APPENDIX V – 146

CULTURALLY RESPONSIVE PRACTICE

How to identify and minimize "signal" influences?

Francesca López
University of Arizona
College of Education

July 19 & 20, 2016

THE UNIVERSITY OF ARIZONA
College of Education

CULTURALLY RESPONSIVE SCHOOLS

- *5 Strategies to Start the Year Right!*

1. Reflect on your own beliefs and challenge yourself to move beyond fixed ideas.

2. Welcome students by name as they enter the classroom (Learn to correctly pronounce students' names).

3. Ensure that literature and instructional material reflect racial, ethnic, and cultural diversity.

4. Seek multiple perspectives

5. Use students' real life experiences to connect school learning to students' lives.
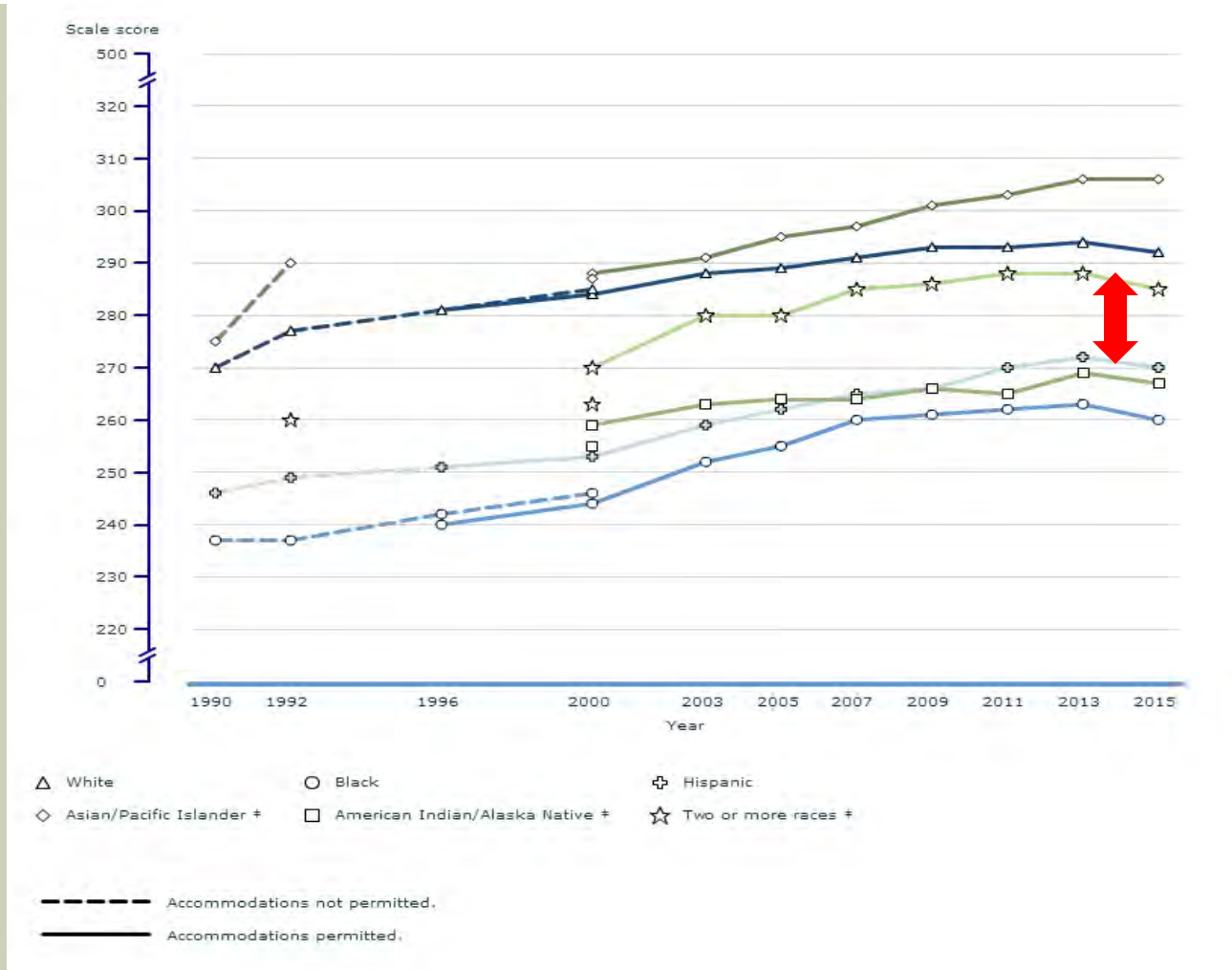
- **Why should we care about this?**

8TH GRADE READING NAEP
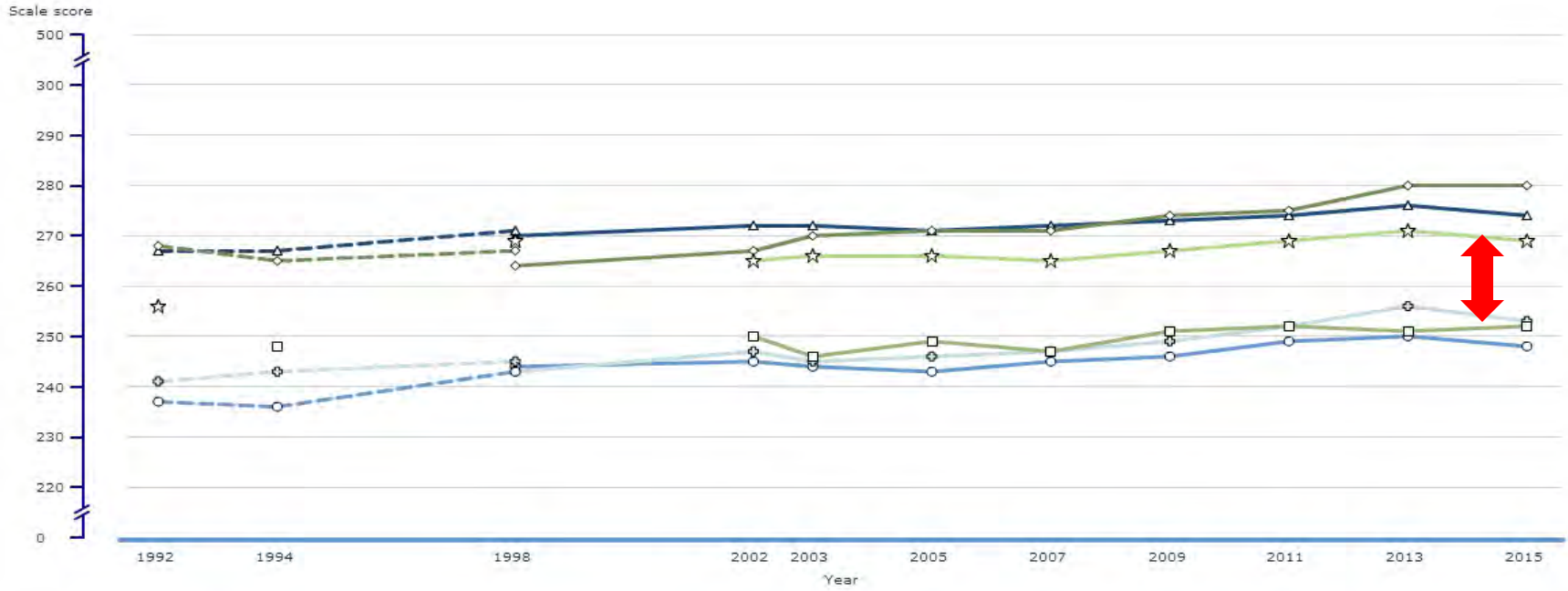
8TH GRADE MATH NAEP

BACKGROUND

- **Social Equity Theory (SET):**
  - **Direct Influences**
    - **Parenting practices**
    - **Neighborhood influences**
    - **Quality of instruction**

    These socially transmitted influences <u>affect all children</u> and explain ALL achievement disparities…until children are about 8 years old.

