

Six Educational Imperatives for Equity

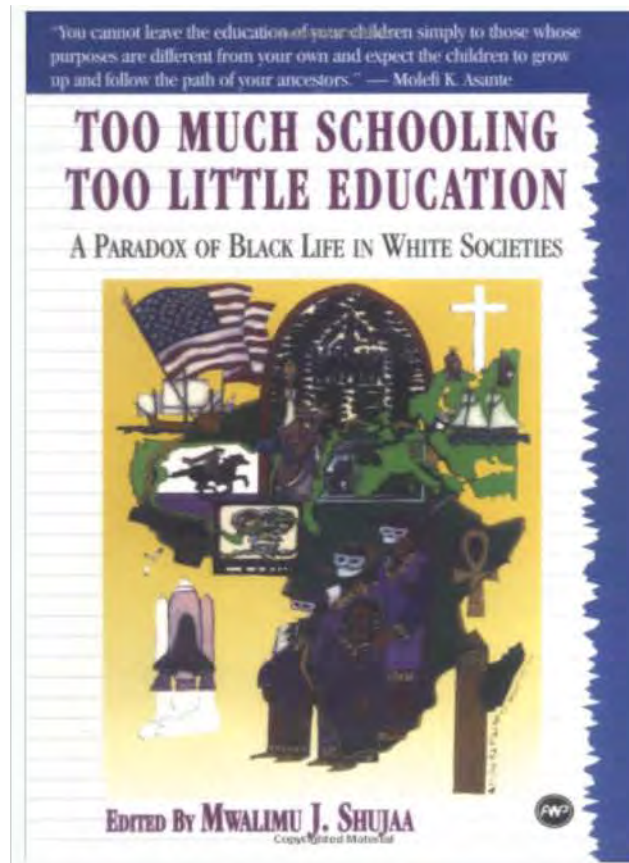
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Too Much Schooling



Adapted from EDUDEMIC <http://www.edudemic.com/2013/07/this-is-how-teens-are-using-social-media/>

- The average age when a child begins regularly consuming online media is 8
- Even though Facebook's minimum age requirement is 13, there are about 5 million users under the age of 10
- About 10 hours and 45 minutes per day are spent online (for 8-18 year olds)
- 25% of teens log into to social media 10+ times per day

Adapted from EDUDEMIC

<http://www.edudemic.com/2013/07/this-is-how-teens-are-using-social-media/>

- 51% of kids say they've been bullied online, and 49% say they have been the online bully
- Only 50% of parents have installed parental controls for their kids online interactions, but 72% worry that their kids will reveal inappropriate information online
- 88% of teens value social media because it helps them keep in touch with friends they don't see often

In short . . .

- When the Music Changes, so should the Dance!

• African Saying, Cynthia Dillard

Equity Imperative #1

Curriculum Must Validate Student Identity!

Three Forms of Curriculum

Explicit

Implicit

Null

E. Eisner (1994)

Vicarious Trauma

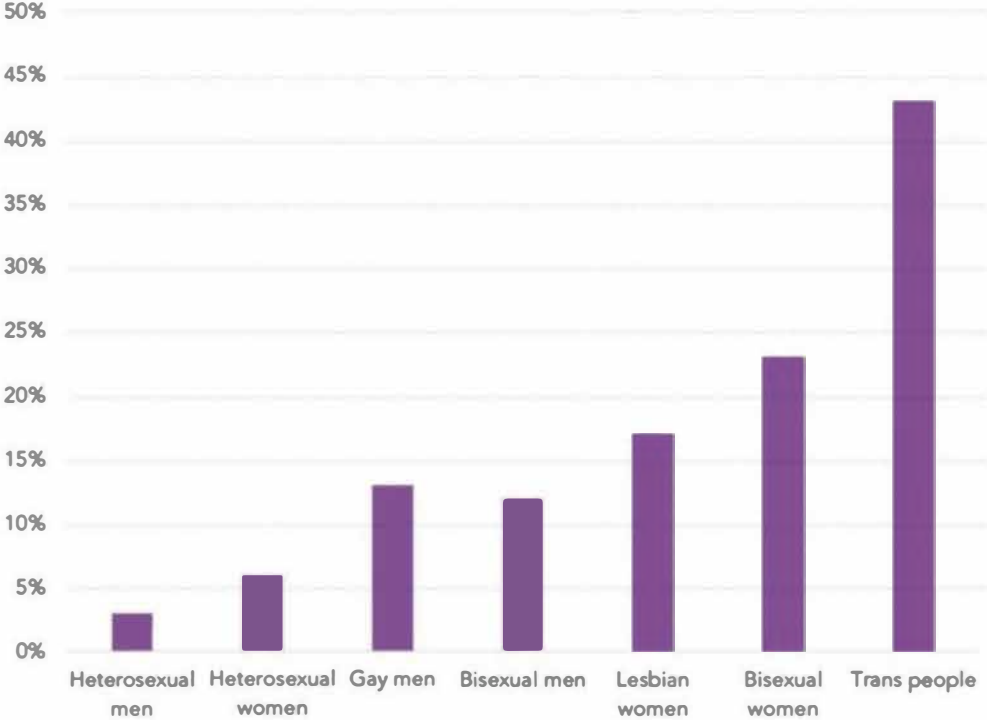
“Vicarious trauma is the emotional residue of exposure that [people] have from hearing [other people’s] trauma stories and become witness to the pain, fear, and terror”

