are at work to systematically advantage some while simultaneously disadvantaging others (Radd & Kramer, under review, p. 7)

**The Cultural
Nature of
Learning**

**Cultural
Histories**

**What
people
bring with
them**

**What's
already
there**

**The work
people
do
together**

Institutional Culture

The Culture We Create

Implicit Bias is...

- ...The tendency to automatically associate people (e.g., Construction Workers, African Americans, or Women) with certain characteristics (e.g., masculinity, athleticism and criminality, nurturing) or evaluations (i.e., positive or negative) based upon the stereotypical characteristics of the groups into which they are placed.

We are bombarded everyday with messages that influence our thoughts and behaviors without our awareness.



What messages do we receive about race through media content. images, conversations with friends, families, co-workers, etc.?

INTERNALIZED NEGATIVE MESSAGES ABOUT RACE AND BEHAVIOR



**Video Clips from
“What would you do”
& “Inside Anderson Cooper Doll Study”**

Implicit Bias...

- ...Most influential in:
 - Ambiguous judgments (e.g., deciding between two job applicants who have roughly equivalent qualifications)
 - Snap decisions or those for which there is little time or motivation to gather and consider better information (e.g., which stranger should I sit next to on the bus?)
 - Unconscious behaviors in socially-sensitive situations (e.g., body language in inter-racial interviews)

BEHAVIOR: DIFFERENCES IN DISCIPLINE REFERRALS REASONS

| White students are referred more for: | Black and Latino Students color referred more for: |
|---|---|
| <ul style="list-style-type: none">■ Smoking■ Vandalism■ Leaving w/o permission■ Obscene Language | <ul style="list-style-type: none">■ Disrespect■ Excessive Noise■ Threat■ Loitering |

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.

Implicit Bias and Race

“...the challenge is not a small number of twisted white supremacists but something infinitely more subtle and complex: People who believe in equality but who act in ways that perpetuate bias and inequality.”

-Nicholas Kristof, *The New York Times*

Implicit bias about differences
contributes to policies and practices

that privilege some

and marginalize others.

Reading Jigsaw

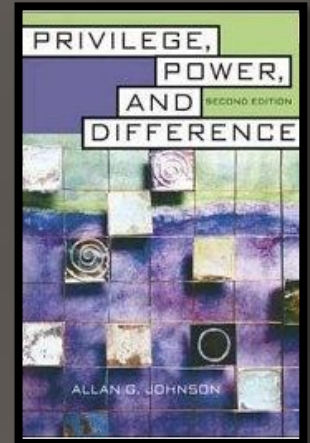
The Trouble We're In: Privilege, Power and Difference

Allan Johnson

- *Individually*

- *Everyone review The Social Construction of Difference and What is Privilege?*
- *1s review— Two Types of Privilege*
- *2s review— Privilege as Paradox*
- *3s review— Oppression: The Flip Side of Privilege*

- *In small group - Teach, Discuss, Reflect*



Group Processing Activity



Individually

Think about how power and privilege have shown up in your life. In what ways has your gender, ability, race, sexual orientation, economic status privileged you in the work place, community etc.?



Pairs

Both people complete the following statement:

“The **emotions** that came up for me during the discussion were....”



Quads

1. Discuss what troubles you when you think about surfacing issues of power, privilege and difference with colleagues.
2. Discuss what you find empowering about talking about equity.

5 Minute Break Time



Understanding Your Own Story: Race, Privilege, & Marginalization

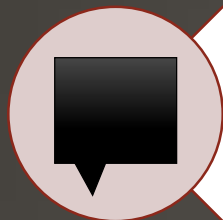
“Self-exploration is central to our growth as individuals, our relationships with others, and our ability to promote equity. Our various social identities--sex, race, ethnicity, sexual orientation, gender, age, socioeconomic class, religion, and ability, among others--are important aspects of our selves that shape our attitudes, behaviors, worldviews, and experiences.”

- Diane J. Goodman, *Diversity & Democracy*

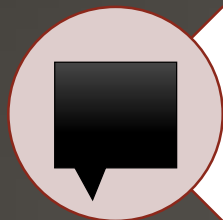


The Danger of the Single Story by Chimamanda Ngozi Adichie

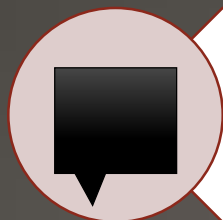
Take-A-Ways



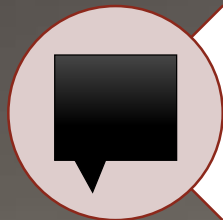
Our lives are composed of many overlapping stories. If we hear only a single story about another person or persons, we miss critical understandings.



If we hear only a single story, we are prone to judge, assume, or pity another person or group.



If we hear only a single story, there is a tendency to see another person or persons as that story and nothing more – we see/think in one dimension.



We are all vulnerable to the single story.

Understanding Your Own Story: Race, Privilege, & Marginalization

Split in pairs.

Each person
share an aspect
of their life story
regarding race,
privilege, or
marginalization.