DIRECT INFLUENCES NOT STATISTICALLY-CONTROLLED

DIRECT INFLUENCES STATISTICALLY-CONTROLLED

DIRECT INFLUENCES STATISTICALLY-CONTROLLED

DIRECT INFLUENCES STATISTICALLY-CONTROLLED

DIRECT INFLUENCES STATISTICALLY-CONTROLLED

DIRECT INFLUENCES STATISTICALLY-CONTROLLED
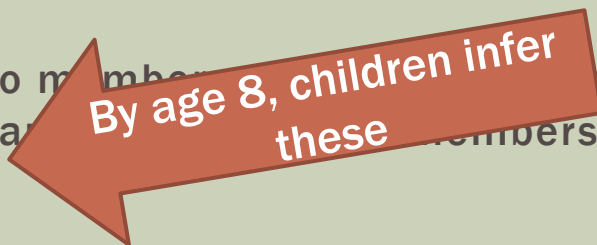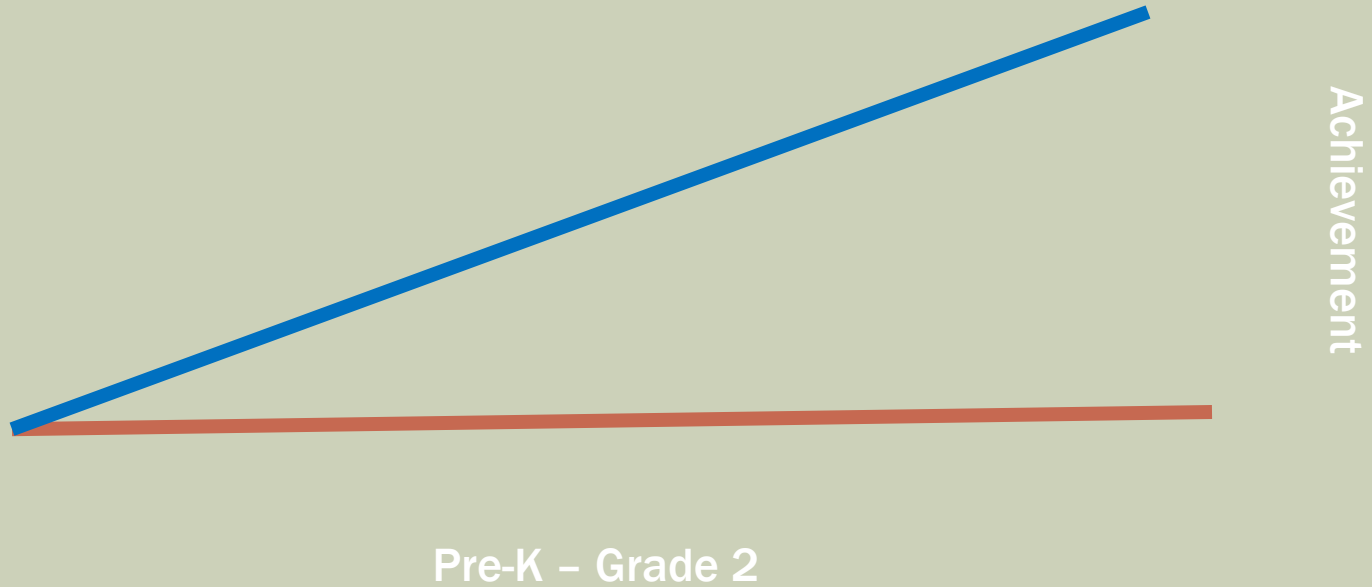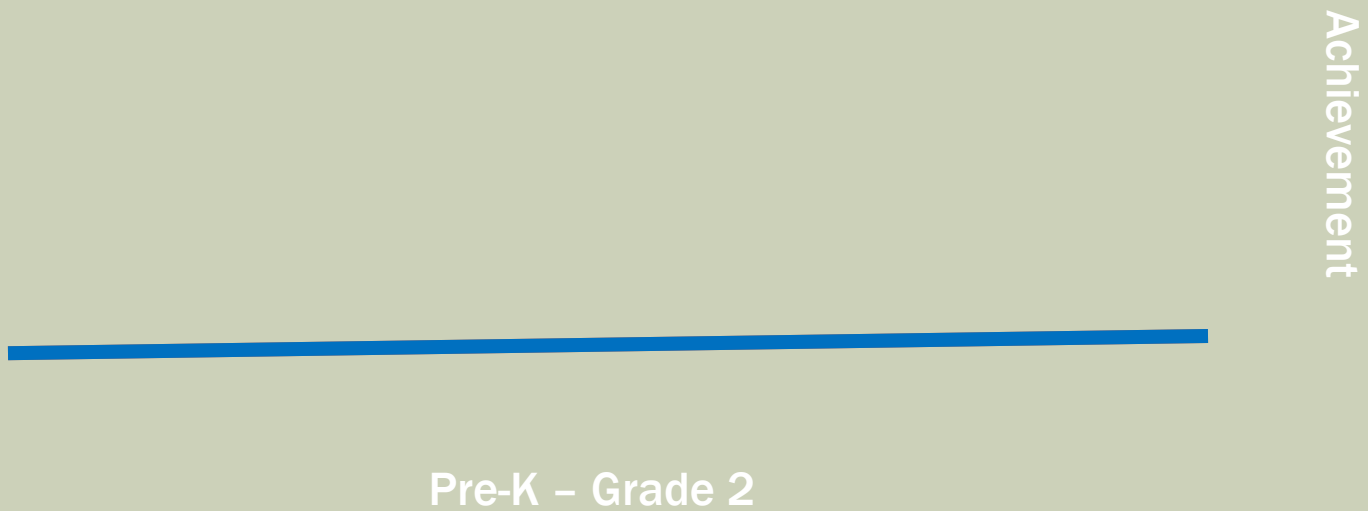
BACKGROUND

- **Social Equity Theory (SET):**
  - **Direct Influences**
    - **Parenting practices**
    - **Neighborhood influences**
    - **Quality of instruction**

  - **Signal Influences**
    - "social events that signal to members of negatively stereotyped groups that they are devalued because of their group membership" (McKown, 2013, p. 1125)

  By age 8, children infer these

CULTURALLY RESPONSIVE SCHOOLS

- *5 Strategies to Start the Year Right!*

1. Reflect on your own beliefs and challenge yourself to move beyond fixed ideas.

2. Welcome students by name as they enter the classroom (Learn to correctly pronounce students' names).

3. Ensure that literature and instructional material reflect racial, ethnic, and cultural diversity.

4. Seek multiple perspectives

5. Use students' real life experiences to connect school learning to students' lives.

These matter because they reduce signal influences

V - 146, p. 13

CULTURALLY RELEVANT PEDAGOGY

- **Ladson-Billings (1995) argues there are three domains of culturally relevant pedagogy:**
  - **Conceptions of self and others**
  - **Conceptions of knowledge**
  - **Social relations**

CULTURALLY RELEVANT PEDAGOGY

- **Ladson-Billings (1995) argues there are three domains of culturally relevant pedagogy:**
  - **Conceptions of self and others**
  - **Conceptions of knowledge**
  - **Social relations**

CULTURALLY RESPONSIVE SCHOOLS

- Today's objective: to be able to identify and evaluate (and reduce) behaviors that transmit signal influences
  - I. Conceptions of self and others: Deficiency messages through "language of lacking"
  - II. Conceptions of knowledge: Challenging knowledge

CULTURALLY RESPONSIVE SCHOOLS

- We examine social interactions in schools/classrooms for:

I. Deficiency messages through "language of lacking"
  - Labels
  - Students' names
  - Meritocracy
  - Microaggressions

II. Challenging knowledge
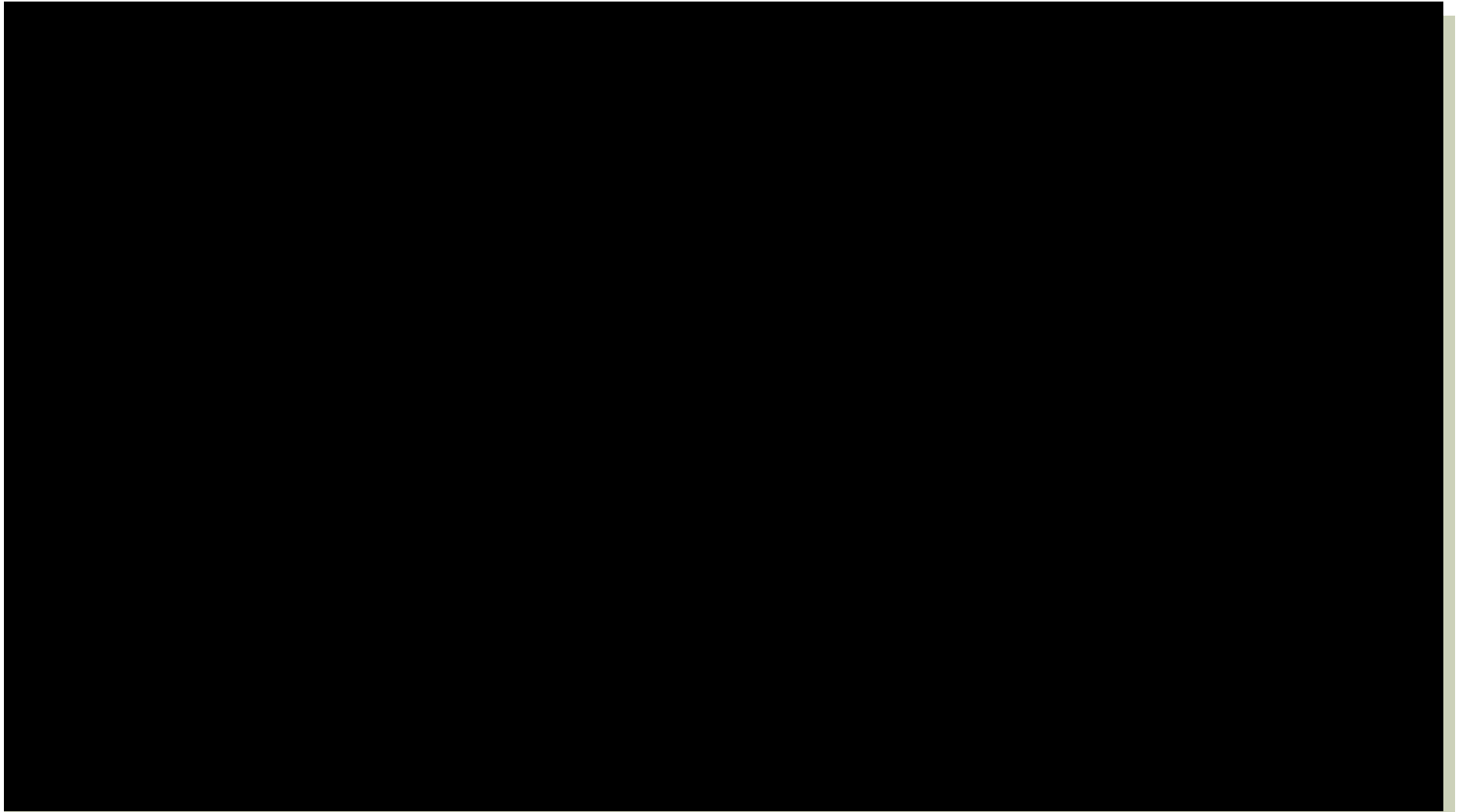 - Who's reality is validated?

EVALUATION OF CLASSROOMS

- As you watch the clips, jot down your impressions
  - What is going on "right?"
  - What requires redirection or intervention?

- After we watch the clips, you'll share your impressions with a few of your colleagues.
  - What were the most salient differences between the teachers' approaches in the two videos?

ANOTHER CLIP: SOURCE OF BEHAVIOR?

- As administrators, when you see what is going on, think about:
  - What is prompting this reaction?
  - How would you intervene?

A BRIEF CLASSROOM CLIP

CULTURALLY RESPONSIVE SCHOOLS

▪ **Two key questions to identify CR practices versus signal influences by gauging the <u>source</u> of the transmission of information:**

▪ **Is it rooted in biases that become a lens of "truth"?** (Teacher-centered, 1ˢᵗ & 3ʳᵈ video)

▪ Does it reflect multiple perspectives? (Student-centered, second video)

V - 146, p. 21

CULTURALLY RESPONSIVE SCHOOLS

- **Two key questions to identify CR practices versus signal influences by gauging the <u>source</u> of the transmission of information:**
  - Is it rooted in biases that become a lens of "truth"? (Teacher-centered, 1st & 3rd video)
  - Does it reflect multiple perspectives? (Student-centered, second video)

CULTURALLY RESPONSIVE SCHOOLS

- **Two key questions to identify CR practices versus signal influences by gauging the <u>source</u> of the transmission of information:**
    - **Is it rooted in biases that become a lens of "truth"? (Teacher-centered, 1st & 3rd video)**
    - **Does it reflect multiple perspectives? (Student-centered, second video)**

CULTURALLY RESPONSIVE SCHOOLS

▪ **Two key questions to identify CR practices versus signal influences by gauging the <u>source</u> of the transmission of information:**

  ▪ **Is it rooted in biases that become a lens of "truth"? (Teacher-centered, 1st & 3rd video)**

  ▪ **Does it reflect multiple perspectives? (Student-centered, second video)**

PART I: SELF AND OTHERS

SELF AND OTHERS

- **Not permitted to choose failure;** absent was the "language of lacking." Never referred to as being from a single-parent household, being on welfare, or needing psychological evaluation. Instead, teachers talked about their own shortcomings and limitations to ensure student success (Ladson-Billings, 1995)

SELF AND OTHERS

- **Not permitted to choose failure; absent was the "language of lacking."** Never referred to as being from a single-parent household, being on welfare, or needing psychological evaluation. Instead, teachers talked about their own shortcomings and limitations to ensure student success (Ladson-Billings, 1995)

SELF AND OTHERS

- **Not permitted to choose failure; absent was the "language of lacking." Never referred to as being from a single-parent household, being on welfare, or needing psychological evaluation.** Instead, teachers talked about their own shortcomings and limitations to ensure student success (Ladson-Billings, 1995)

SELF AND OTHERS

- **Not permitted to choose failure; absent was the "language of lacking." Never referred to as being from a single-parent household, being on welfare, or needing psychological evaluation. Instead, teachers talked about <u>their own shortcomings and limitations to ensure student success</u> (Ladson-Billings, 1995)**

SELF AND OTHERS

METX 0384 @14:00-17:00

- Watch the video and see if you capture "language of lacking"
- Demographics: 55% White, 8% Black, 10% Hispanic, 27% Asian

SELF AND OTHERS

- **Not permitted to choose failure; absent was the "language of lacking." Never referred to as being from a single-parent household, being on welfare, or needing psychological evaluation. Instead, teachers talked about their own shortcomings and limitations to ensure student success** (Ladson-Billings, 1995)

SELF AND OTHERS

■Not permitted to choose failure; absent was the "language of lacking." Never referred to as being from a single-parent household, being on welfare, or needing psychological evaluation. Instead, teachers talked about their own shortcomings and limitations to ensure student success (Ladson-Billings, 1995)

SELF AND OTHERS

- In my own research, when I ask teachers:
  - *What are the obstacles to your students' success?*

- I see two patterns
  - The limitations they see in themselves (wanting and taking steps to learn to be better) → more CRP
  - The limitations they see in their students and students' parents → more signal influences

SELF AND OTHERS

■In my own research, when I ask teachers:

■*What are the obstacles to your students' success?*

■I see two patterns

■The limitations they see in themselves (wanting and taking steps to learn to be better) → more CRP

■The limitations they see in their students and students' parents → more signal influences

SELF AND OTHERS

- **In my own research, when I ask teachers:**
  - *What are the obstacles to your students' success?*

- **I see two patterns**
  - **The limitations they see in themselves (wanting and taking steps to learn to be better) → more CRP**
  - **The limitations they see in their students and students' parents → more signal influences**

SELF AND OTHERS

- In my own research, when I ask teachers:
  - *What are the obstacles to your students' success?*

- I see two patterns
  - The limitations they see in themselves (wanting and taking steps to learn to be better) → more CRP
  - The limitations they see in their students and students' parents → more signal influences

SELF AND OTHERS

- Let's look at biases: what are they and why do we care?
  - "Beliefs based on stereotypes"
  - Stereotypes build with confirmation bias
  - Stereotypes are assumed to be "truth"
  - They are the lens used to evaluate
  - Biases inform behaviors
  - These promote
    - language of lacking
    - limitations within students rather than self

SELF AND OTHERS

- **Identifying signal influences: Conceptions of self and others**
  - **Deficiency messages through "language of lacking"**

WAYS WE TRANSMIT DEFICIENCIES

Labels

LABELS

- Labeling is the assignment of a descriptor to an individual based on selected behavioral and/or physical characteristics.

- In society, an assigned label essentially **places the individual into a specified group possessing similar characteristics.**

- By design, a label can serve the **discriminatory purpose of distinguishing the individual (and others similarly labeled) from the rest of society and provide information about the individual regardless of its accuracy**

(Gold & Richards, 2012)

LABELS

- **Let's look at all the labels we use, and identify what they reflect**
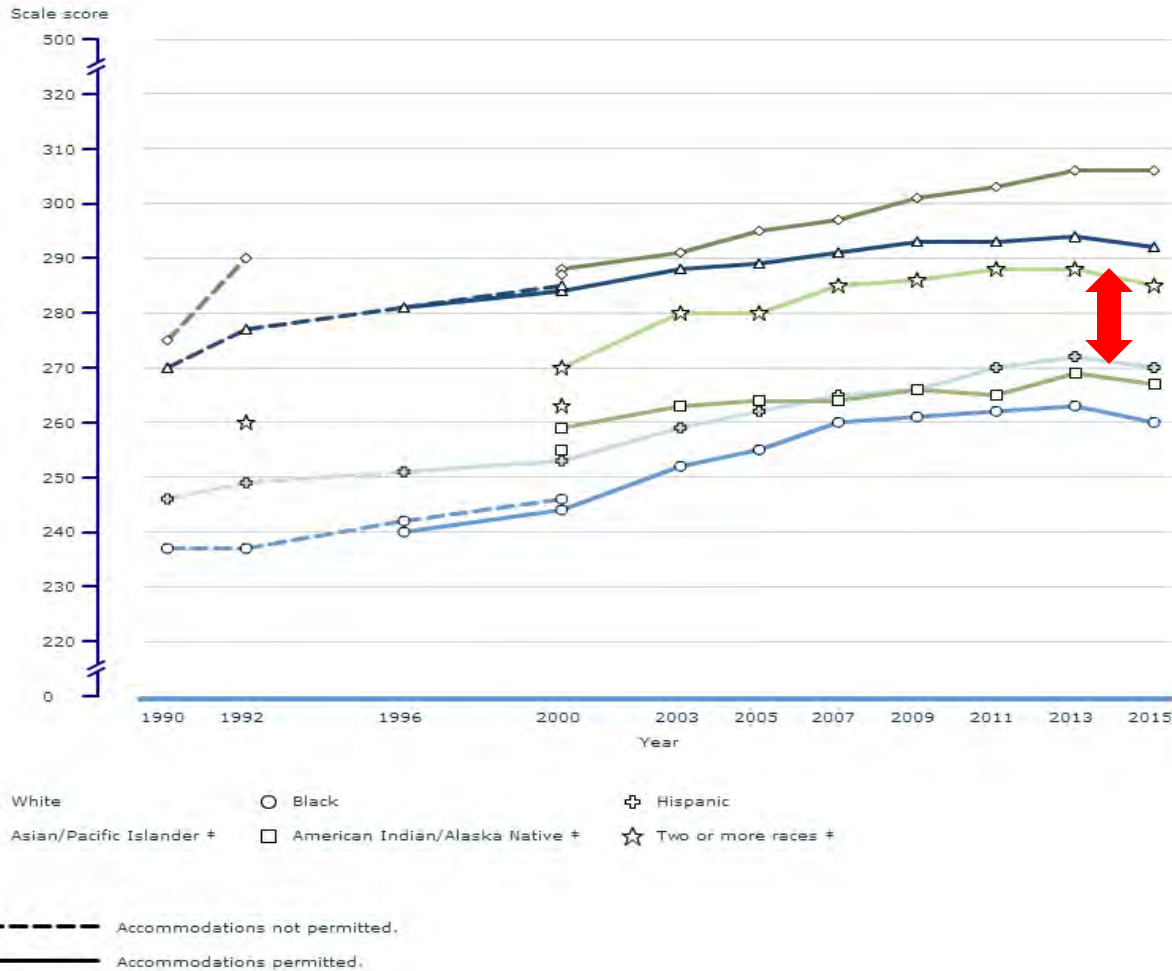- **How can revise the labels?**