- American Counseling Association

Equity Imperative #2

- **Curriculum Must Help Students Address [Vicarious] Trauma!**

Proportion of Adults Who Have Attempted Suicide

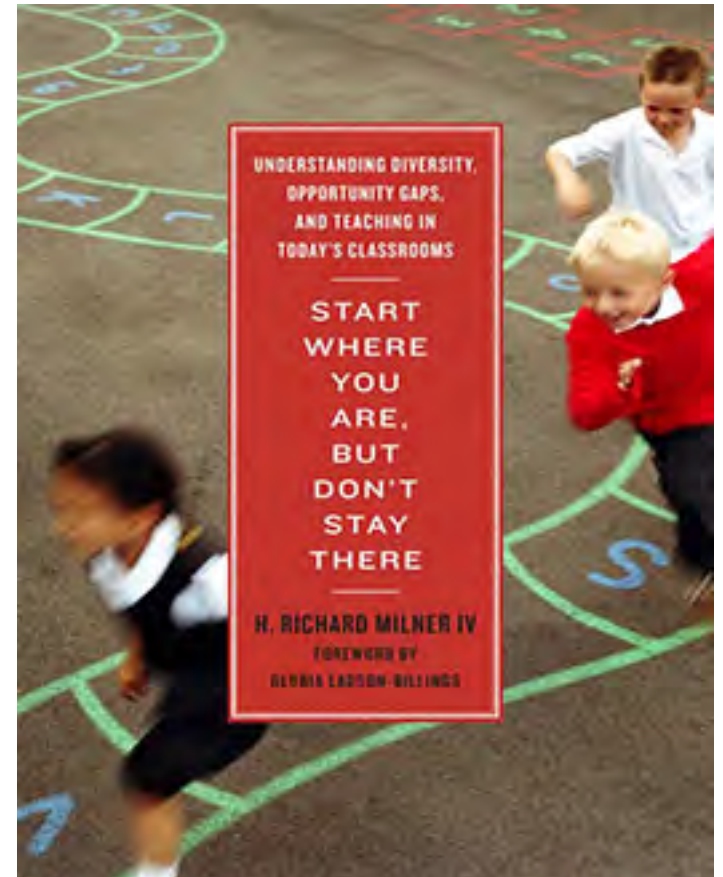


Source: "A systematic review and meta-analysis of disparities in the prevalence of suicide ideation and attempt among bisexual populations," *Archives of Sexual Behavior*, 2019; "Suicidality among trans people in Ontario: implications for social work and social justice," *Service Social*, 2013.

Equity Imperative #3

Curriculum Should Connect to Community and Social Change

Robbery in the Perry Community!



Vicarious Trauma

“Vicarious trauma is the emotional residue of exposure that [people] have from hearing [other people’s] trauma stories and become witness to the pain, fear, and terror”

- American Counseling Association

Equity Imperative #4

**Curriculum Must Address and Centralize
Race!**

Why is it so difficult to have conversations about race, especially in
“mixed” company?

Race has nothing to do with it?

“Our principal invited you here to talk to us about specific strategies to teach our poor children. I was devouring what you had to say — you were right on target — until you got to this race stuff.