Understanding Your Own Story: Race, Privilege, & Marginalization

“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

— Audre Lorde, *Our Dead Behind Us: Poems*

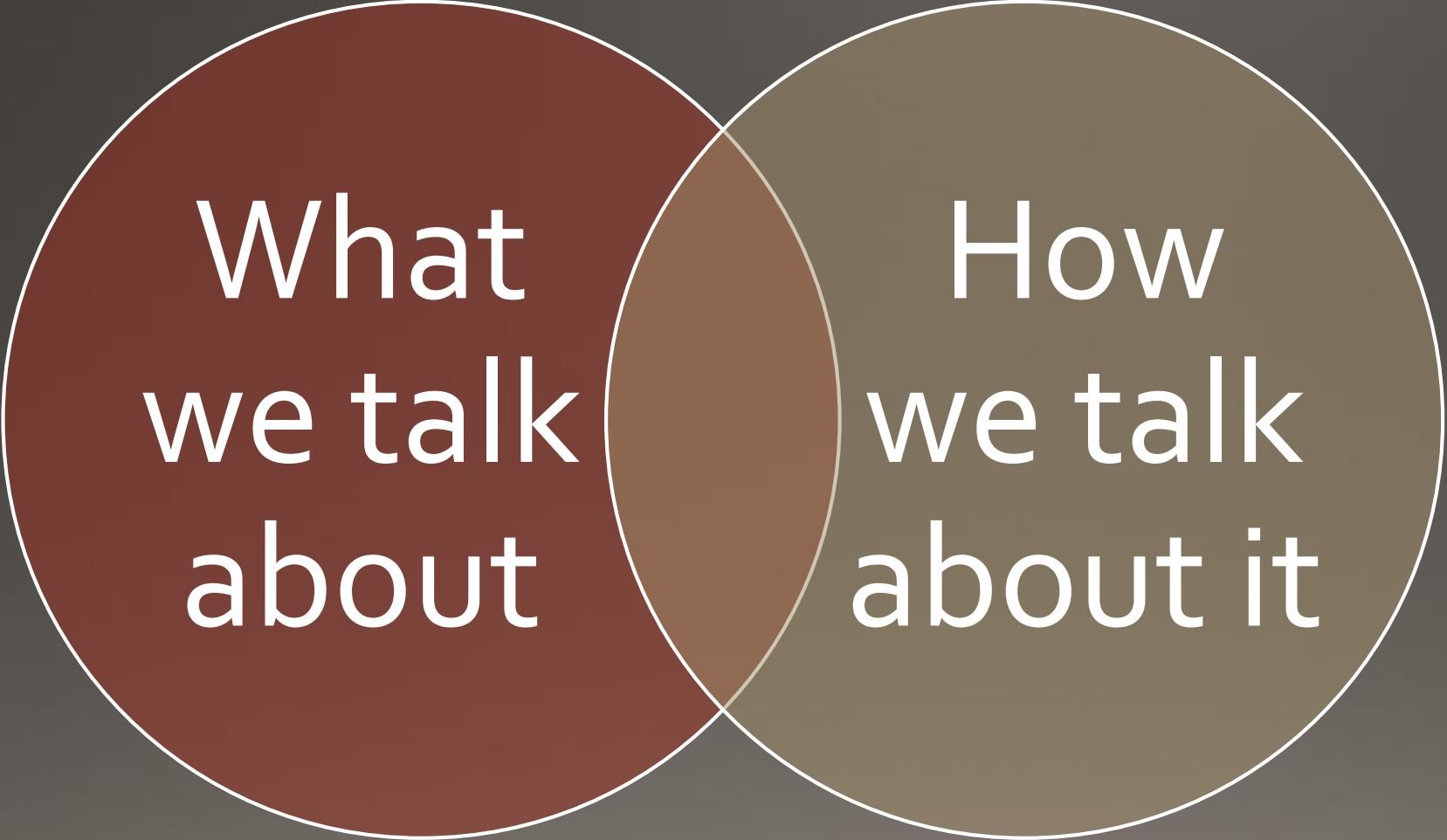
Two minute Journal Entry



Equity Facilitator Assignment

- Facilitate the following activities with your team:
 - Present the *Becoming an Equity-Oriented Educator* facilitator version presentation to assigned team
 - Facilitate the *Equity Indicators Data Comparison Activity*
 - Facilitate
 - *The Trouble We're In: Privilege, Power and Difference* ` Allan Johnson Article Study and Discussion
 - *The Danger of the Single Story* by Chimamanda Ngozi Adichie Video Discussion
- Complete one Journal entry reflecting on the experience

Engaging colleagues in critical conversations about difference, power and privilege.



What
we talk
about

How
we talk
about it

Its about being a better listener by ...

Ensuring everyone has an opportunity to talk

Focusing on the interest rather than the position

Attending to what is not being said, as well as what is being said

Seeking first to understand

Asking questions to stretch thinking rather than providing answers

Planning your sessions



When



Where



How

**That's
a
Wrap!**

- **Session Evaluation**
- **Facilitation with Staff**
- **Readings**
- **Next Session: April 2, 2015**
 - **Social Justice – Taking Action Towards Change**

“ Education is a human right with immense power to transform.

On its foundation rest the cornerstones of freedom, democracy

and sustainable human development.

- Kofi Annan