8ᵀᴴ GRADE READING NAEP
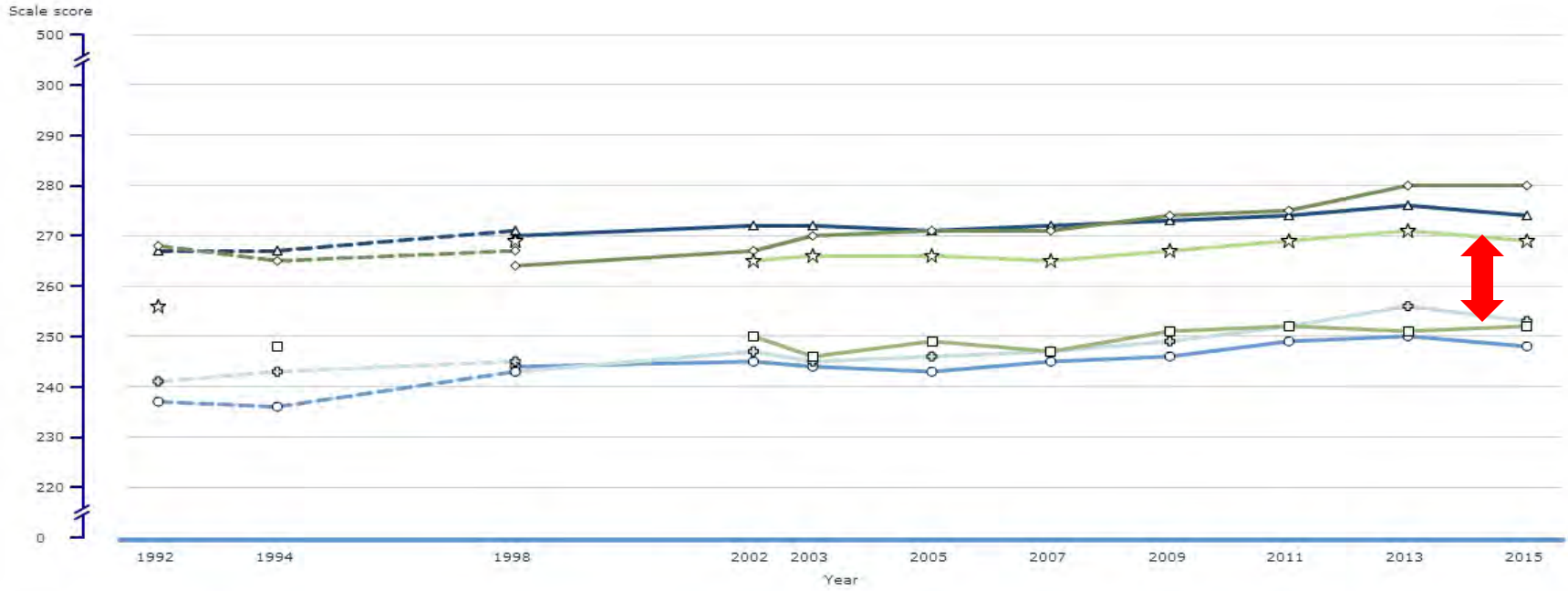
LABELS

- **Achievement gap**

- **I want to argue that this all-out focus on the "Achievement Gap" moves us toward short-term solutions that are unlikely to address the long-term underlying problem.** (Ladson-Billings, 2006)

8ᵀᴴ GRADE MATH NAEP

LABELS

- **Ladson-Billings (2006)**
- **Not Achievement Gap, but Opportunity Gap: Debt**
  - **Historical**
  - **Economic**
  - **Sociopolitical**
  - **Moral**

LABELS

■Achievement gap → Opportunity Gap

■Notice that the first term is **imposed** and can place the blame on the student; the second reflects the situation that perpetuates obstacles

LABELS

- **Achievement gap → Opportunity Gap**
- **Notice that the first term is imposed and can place the blame on the student; the second reflects the situation that perpetuates obstacles**

LABELS

- Achievement gap → Opportunity Gap
- With your groups, identify other often-used terms and what some replacements might be
- Goal: reframe and rename the otherwise deficiency language we use
- "…by casting Latino students as bearers of valuable assets—language and cultural knowledge—we may find that they have as much or more to offer as students who have traditionally garnered success in US schools. Perhaps we could even "relabel" Latino students in a way that also allows them to believe in their own potential." (Gándara, 2015, p. 460)
- English language learner → Emergent bilingual

WAYS WE TRANSMIT DEFICIENCIES

Names

NAMES
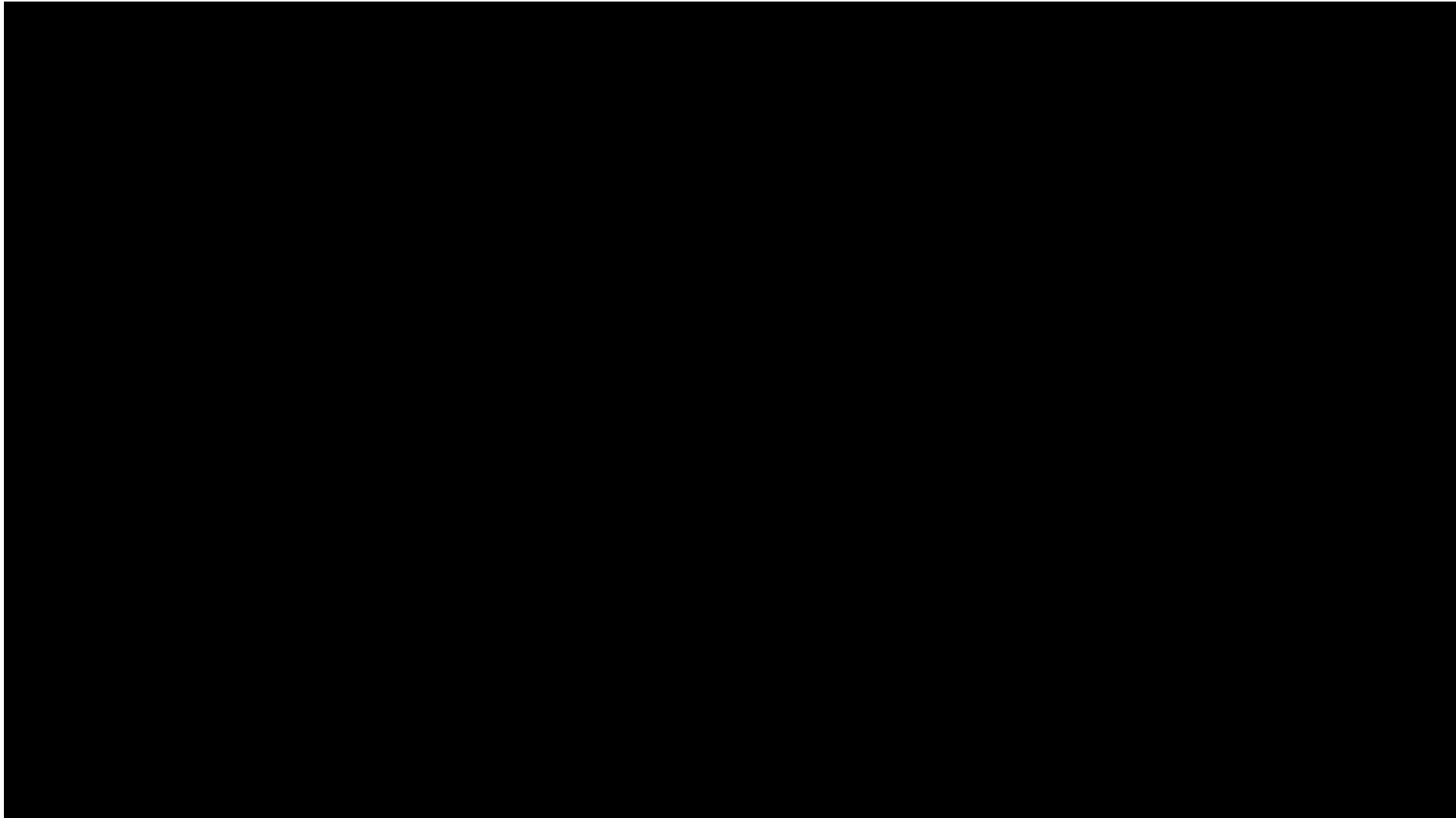
BIASES

- What does the teacher say his background is?