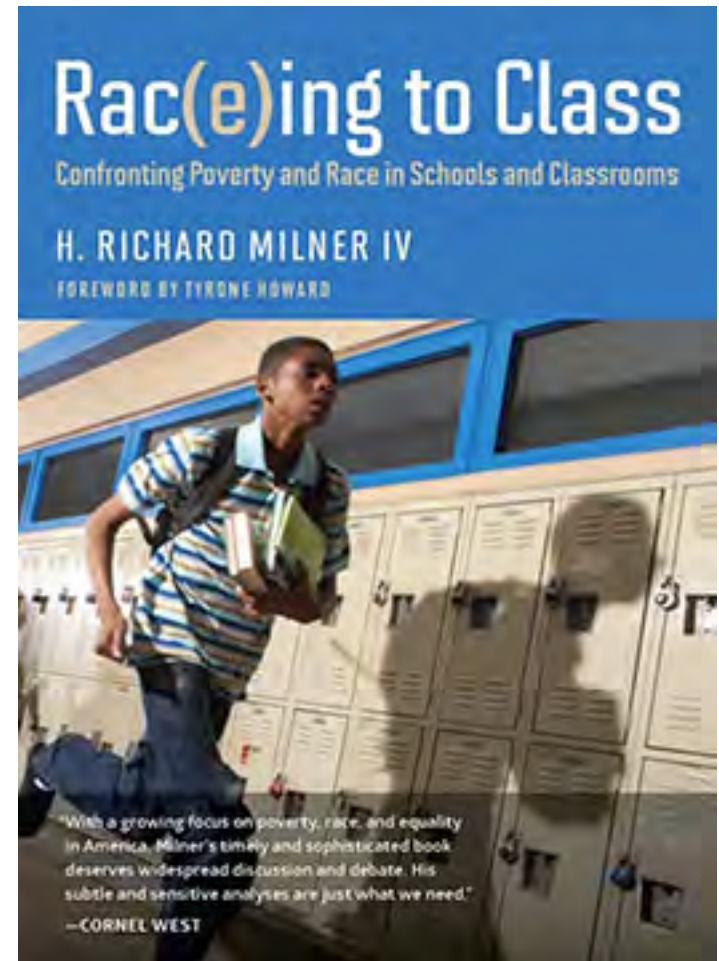
Race has nothing to do with how to teach my kids living in poverty. What does it matter?

Really!”

(Rac(e)ing to Class, p. 4)

Defining Race

- Socially (Ladson-Billings & Tate, 1994)
- Legally (Harris, 1993)
 - Plessy v. Ferguson (1896)
 - Rowles v. Board (1907)
 - Mendez v. Westminster (1947)
 - Brown v. Board (1954)
 - Milliken v. Bradley (1974)
- Historically (Anderson, 1988)
- Physically--not Biologically (Monroe, 2013)
- Contextually (Tate, 1997)

