Examining the Intersection of Race and Schooling

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Session Outcomes

• Examine insights into biases in institutional schooling policies and practices

• Build racial and cultural awareness through self-reflection of our collective experiences and identities (race, ethnicity, socio-economic, gender, sexual orientation, and language)

• Examine insights into neuroscience research in order to better catalyze change on biased institutional policies and practices

WHAT

HOW

WHY

OUTSIDE IN/CONVENTIONAL

INSIDE OUT/REMARKABLE

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Starting with the WHY

Share with someone near you...

Why are you an educator? Why do you do the work you do?
Diversity Rounds

Organize by where you are from...

– What impact do you believe that has had on your identity?

Organize by the type of student you were in high school...

– How might that impact the type of educator you are now?

Organize by your racial identity...

– In what ways do you believe race has impacted your identity?
Equity Collaborative

Transformation Frame

Equity and Oppression

Learning Theory and Culturally Responsive Teaching

Coaching and Facilitation
Equity Collaborative Transformation Frame

Equity = Set specific equitable goals
Oppression = Identify systemic, institutional, and individual barriers

Learning Theory and Culturally Responsive Teaching

Coaching and Facilitation
Definition of Equity

Small Group Discussion:
If educational equity were achieved, what would you see? What does working towards educational equity mean to YOU?
Equity Collaborative

Transformation Frame

Equity and Oppression

Learning Theory and Culturally Responsive Teaching = Support educators to move toward teaching practices that prioritize student thinking

Coaching and Facilitation
Equity Collaborative
Transformation Frame

Equity and Oppression

Learning Theory and Culturally Responsive Teaching

Coaching and Facilitation = Questions follow answers, Don’t ask questions you know the answer to, Never give advice unless you are asked
Equity Challenges, Burning Issues and Questions

Small Group Discussion: What are the most challenging aspects about addressing inequities? What burning questions do you have about addressing inequities?
Stretch Break
Working towards equity means...

Eliminating the predictability of success and failure that currently correlates with any social or cultural factor

Interrupting inequitable practices, challenging biases, and creating inclusive school environments for all
The Practice of Listening

We spend 45% of awake time listening.

75% of the words are ignored, misunderstood, or forgotten.

80% of awake time is spent communicating.

Most People Listen Actively for 17 Seconds!
What kind of listener are you?

**Types of Listening**
- Active
- Passive
- Informational
- Conversational
- Argumentative
- Inattentive
- Pretend
“Constructivist” Listening

1. It is valuable for us to be listened to as we inquire into emotional and intellectual demands of challenging inequity.

2. “Constructivist Listening” structures can serve as a practice space for the deep listening necessary to sustain our alliances across race, class, gender, language and other forms of difference.
Constructivist Listening Guidelines

- Each person is given equal time to talk
- The listener does not interrupt or break in with a personal story
- Confidentiality is maintained
- The talker does not criticize or complain about others during her/his time to talk
Dyad Prompt

How do you feel about your own ability to fully listen to others, especially when having difficult conversations? What can be challenging for you?
Dyad Prompt

In what ways does your own cultural identity and schema impact your work?
Dyad Prompt

Who do you struggle to listen to when addressing inequity? What makes that difficult for you?
Lunch
What gets in the way?

There’s a gap between our intentions for a quality education for every child, and the actions we take and conditions we provide, that prevent students from succeeding to their full potential.
What gets in the way?

How do well-intentioned individuals create inequity for students and families?
Implicit or Unconscious Bias

Implicit bias is defined as the mental process that creates unconscious associations and attitudes toward things, actions, people and groups of people based on identified characteristics. (With people, we may focus on characteristics such as race, ethnicity, gender, age, appearance, sexual orientation, etc.)
Subconscious Processing

According to a researcher at Nottingham University, it doesn’t matter in what order the letters in a word are, the only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole.

Aoccdrnig to a rscheearchr at Ntotingahm Unervtsy, it deosn’t mttaed in what orered the ltteers in a word are, the olny iprmoatnt tihng is that the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can still raed it wouthit a porbelm. This is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the word as a wlohe.
The Impact of Implicit Bias

Destin Sandlin
“Smarter Everyday”
The Backwards Bike

Discussion Prompt: What did you see and hear in the video?
https://www.youtube.com/watch?v=MFzDaBzBIL0
Implicit or Unconscious Bias

Implicit biases grow out of our NATURAL tendency to categorize, form cliques and absorb social messages and cues. These associations reside outside conscious understanding.

Siri Carpenter, Buried Prejudice: The Bigot in Your Brain
Implicit or Unconscious Bias

Implicit bias creates unconscious associations that may contradict our intentions, beliefs and values. (i.e. associating “female” with “weak,” “Arab” with “terrorist,” “Black” with “criminal” or Latinx with “illegal.”)

Siri Carpenter, *Buried Prejudice: The Bigot in Your Brain*
The Impact of Implicit Bias

Unconscious biases toward our students and families will cause us to create and offer support and OPPORTUNITIES that are inequitable, thus creating a privileged system for some and an oppressive system for others.

To achieve educational equity for the most underserved and marginalized students, there is a need to close the...
Small Group Prompt

In what ways do you currently talk about the impact of implicit biases on the students and families we serve?
Levels of Oppression

Individual
Institutional
Systemic
History of Public Education Timeline
1779
Thomas Jefferson proposes a two-track educational system, with different tracks in his words for "the laboring and the learned." Scholarship would allow a very few of the laboring class to advance, Jefferson says, by "raking a few geniuses from the rubbish."
1805
New York Public School Society formed by wealthy businessmen to provide education for poor children.

