

APPENDIX V – 294

# Asset-Based Pedagogies: An Imperative Towards Educational Equity

Department of Culturally Relevant  
Pedagogy and Instruction



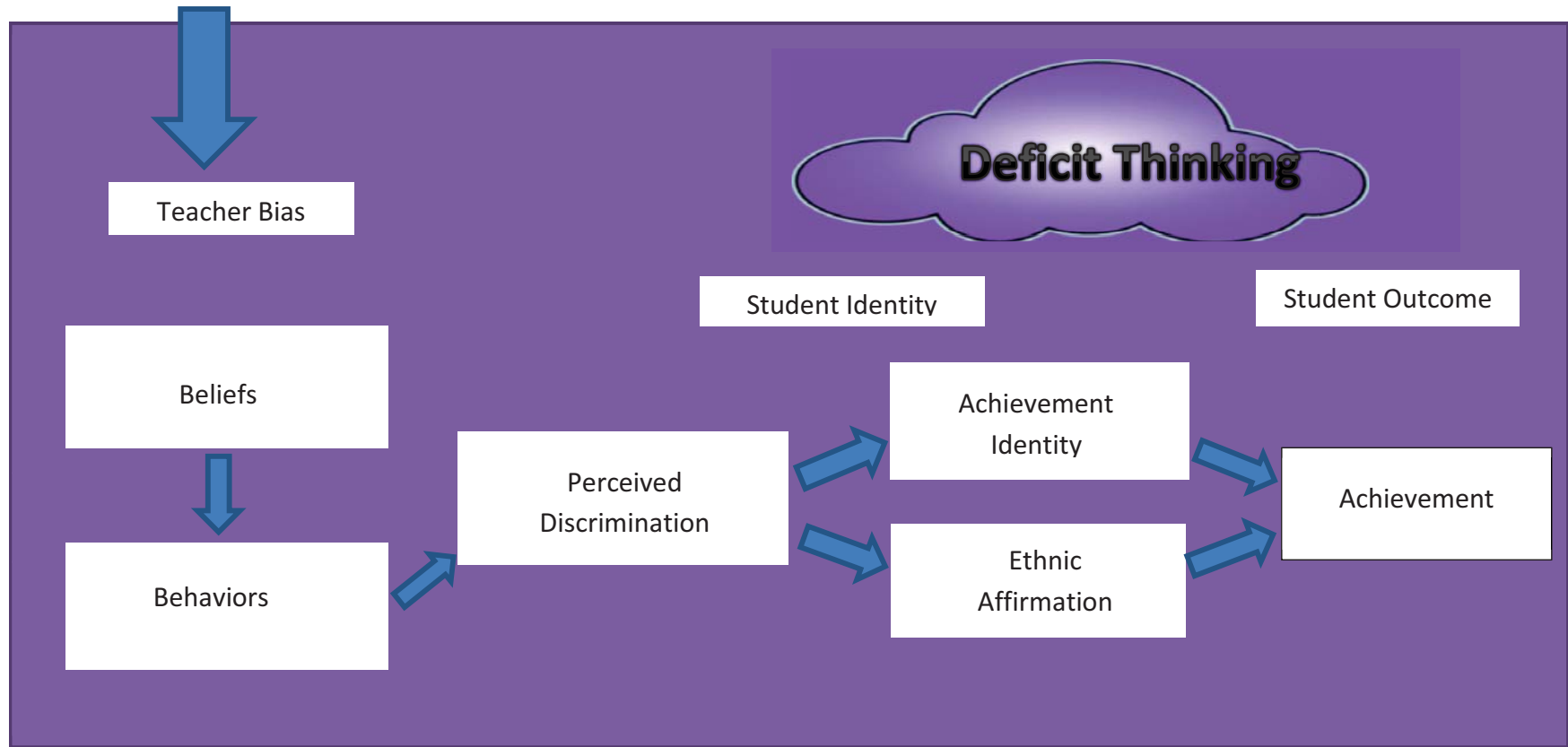
# Outcomes

- Examine deficit thinking framework.
- Examine
- Engage in reflecting thinking about educational equity.