- What are the student demographics?
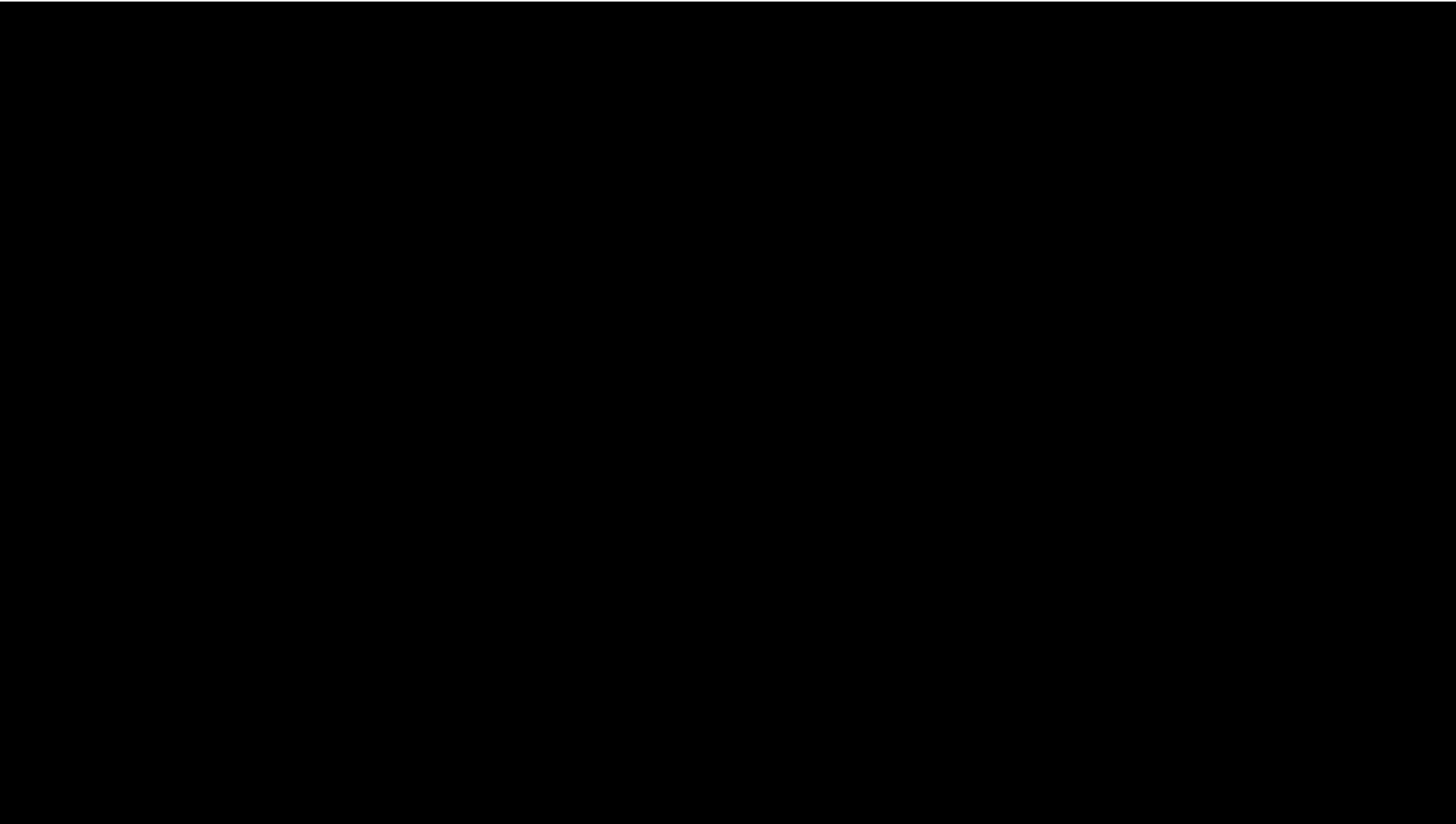
STEREOTYPES IN FILM

BIASES

■By conveying the absurdity of changing names, the sketch is an opportunity to view more critically the 'stereotypes' and how we enforce them in our behaviors (or what we believe)

NAMES

- Mispronouncing or even worse, renaming students has been shown to have a negative, lasting impact on students.

- What does your name mean to you? We receive our names from beloved family members or special people who are close to our family. We may be named after a family member, a saint, or a positive personality characteristic. Our name may recall an event, tell where the stars were at our birth, or state an aspiration of our future.

- Since each of us is unique, so is our name. Because our name is tied to our identity, we would not wish to have our names changed or mispronounced. When our name is changed or unintentionally mispronounced, it is a misrepresentation of who we are -- because our name represents our identity.

<div align="right">

My Name, My Identity Campaign

</div>

NAMES

NAMES

- And teachers can also incorporate students' names to be culturally inclusive

- See METX 00051

WAYS WE TRANSMIT DEFICIENCIES

Meritocracy

MERITOCRACY

- Meritocracy:

- Sociological term introduced by Michael Young (1958).

- System whereby those who deserve to yield power do because of merit (intelligence and effort).

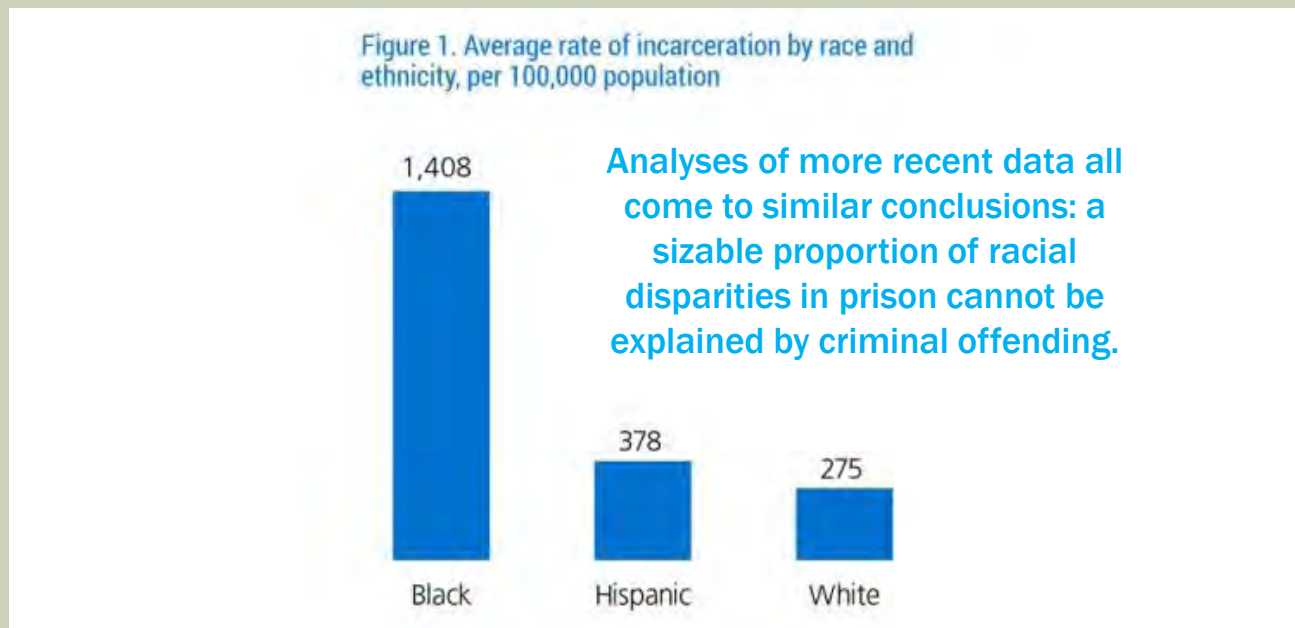- Notion of equal opportunity; no bias exists.

