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

Teacher Bias

Beliefs

Behaviors

Perceived Discrimination

Student Identity

Achievement Identity

Ethnic Affirmation

Student Outcome

Achievement

Deficit Thinking
4th grade Reading NAEP

- White
- Black
- Hispanic
- Asian
- American Indian/Alaskan
- 2+ races

Graph showing trends from 2000 to 2015.
4th grade Math NAEP
8th grade Reading NAEP

- White
- Black
- Hispanic
- Asian
- American Indian/Alaskan
- 2+ races

Data points for years 2000 to 2015.
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 your 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”?

- Critical Awareness
- High Expectations
- Language
- Cultural Knowledge
- Cultural Content Integration
How are they related to Latino students’ outcomes?

Critical Awareness → High Expectations

Language → Cultural Knowledge → Cultural Content Integration → Student Achievement

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Asset-based pedagogy

• “There are unique competencies that are essential to the effective teaching of traditionally marginalized students.”
  • funds of knowledge (Gonzalez, Moll, & Amanti, 2004)
  • critical bicultural pedagogy (Darder, 1991)
  • equity pedagogy (Banks, 1993)
  • culturally sustaining pedagogies (Paris, 2012)
  • culturally relevant pedagogy (Ladson-Billings, 1995a, 1995b)
  • culturally responsive teaching (Gay, 2000)
  • cultural connectedness (Irizarry, 2007)
  • critical culturally sustaining revitalizing pedagogy (McCarty & Lee, 2014)

View students’ culture as a strength