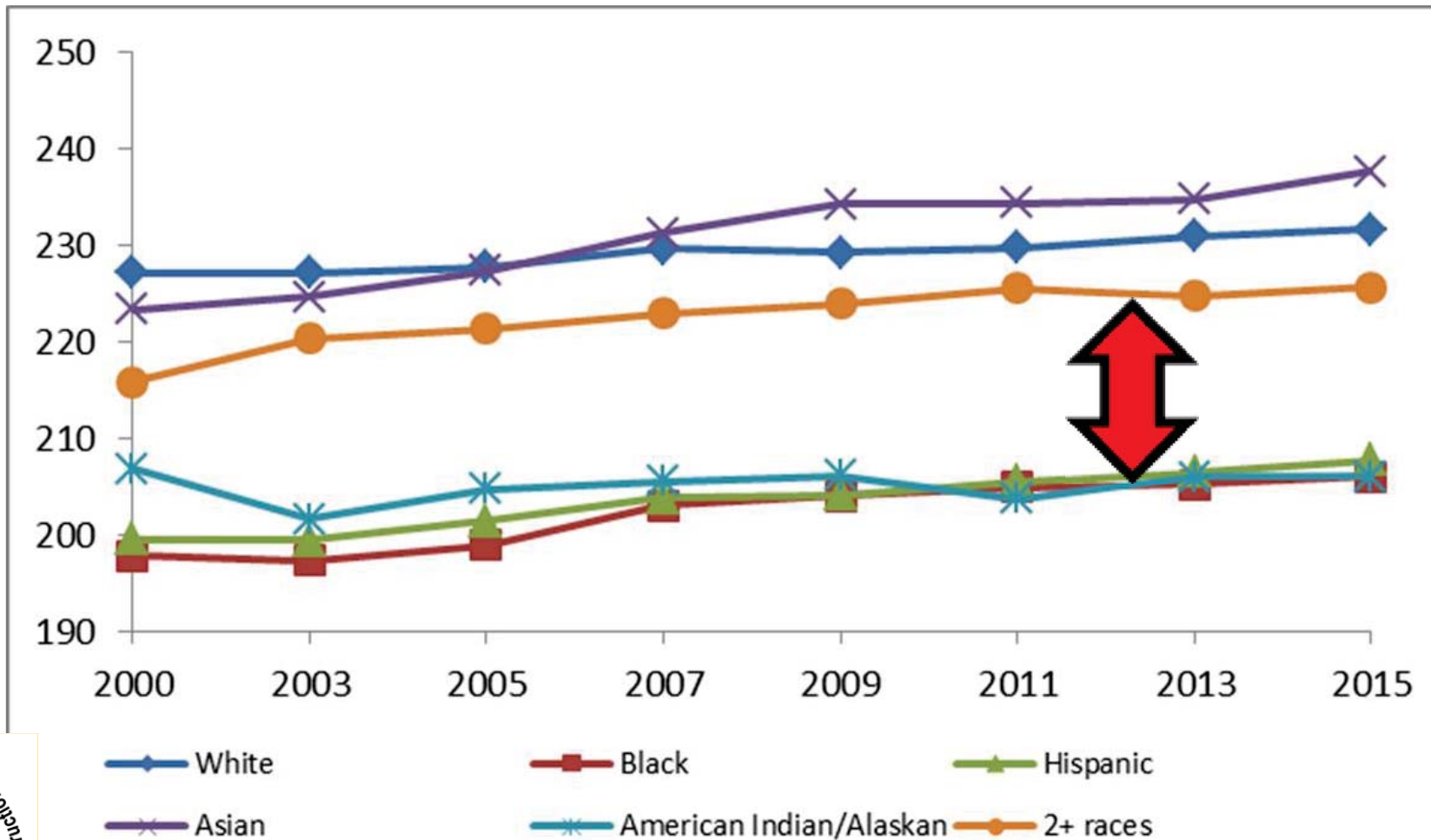




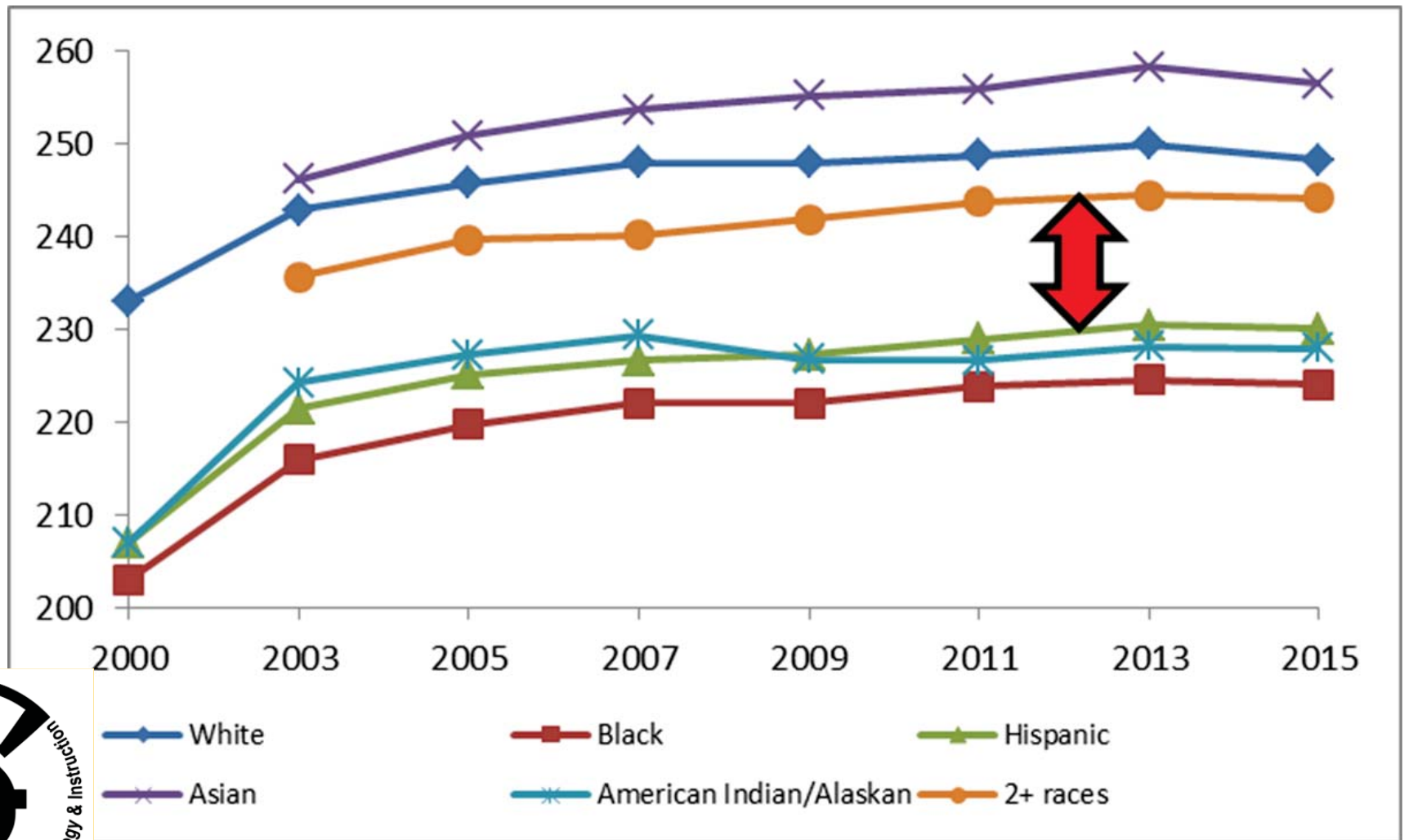
# Barrier to educational equity



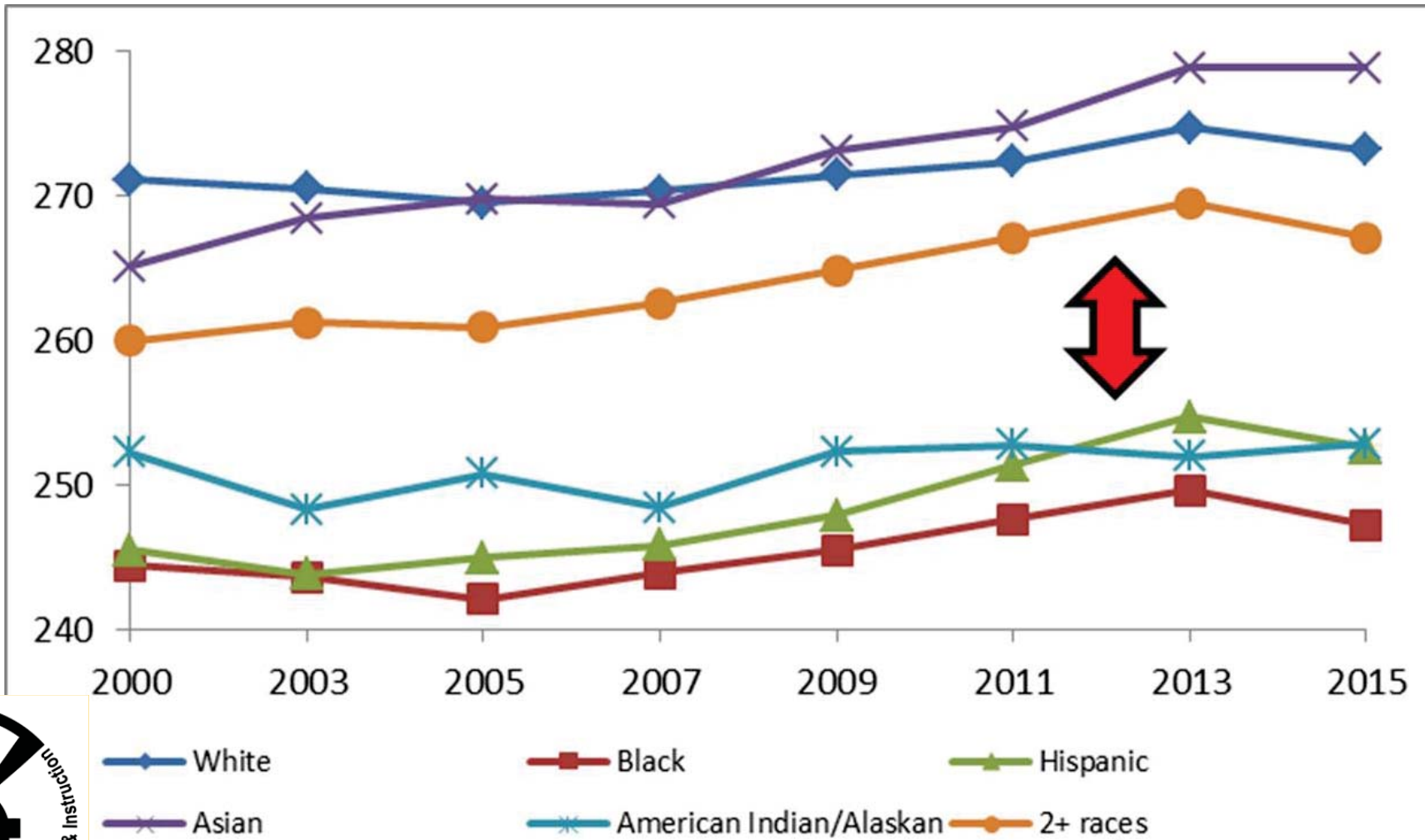
# 4<sup>th</sup> grade Reading NAEP



# 4<sup>th</sup> grade Math NAEP

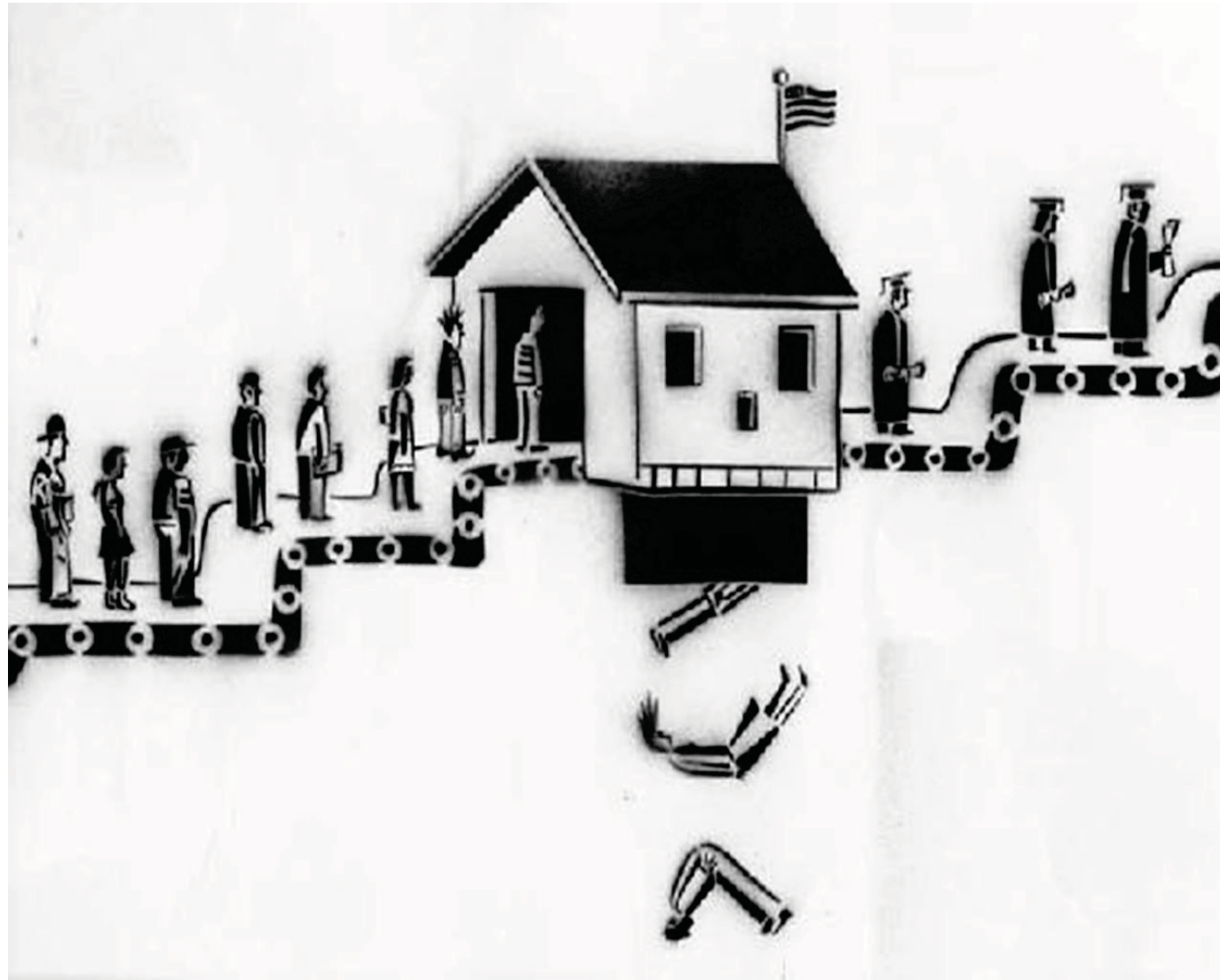


# 8<sup>th</sup> grade Reading NAEP





# Reflection



# Expectations

- **Teacher expectations research has added to our understanding about**
  - **the ways teachers communicate their expectations to students** (see Brophy & Good, 1970; Brophy & Good, 1984)
  - **how students perceive differential teacher behavior** (e.g., Weinstein, Marshall, Sharp, & Botkin, 1987)
  - **its effect on students' own perceptions of ability and achievement** (Rubie-Davies, 2006)



# Expectations

- **Despite**
  - the established presence of teacher expectation research in
    - teacher preparation programs (e.g., Barnes, 1987)
    - licensure standards (e.g., Council of Chief State School Officers, 2011)
  - Numerous education reforms
- **Historically marginalized students continue to be underrepresented in a vast array of achievement outcomes**
  - achievement test scores
  - AP and dual credit
  - high school completion
  - college matriculation



# Reflection

- Individual reflection:
  - What are **the five most critical things you want the students** in your class to learn this year?
- Share
  - Share you thoughts with a partner
- What is the most important thing you have learned or done so far in this class?
  - How might your students respond to this prompt?
  - Individual reflection