MERITOCRACY

METX 03218 @ 0 → 3:10 … 4:00 → **4:35** → 4:45 ….→ 10:00 → **10:25** → 11:00

- Watch the video and see if you capture "language of lacking" in terms of meritocracy
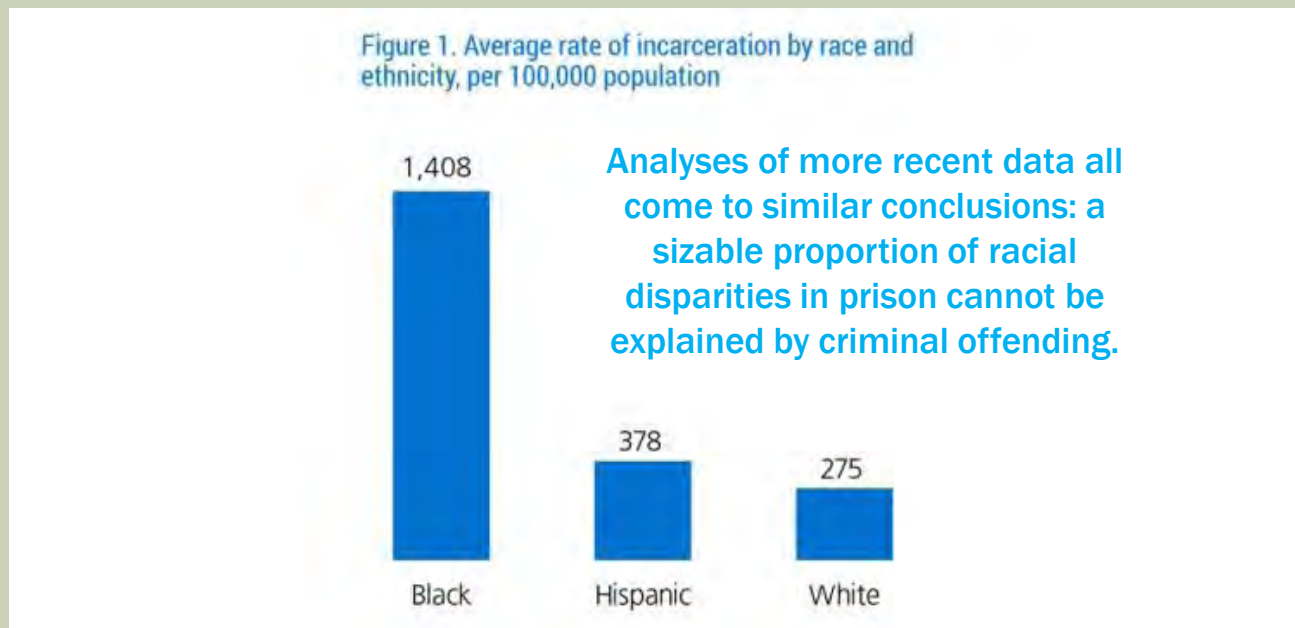
- Demographics: 100% Black

MERITOCRACY

- Why was that language of lacking?
- Demographics: 100% Black

Figure 1. Average rate of incarceration by race and ethnicity, per 100,000 population

Analyses of more recent data all come to similar conclusions: a sizable proportion of racial disparities in prison cannot be explained by criminal offending.

1,408 Black

378 Hispanic

275 White

- By claiming "perfect people" don't go to prison, it suggests that the disproportionality seen in incarceration rates are all the fault of people. It ignores the data on the school-to-prison pipeline. Although the clip was in Tennessee, where African American males are 3.5 times as likely as White males to be incarcerated, it is about 5 time as likely in AZ. It is not an innocuous statement when we understand the social context.
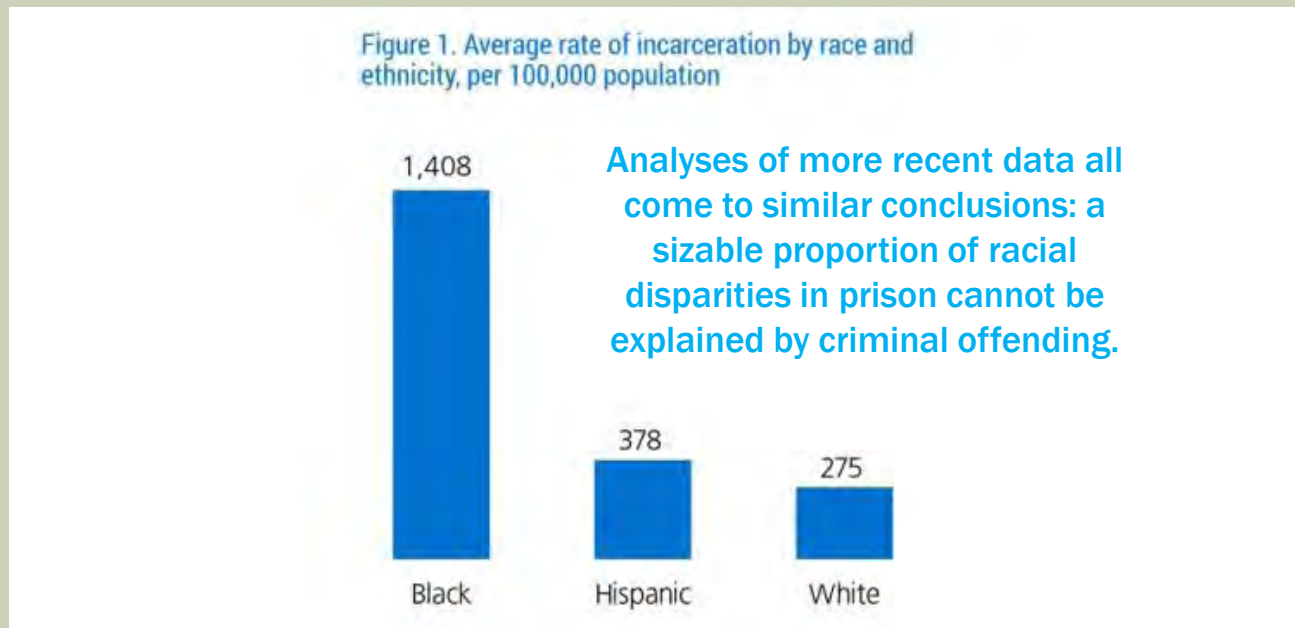
MERITOCRACY

- Why was that language of lacking?
- Demographics: 100% Black

Figure 1. Average rate of incarceration by race and ethnicity, per 100,000 population

1,408

Analyses of more recent data all come to similar conclusions: a sizable proportion of racial disparities in prison cannot be explained by criminal offending.

378

275

Black   Hispanic   White

- By claiming "perfect people" don't go to prison, it suggests that the disproportionality seen in incarceration rates are all the fault of people. It ignores the data on the school-to-prison pipeline. Although the clip was in Tennessee, where African American males are 3.5 times as likely as White males to be incarcerated, it is about 5 time as likely in AZ. It is not an innocuous statement when we understand the social context.
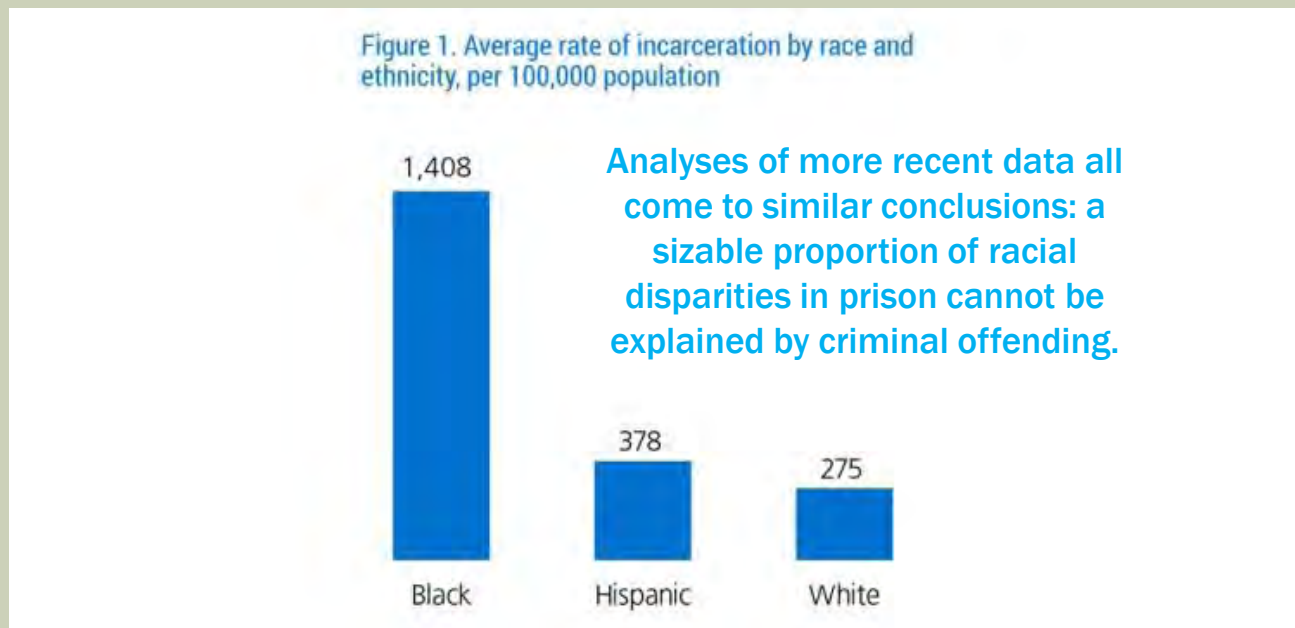
MERITOCRACY

- Why was that language of lacking?
- Demographics: 100% Black

Figure 1. Average rate of incarceration by race and ethnicity, per 100,000 population

Analyses of more recent data all come to similar conclusions: a sizable proportion of racial disparities in prison cannot be explained by criminal offending.