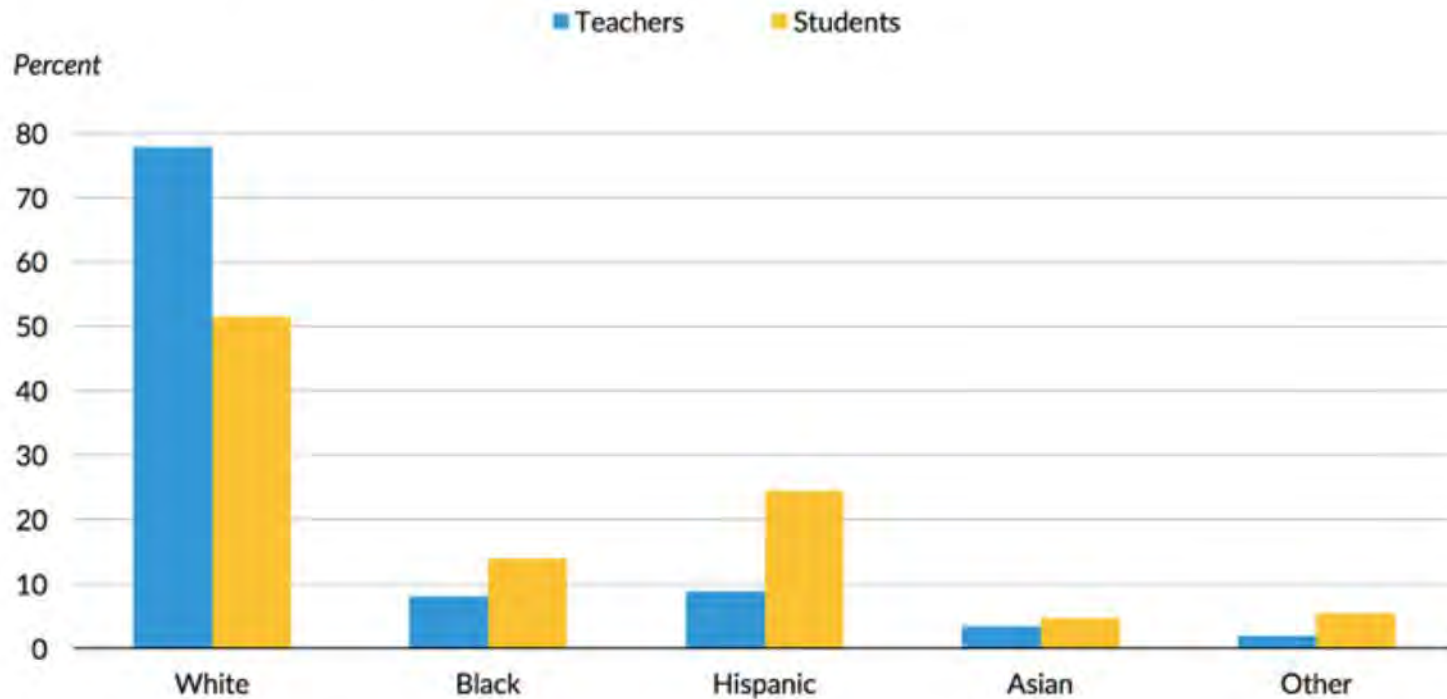


Defining Racism

“The transformation of racial prejudice into...racism through the use of power directed against racial group(s) and their members, who are defined as inferior by individuals, institutional members, and leaders, which is reflected in policy and procedures with the intentional and unintentional support and participation...”

(Carter, 2007, p. 24)

How Does Teacher Diversity Compare with Student Diversity?



Source: American Community Survey, 2015.

Notes: Students are defined as all individuals ages 5 to 17; teachers are defined as individuals ages 25 to 34, with a bachelor's degree, who are teachers at the prekindergarten through high school level.

URBAN INSTITUTE

(Urban Institute, 2017)

Colorblindness

People sometimes claim that they were raised to “just see people,” and to not think about race.

This thinking carries over into their conceptions of their work:

- Mindset 1: If I acknowledge the racial or ethnic background of my students or myself, then I may be considered racist.
- Mindset 2: If I admit that people experience and see the world differently, I may be seen as politically incorrect. I may offend others (students, colleagues) if I express my beliefs and reservations about race.
- Mindset 3: I should treat all my students the same, regardless of who they are, what their home situations are, or what their experiences related to race happen to be.

Implications for Practice

- Adoption of color-blind ideologies make it difficult to recognize systemic/broader disparities and dilemmas such as
- An over-representation of students of color in special education
- An under-representation of students of color in gifted education
- An over-referral of Black students to the office
- An overwhelming number of Black and Brown students expelled or suspended.

“Daddy, I have a Secret!”