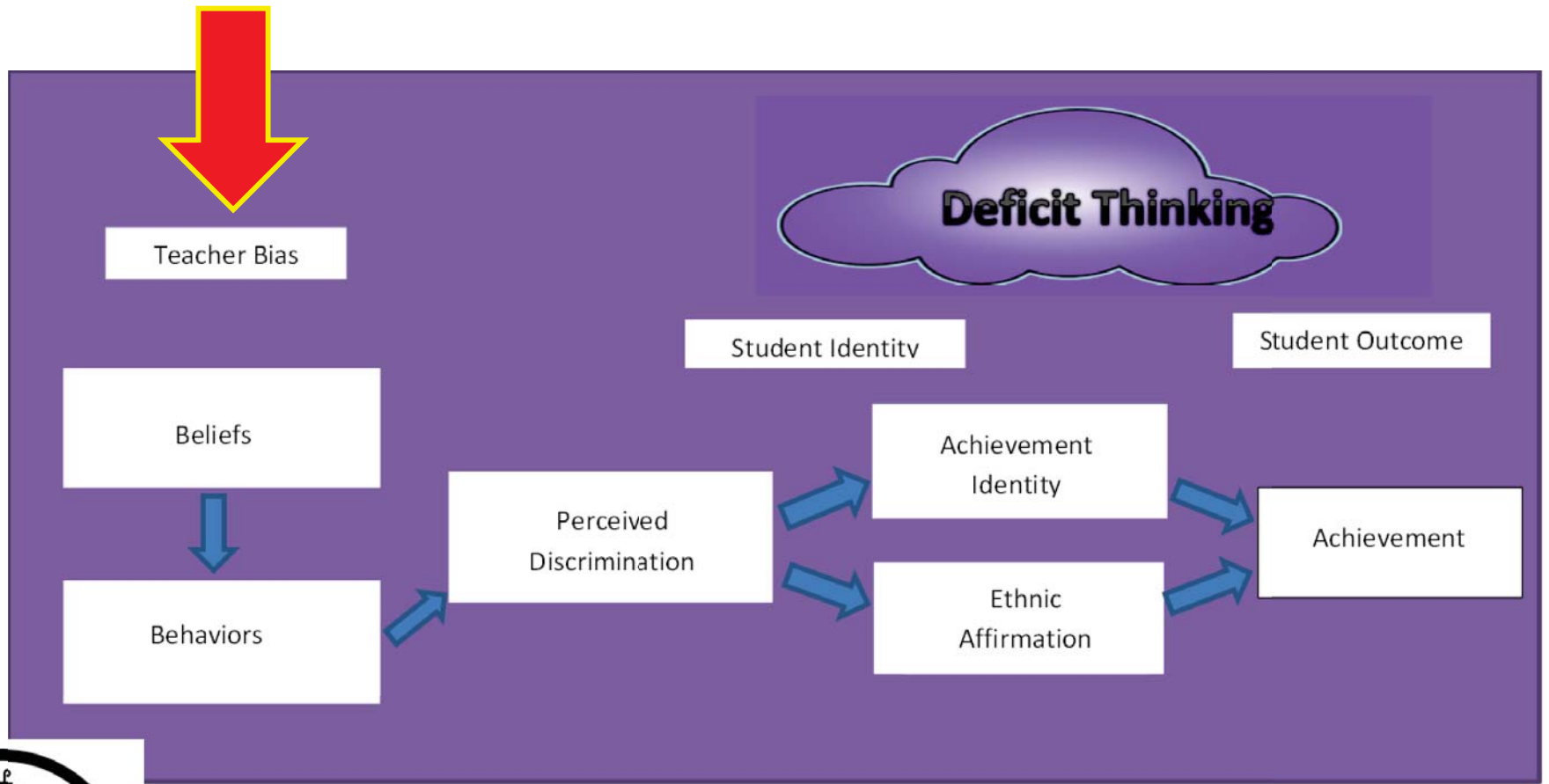
# Expectations

- **The expectations of Latinos is too often low, as evidenced by teachers' tendency to deliver a watered-down curriculum with low rigor and restricted access to cognitively demanding tasks (Moll, 1988, 1990).**



- **Expectations:**
  - **Deficiency-beliefs that translate into behaviors**







# Beliefs → Behaviors

- **Critical awareness reduces biases with understanding of**
  - the historical context of traditionally marginalized students
  - the discrepancy between what is typically validated as knowledge in classrooms and the challenges to those assumptions, and
  - the ways the curriculum in schools serves to replicate the power structure in society

(e.g., Apple, 2004; Banks, 1993; Bowles & Gintis, 1976; Darder, 2012; Freire, 1970; Giroux, 1985; Ladson-Billings, 2004).

- If we understand how past injustices have contributed to the “gaps” we see today, we also understand that these are not really achievement gaps; they are **opportunity gaps**.