1,408 — Black
378 — Hispanic
275 — White

- By claiming "perfect people" don't go to prison, it suggests that the disproportionality seen in incarceration rates are all the fault of people. It ignores the data on the school-to-prison pipeline. Although the clip was in Tennessee, where African American males are 3.5 times as likely as White males to be incarcerated, it is about 5 time as likely in AZ. It is not an innocuous statement when we understand the social context.

MERITOCRACY

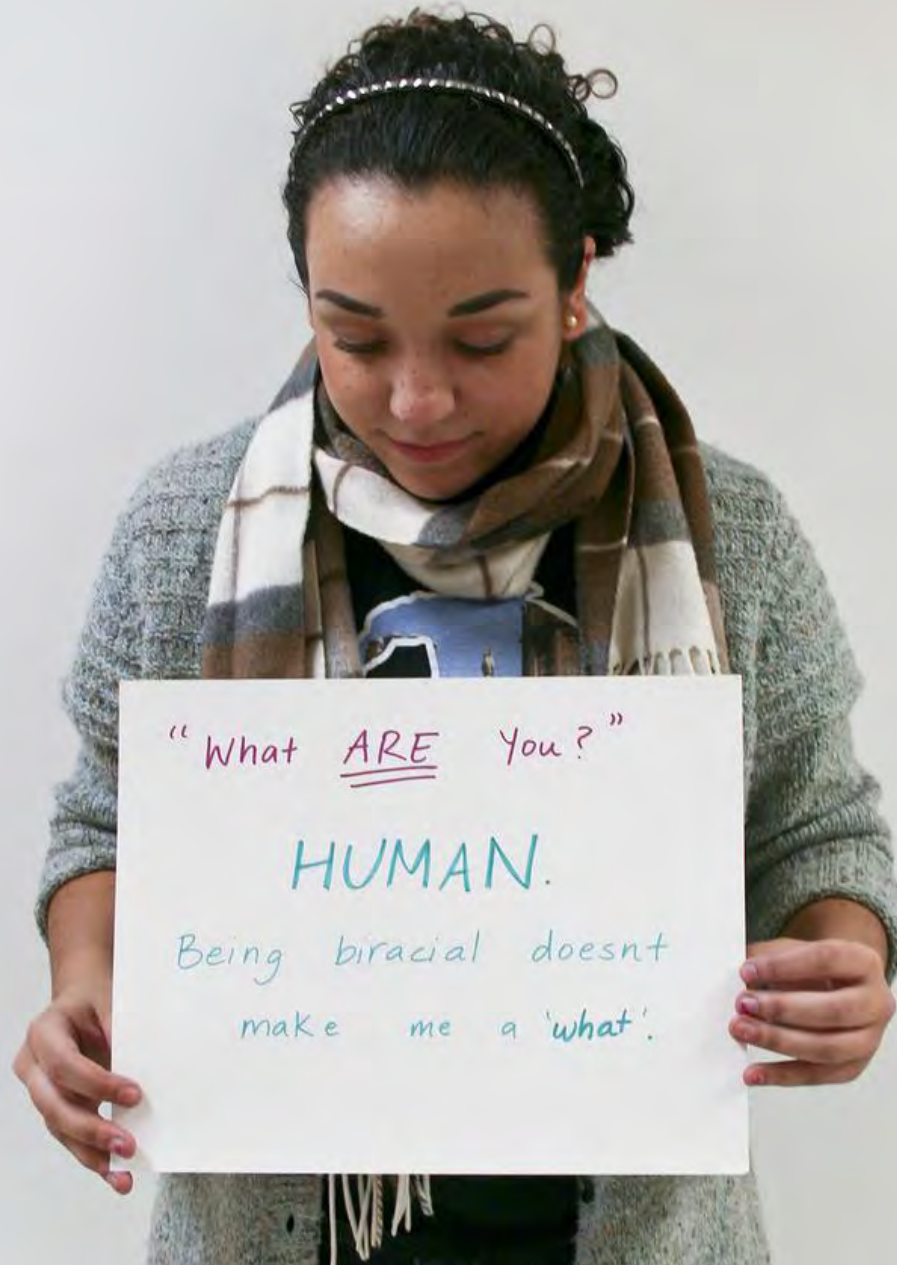- Why was that language of lacking?
- Demographics: 100% Black

Figure 1. Average rate of incarceration by race and ethnicity, per 100,000 population

Analyses of more recent data all come to similar conclusions: a sizable proportion of racial disparities in prison cannot be explained by criminal offending.

1,408 — Black

378 — Hispanic

275 — White

- By claiming "perfect people" don't go to prison, it suggests that the disproportionality seen in incarceration rates are all the fault of people. It ignores the data on the school-to-prison pipeline. Although the clip was in Tennessee, where African American males are 3.5 times as likely as White males to be incarcerated, it is about 5 time as likely in AZ. It is not an innocuous statement when we understand the social context.
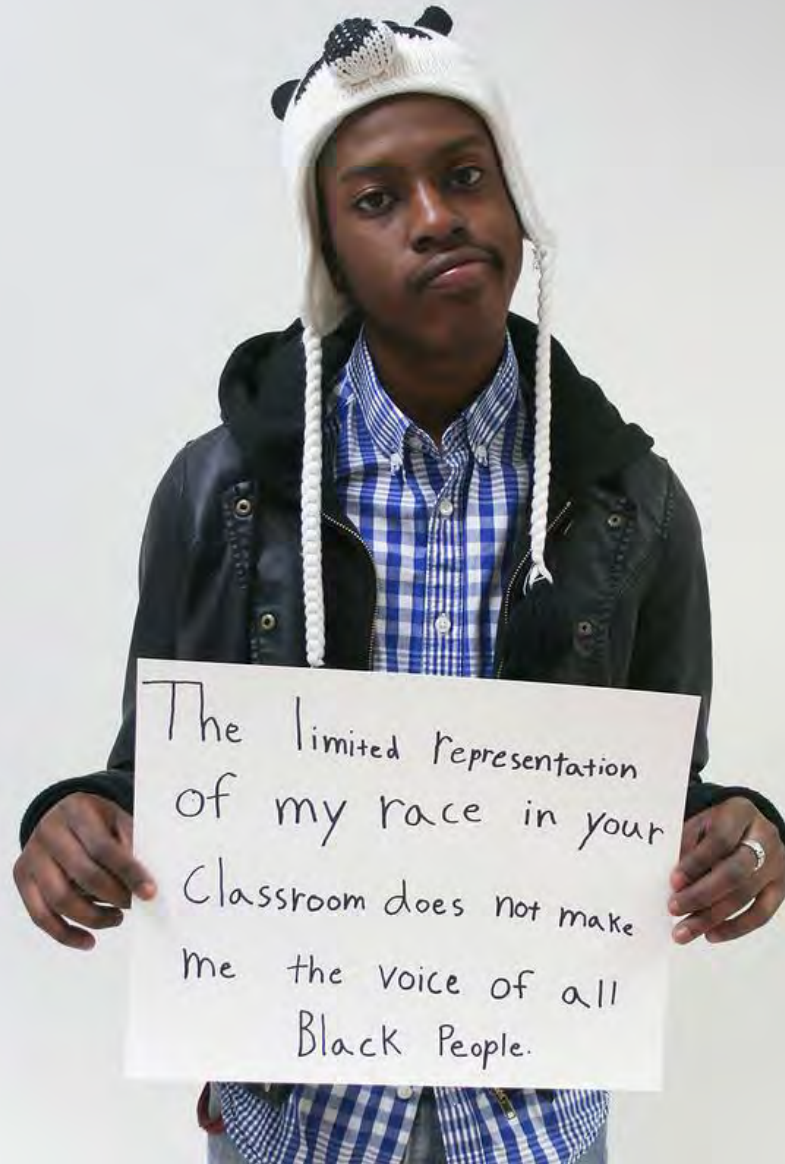
OTHER WAYS WE TRANSMIT DEFICIENCIES

Microaggressions

MICROAGGRESSIONS

- What are they?