Non-Compliance and
A Dad’s Anxiety

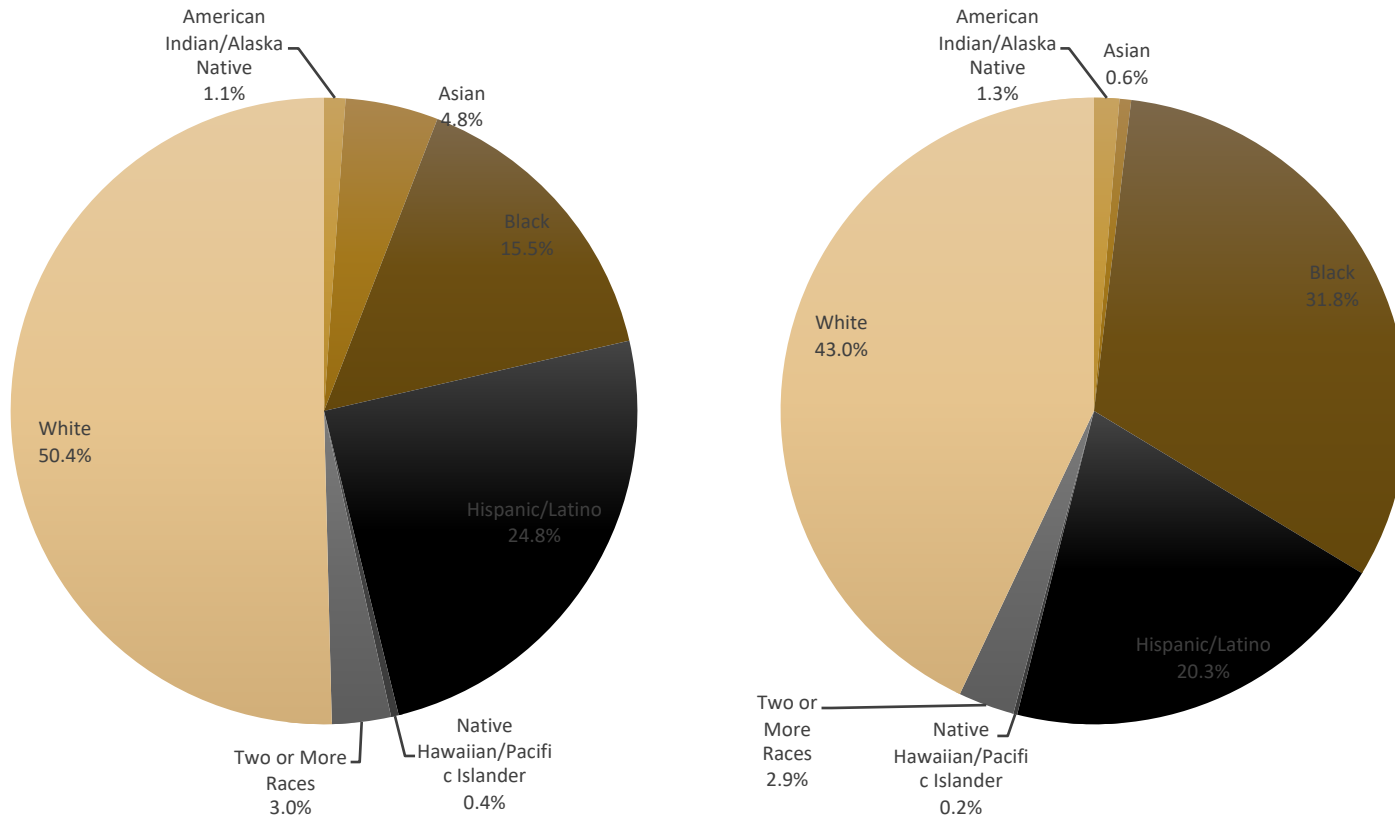
**Students' Academic Achievement is Related
to Strong Racial Identity**