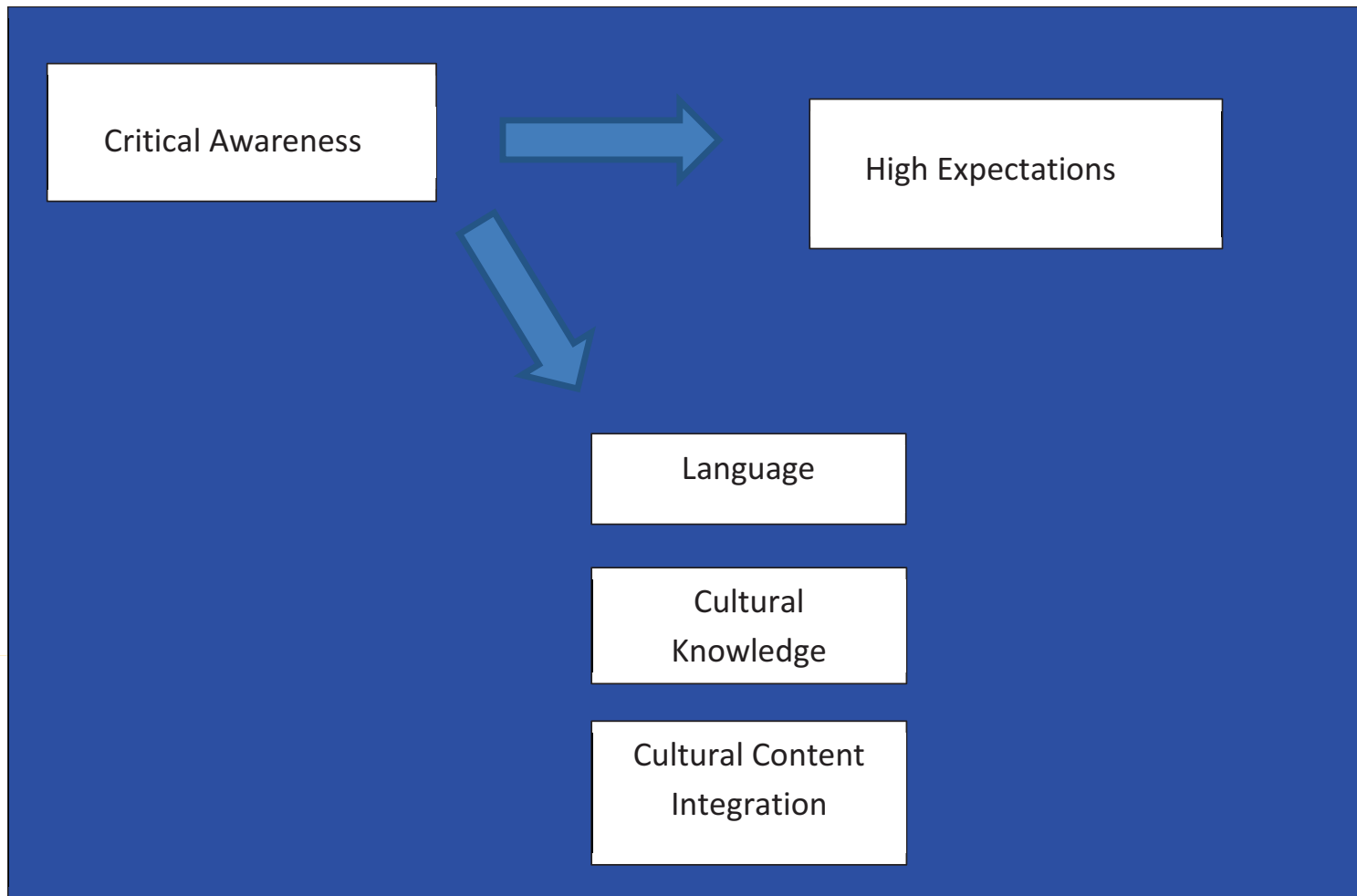


# Beliefs → Behaviors

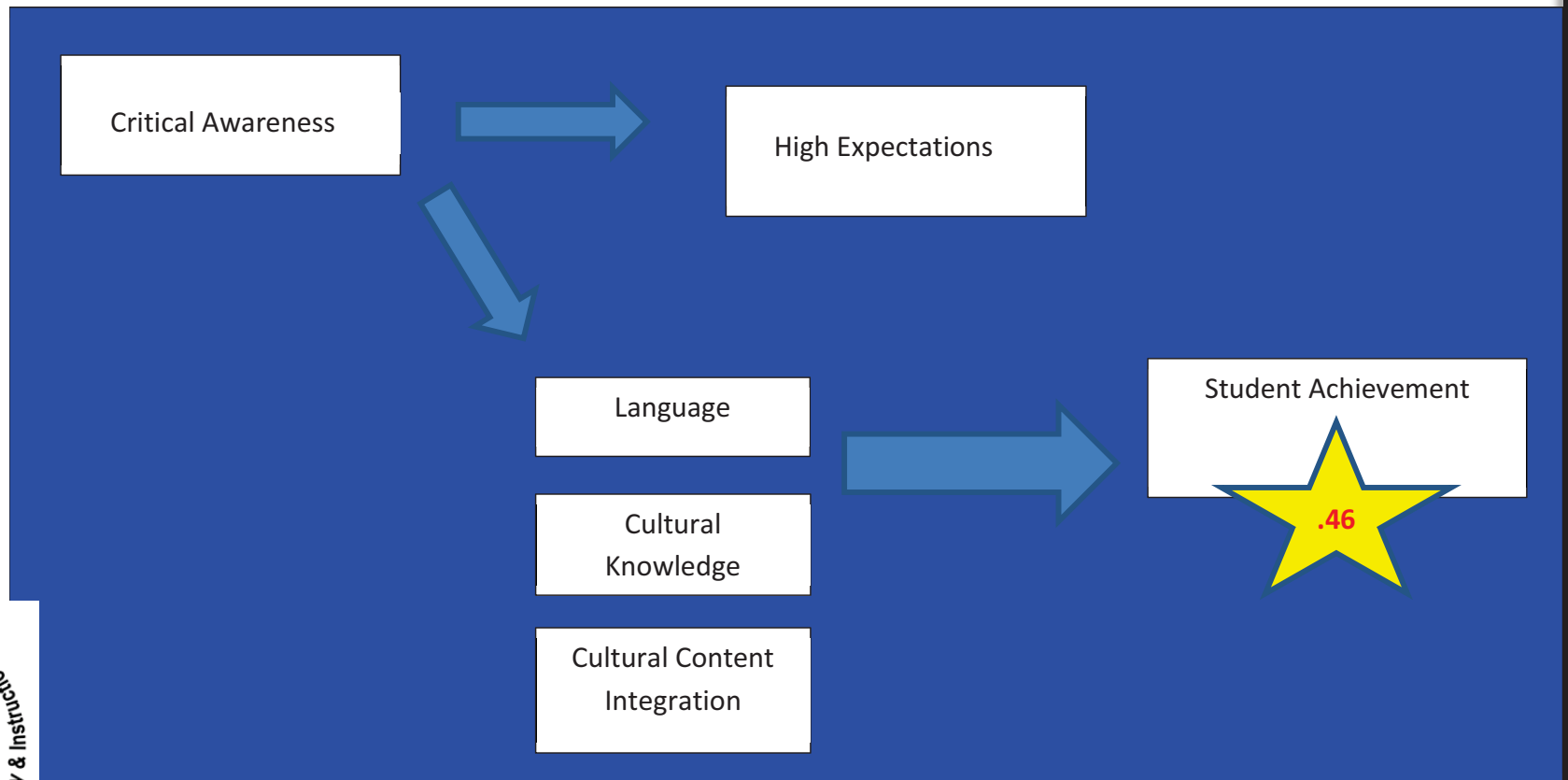
- **How do teachers increase critical awareness?**
- Think
- Pair
- Share



# What beliefs and behaviors do we see with “critical awareness”?



# How are they related to Latino students' outcomes?



# Asset-based pedagogy

- “There are unique competencies that are essential to the effective teaching of traditionally marginalized students.”

- *funds of knowledge*
- *critical bicultural*
- *equity pedagogy*
- *cultural*
- *culturally relevant*
- *culturally responsive*

View students' culture as a strength

- *cultural connectedness* (McCarty, 2007)
- *critical culturally sustaining revitalizing pedagogy* (McCarty & Lee, 2014)