- "brief, everyday exchanges that send denigrating messages to people of color because they belong to a …. minority group" (Sue et al., 2007, p. 273)

- Although subtle in delivery, researchers have found microaggressions to be cumulative in nature and "more problematic, damaging, and injurious to persons of color than overt racist acts" (Sue, 2003, p. 48)
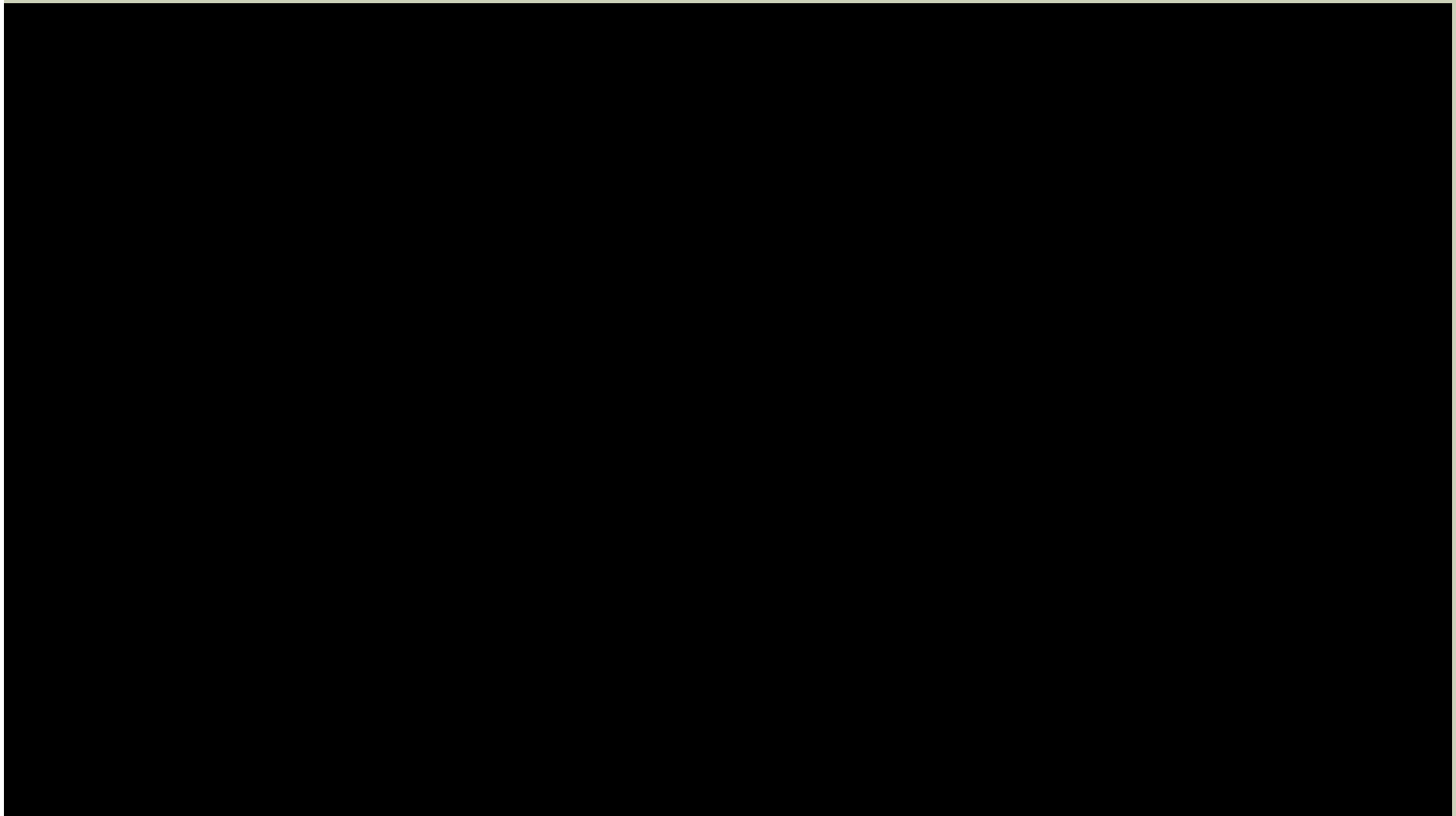
The limited representation of my race in your Classroom does not make me the voice of all Black People.

WHAT ARE MICROAGGRESSIONS?

MICROAGGRESSOINS

- "…brief, everyday exchanges that send denigrating messages to people of color because they belong to a racial minority group" (Sue et al., 2007, p. 273)

- Essentially, it is a message transmitted wherein the **microaggressor's lens (stereotype) is imposed on person receiving the microaggressions**

MICROAGGRESSIONS

- Activity: Why are these messages denigrating?

- *Note: context is critical. Some of the statements may not inherently be microaggressions in particular context.*

MICROAGGRESSIONS

- "You speak good English."

- "You are a credit to your race."

- "You are so articulate."

- Asking an Asian person to help with a math problem.

- When I look at you, I don't see color.

MICROAGGRESSIONS

- So what is the answer?

- Microaggressions are likely to occur when teachers impose their presumed knowledge to make a statement about the student's identity

- This is why, with cultural responsiveness, it is student-centered: how does the student see themselves? **How do they view their identity?**

- **Multiple perspectives**

  - not only racial/ethnic, but other types of microaggressions (e.g., gender)

MICROAGGRESSIONS

PART II: CONCEPTIONS OF KNOWLEDGE

PART II: CONCEPTIONS OF KNOWLEDGE

- **Knowledge must be viewed critically**
- **Knowledge is not static; it is shared, recycled, and reconstructed**

(Ladson-Billings, 1995)

PART II: CONCEPTIONS OF KNOWLEDGE

METX 13124 6th ELA @ 9:00

CONCEPTIONS OF KNOWLEDGE

- **Consider the teacher's answer to her question, "What does it mean when I say authentic?"**

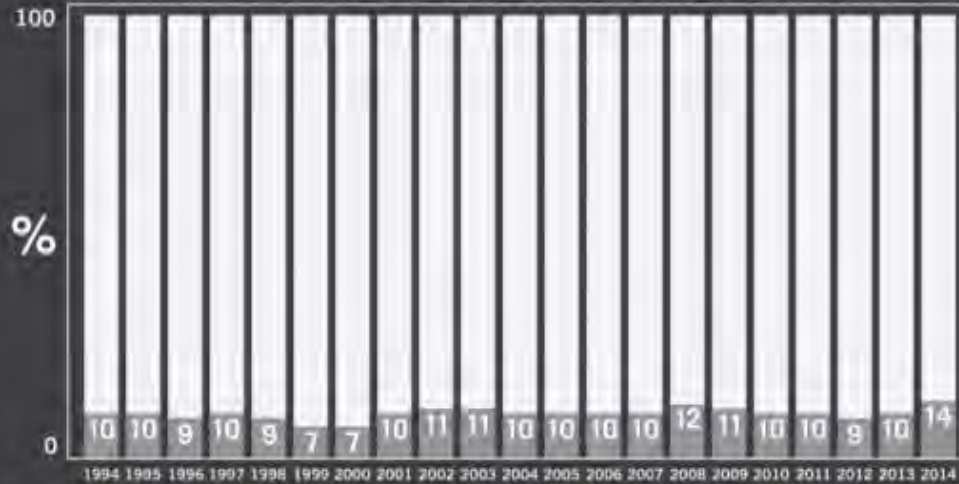- **"Authentic means real. Comes from a real, *published* author. Something that has been researched, and proven, and edited."**

CONCEPTIONS OF KNOWLEDGE

- **Consider the teacher's answer to her question, "What does it mean when I say authentic?"**

- **Now consider two more things: her students and statistics about so-called "authentic" texts**
  - **Title I school**
  - **2% White, 8% Black, 34% Hispanic, 55% Asian, 1% Other**

V - 146, p. 83

CONCEPTIONS OF KNOWLEDGE

- **What does the teacher's statement transmit to students given the context?**
- **Why should it be challenged?**

REVISITING EVALUATIONS OF SIGNAL INFLUENCES

- We know "quality" teaching is important…

- …but it is **<u>insufficient</u>**.

- Signal influences perpetuate disparities, and they are expressions of biases we all hold

SUMMARY

- **Two key questions to identify CR practices versus signal influences by gauging the <u>source</u> of the transmission of information:**
  - **Is it rooted in biases that become a lens of "truth"? (Teacher-centered)**
  - **Does it reflect multiple perspectives? (Student-centered)**

CULTURALLY RESPONSIVE SCHOOLS

- We examine social interactions in schools for:
  - Deficiency versus asset messages through signal influences
    - Labels
    - Students' names
    - Meritocracy
    - Microaggresions

  - Challenging knowledge
    - Who's reality is validated?

    - 2016-2017 Study → PLCs

REFERENCES

- Gándara, P. (2015). With the future on the line: Why studying Latino education is so urgent. *American Journal of Education, 121,* 451-463*.*

- Gold, M. E., & Richards, H. (2012). To label or not to label: The special education question for African Americans. *The Journal of Educational Foundations*, *26*(1/2), 143.

- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 47,* 465-491.

- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational researcher*, *35*(7), 3-12.

- Sue, D. W. (2003). Overcoming our racism: The journey to liberation. San Francisco: Jossey-Bass.

- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, *62*, 271-286.

RESOURCES

- Teachers should read:
  - Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational researcher*, *35*(7), 3-12.

- Examining the myth of meritocracy:
  - http://www.pbs.org/wgbh/frontline/film/two-american-families/

- How to honor names and other classroom activities:
  - https://www.mynamemyidentity.org/

- Understanding the school to prison pipeline:
  - http://www.sentencingproject.org/publications/color-of-justice-racial-and-ethnic-disparity-in-state-prisons