Equity Imperative #5

- **Curriculum Must Disrupt Disproportionality**

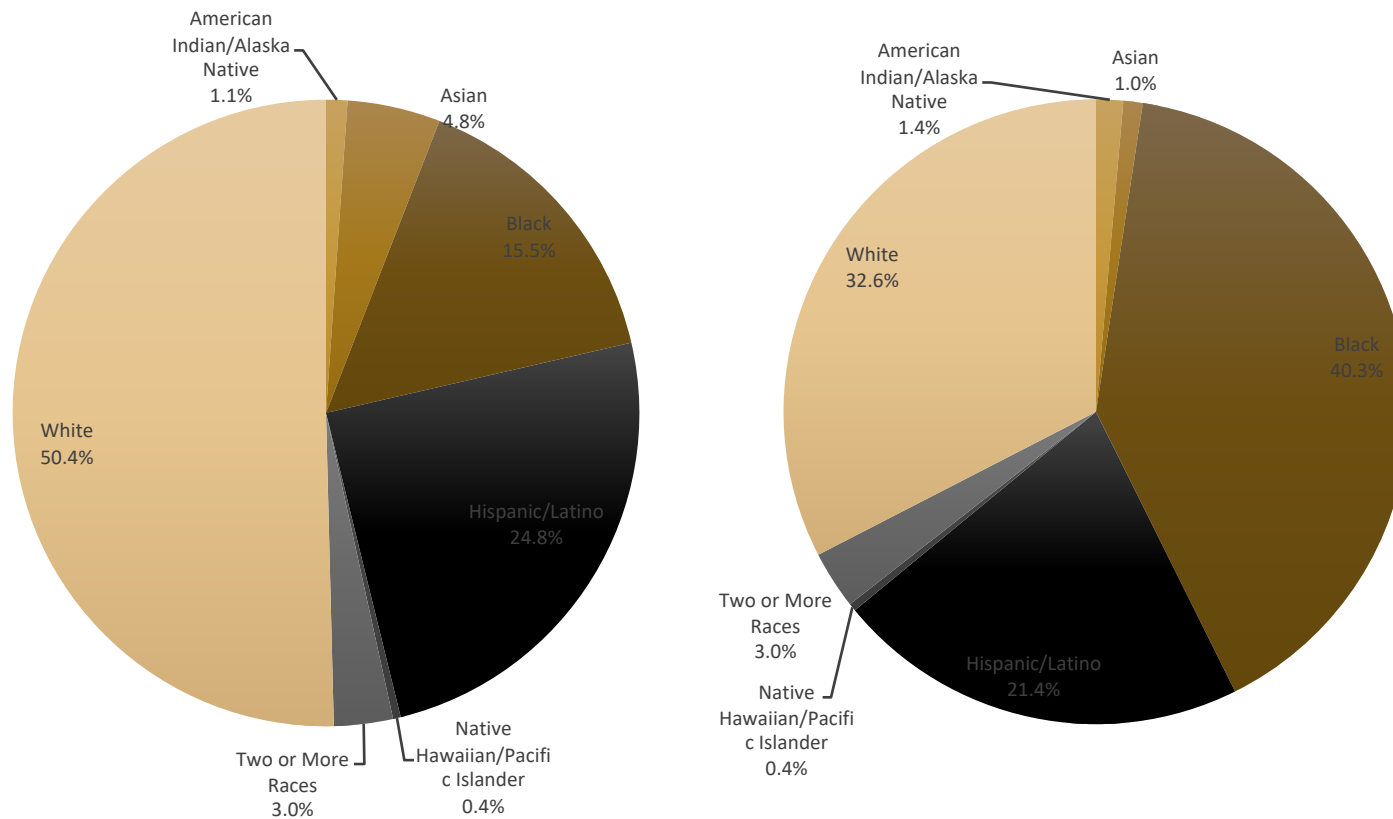
National Data | Students

National K-12 in-school suspensions by race and ethnicity



SOURCE: U.S. Department of Education, Civil Rights Data Collection (CRDC), 2013-2014

National K-12 out-of-school suspensions by race and ethnicity

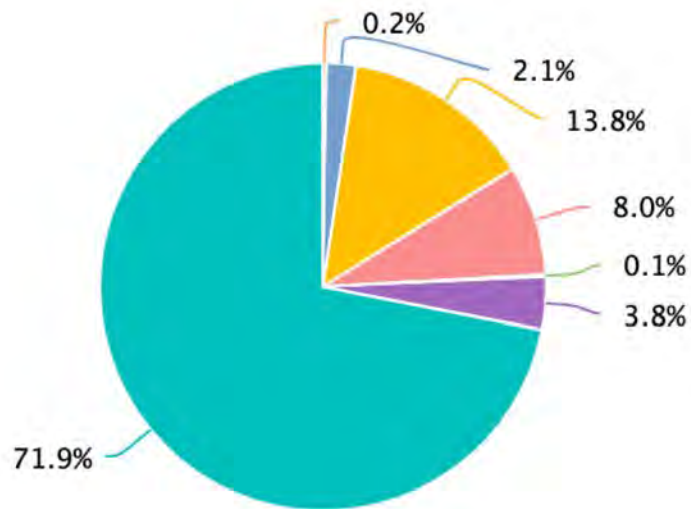


SOURCE: U.S. Department of Education, Civil Rights Data Collection (CRDC), 2013-2014