Schools are run on the “Lancasterian” model, in which one “master” can teach hundreds of students in a single room. The master gives a rote lesson to the older students, who then pass it down to the younger students.

These schools emphasize discipline and obedience, qualities that factory owners want in their workers.
1901-1904
North Carolina Governor Charles Aycock enacts a “grandfather” clause requiring one’s grandfather to have been an eligible voter in order to register to vote, thereby disqualifying almost all children and grandchildren of slaves. He further enacts Jim Crow segregation by spending three times as much on white schools as on black schools while becoming known as North Carolina’s greatest “education governor.”
1921
The California school law (Political Code 1662) was amended once again to read as follows: The governing body of a school district shall have power to exclude children of filthy or vicious habits, or children suffering from contagious or infectious diseases, and also to establish separate schools for Indian children and for children of Chinese, Japanese, or Mongolian parentage. When such schools are established, Indian children or children of Chinese, Japanese, or Mongolian parentage must not be admitted into any other school.
July 23, 1930
The “Lemon Grove Incident” The Lemon Grove school board decided to build a separate school for children of Mexican heritage without giving notice to their parents. On January 5, 1931, Lemon Grove Grammar School principal Jerome Green, acting under instructions from school trustees, turned away Mexican children at the schoolhouse door, directing them to the new school, which came to be known within the local Mexican American community as la caballeriza, meaning "the stable". In Alvarez v. Lemon Grove this California Mexican American case was possibly the first successful court action in favor of school desegregation in the country.
A survey of 150 school districts reveals that three quarters of them are using so-called intelligence testing to place students in different academic tracks.
February 18, 1946
Mendez v. Westminster School District, five Mexican-American fathers (Thomas Estrada, William Guzman, Gonzalo Mendez, Frank Palomino, and Lorenzo Ramirez) challenged the practice of school segregation in the U.S. District Court in Los Angeles. They claimed that their children, along with 5,000 other children of "Mexican" ancestry, were victims of unconstitutional discrimination by being forced to attend separate "schools for Mexicans" in four school districts in Orange County. One year later, Governor Earl Warren, who would later become Chief Justice of the US Supreme Court and preside over Brown vs. Board of Education, signed into law the repeal of remaining segregationist provisions in the California statutes.
1948
Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records Office, the National Committee on Teachers Examinations and others, with huge grants from the Rockefeller and Carnegie foundations. These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT) who did research "proving" that immigrants were feeble-minded.
Virginia enacts the Stanley Plan, a set of laws that eliminate state funding for any school that integrates, gives the Governor power to close any school that integrates, and sets up a tuition grant structure to allow families to enroll their children in segregated private schools instead. Many school districts close. White parents strip public schools of everything from desks to football goal posts and take the items to their new, segregated private schools.
1966

The Equality of Educational Opportunity Study, often called the Coleman Report because of its primary author James S. Coleman, is conducted in response to provisions of the Civil Rights Act of 1964. Its conclusion that African American children benefit from attending integrated schools sets the stage for school "busing" to achieve desegregation.
1974
Milliken v. Bradley. The Supreme Court rules that schools may not be desegregated across school districts. This effectively legally segregates students of color in inner-city districts from white students in wealthier white suburban districts.
1994
Proposition 187 passes in California, making it illegal for children of undocumented immigrants to attend public school. In 1997 Federal courts find Proposition 187 to be unconstitutional.
2000
As a result of parent lawsuits in Charlotte, courts overturn the 1971 Swann decisions (that holds that busing is an appropriate remedy for the problem of racial imbalance in schools) and lift the court order for busing. Many school systems begin to switch to “School Choice Plan” approaches for student assignment.
2007
In the cases of Parents involved in Community Schools v. Seattle School District No 1 and Meredith v. Jefferson County Board of Education, the U.S. Supreme Court ruled 5-4 that race cannot be a factor in assigning students to high schools, thus rejecting integration plans in Seattle and Louisville, and possibly affecting similar plans in school districts around the nation.
History of Public Education Timeline

Reflecting on the History of Public Education Timeline, what thoughts & feelings come up for you?
History of Public Education Timeline

What from your local context might you add to this timeline?
History of Public Education Timeline

Oppression:
The systematic mistreatment of a group of people in a society by another group of people who serve as agents of that society, with the mistreatment encouraged or enforced by the society and its culture.
Dyad Prompt

Share an experience where you’ve attempted to challenge oppression and work for equity and felt stuck or challenged. Given your identity, what thoughts and feelings does this bring up for you? What have been some outcomes or consequences?
Stretch Break
Microlab Reflection Protocol

Trio Listening and Discussion Process

• A way to process our thoughts from the day
• A way to practice our listening skills with a “working trio”
Microlab Reflection Protocol

- Everyone has time to write in response to a given prompt.
- Each member of the trio has two minutes to share what they wrote or what they’re thinking without interruption.
- Repeat the process for the second and third prompts, each member of the trio sharing first at some point.
- Finish the protocol with time to discuss and respond to what they heard from each other.
Prompt One: Why do you believe inequity and oppression in public education are maintained?
Microlab Reflection Protocol

Prompt Two: How do your multiple identities combine to create the way that you view oppression and public education?
Prompt Three: What impact do you believe you can have working to achieve equity in your role? What might be hard for you?
Standard Feedback Questions

On a scale of 1-4, please rate your agreement with the statements below.

1 - strongly disagree
2 - disagree
3 - agree
4 - strongly agree

1. The content provided was worthwhile.
2. The format was engaging.
3. There were opportunities to discuss information with other participants.
4. After today's session, what element(s) are you committed to implement in your practice or share with others?
5. Please share any additional feedback on today's event. (optional)