Knox County Schools, TN

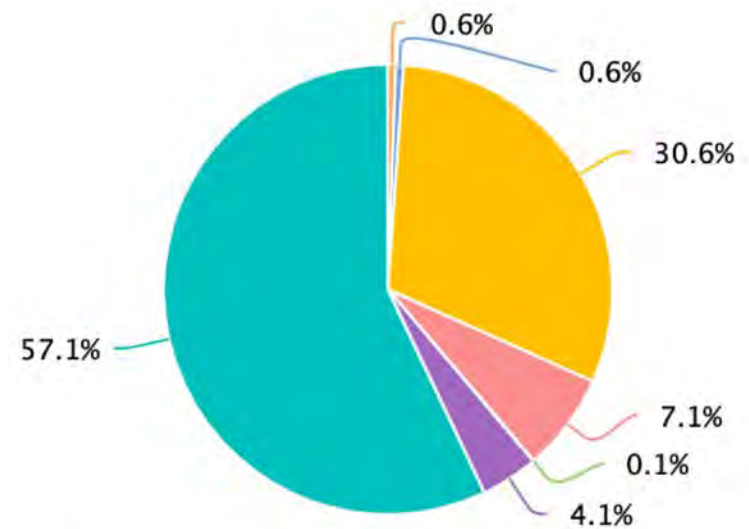
District Enrollment

n=60,479



In-School Suspensions

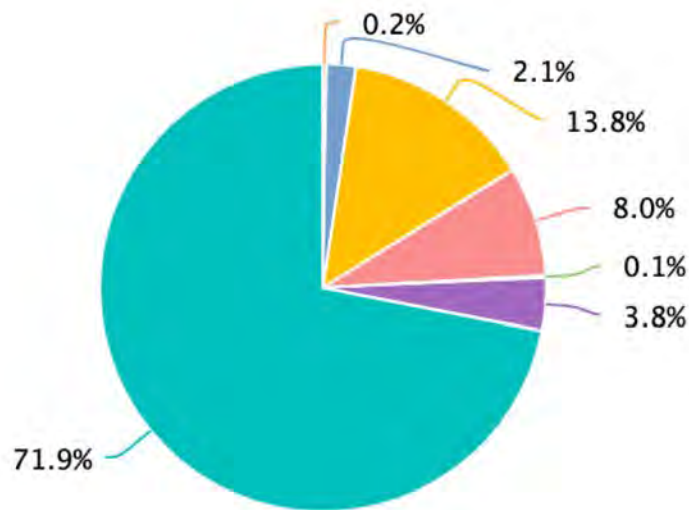
n=5,332



Knox County Schools, TN

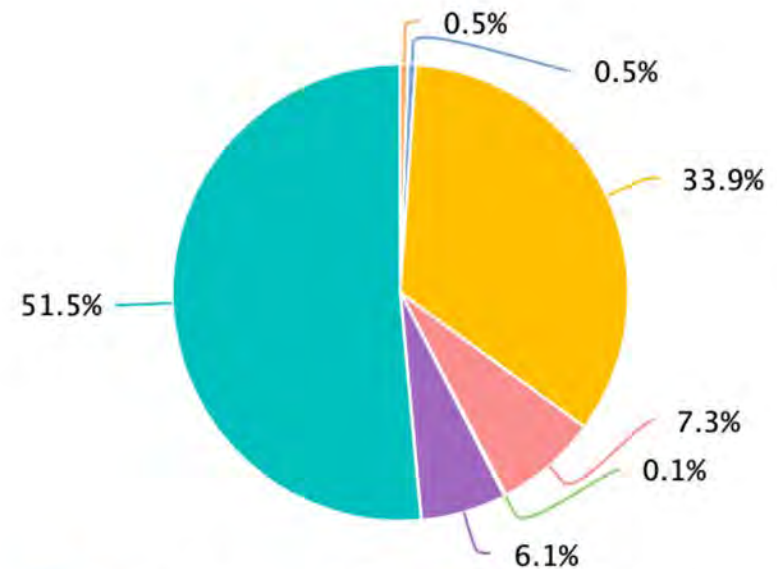
District Enrollment

n=60,479



Out-of-School Suspensions

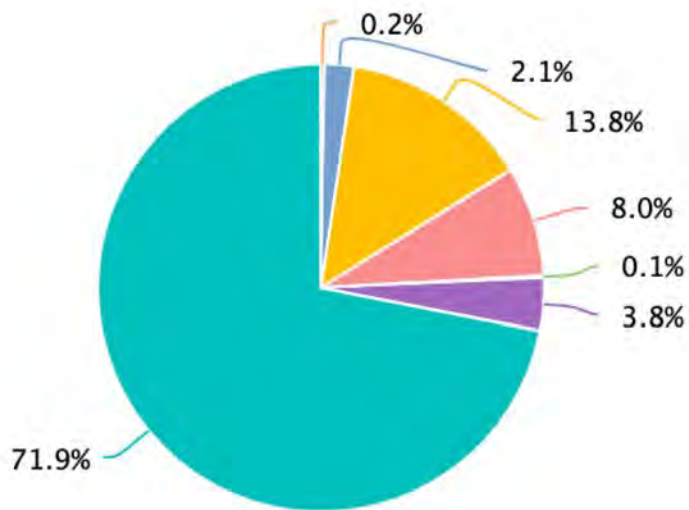
n=4,730



Knox County Schools, TN

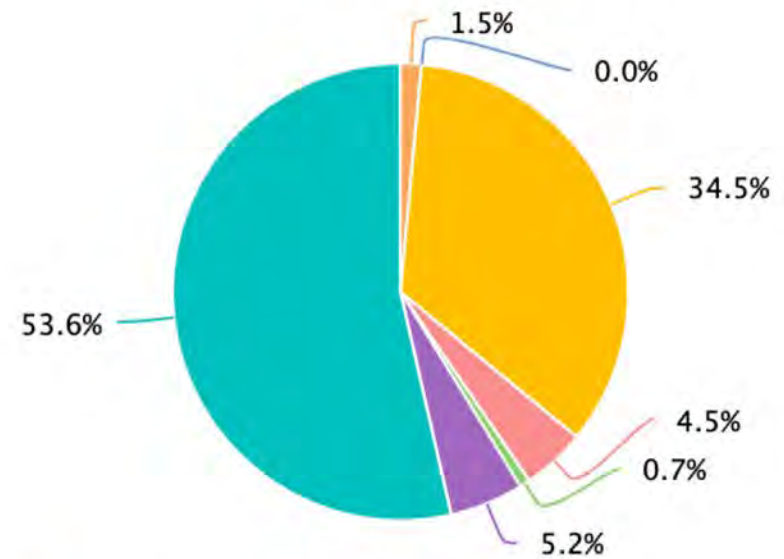
District Enrollment

n=60,479



Expulsions

n=267



Disproportionality (California Department of Education)

- “Disproportionality means that there are more (or fewer) children from a particular group who are experiencing a given situation than we would expect, based on the group’s representation in the general population”

(http://www.calstat.org/podcasts/htmlversion/disproportionate_rep.html).

Big Themes Covered

- Time on Task – Missed Instructional Time and Test Score Results (Woolfolk Hoy, 2015)
- Punishment Versus Discipline (Duncan-Andrade, 2017; Foucault, 1975; Noguera, 2003; Skinner, 1938)
- Black and Brown students referred for Subjective Infractions.
- White students referred for Objective ones (Skiba, 2004; Skiba, 2011)
- Infractions tend to originate on the classroom level.
- Most of office referrals are for non-compliance.

Tenets of Discipline versus Punishment

Discipline	Punishment
Provide Multiple Opportunities for Students to "Excel"	Exclude, Office Refer, Suspend, and Expel
Focus on Cognitively Rich and Rigorous Curriculum Practices	Teach to the Test
Communicate and Collaborate with Families on ways to Support Student Learning and Development	Ostracize and Marginalize Families, Parents and Communities
Model Tenacity, Persistence and Care	Give up on Students
Cultivate and Envision Students as Knowledgeable	Act as the Arbiter of Knowledge and Knowing

Tenets of Discipline versus Punishment (Continued)

Discipline	Punishment
Invest in the Individual to Impact the Community	Advance an Individualistic Ethos of Success
Build and Sustain Relationships with Students	Create Unnecessary Distance Between Students
Engage in Real Talk about Social Realities and Expectations in Society	Engage in Irrelevant Talk or No Talk at All Society
Expand Racially-Centered Textual Curriculum Opportunities	Develop and Enact Curriculum as White, Mainstream, and Traditional

Further Recommendations

Jennings, Missouri

- Hope House -- Homeless Shelter/Residency-On Campus Housing (Nativity Model)
- Washer and Dryers on the School Property open to Students and Families
- Doctors, Pediatricians, and Mental Health Counselors Provided
- Food Pantry – Basic Food Items Available to Students and Families
- Saturday School (increase the number of hours for learning) – College Prep, Accelerated Learning
- Pay for College Courses Towards and Associate's Degree
- Restoration of the Arts in the District (Music, Art, Dance)
- Teacher Incentives: New Teachers Earn Full Salary while working with an Experienced Teacher
- Positive Feedback, Strong Morale, Words of Affirmation

Recommendations

- ✓ Increase the Number of Adults in Every Classroom (Noguera)
- ✓ Incorporate Language and Literacy Development
- ✓ Across the Curriculum
- ✓ Provide Continual Study Skill Courses/Opportunities
- ✓ Teach Organizational Skills
- ✓ Provide Mentoring Programs (inside and outside of school) üFamily Support Mechanisms – health care, job placement
- ✓ English language learning development
Reduce class size for school dependent students (that is, for students who rely heavily on school for their academic, social, emotional, behavioral, and affective development)

Keep in Touch!

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