

APPENDIX V – 76



Culturally Responsive Learning

Tucson Unified School District

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Culturally Responsive Learning

Where I'm from?

1. Who am I.
2. Answers or Questions?
3. What I love to learn about.



INTROS

Where you from?

1. Your name and any nickname?
2. The best and worse neighborhood you ever lived in?
3. Who supported you the most growing up?
4. Favorite part of Tucson?



GOALS

- 1) **Review** the Critical Race lens and the role they play as a person of multiple identities including race, gender, & class
- 2) **Understand** the core tenants of Cultural Humility and how their personal & professional values and beliefs align or conflict with the model.
- 3) **Outline** the language of exclusion and the coded 'dog whistle' remarks made about children.
- 4) **Recognize** the different forms of microaggressions and explore ways to intervene and respond interpersonally and Organizationally.
- 5) **Connect** and acknowledge parts of their identity (race, gender, class, core values & beliefs) that align with the work overall as well as aspects that conflict.



Critical Race Activity

Word Association

Doctor

Thug

Drug Addict



Critical Race Theory in Education

- **Race based privilege & bias** is normal (commonplace) and still ever present in American schools. **By default**, the laws, policies, and practices continue to benefit and privilege “whiteness.”
- **With roots** in critical theory, legal studies, feminist studies, CRT looks beyond the symptoms of a broken educational system and points to the very roots of injustice: systemic injustice based on Americas birth defect: white supremacist ideology.



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Statement of the Problem

- Race is an equity issue, not merely a category.
- Talking about Race is often challenging and uncomfortable.
- Ignoring Race and pretending that it is not a factor or bringing up other issues to deflect talking about Race only magnifies the problem.



Critical Race

Racism & Bias

It's systemic

Normal occurrence

Happens automatically



STUDENT PROBLEM or ADULT PROBLEM?

- Dress code for girls vs. boys?



Cultural Humility

- Critical self reflection and life long learning
- Recognize and challenge the power imbalance
- Institutional accountability



Social Determinants of Health

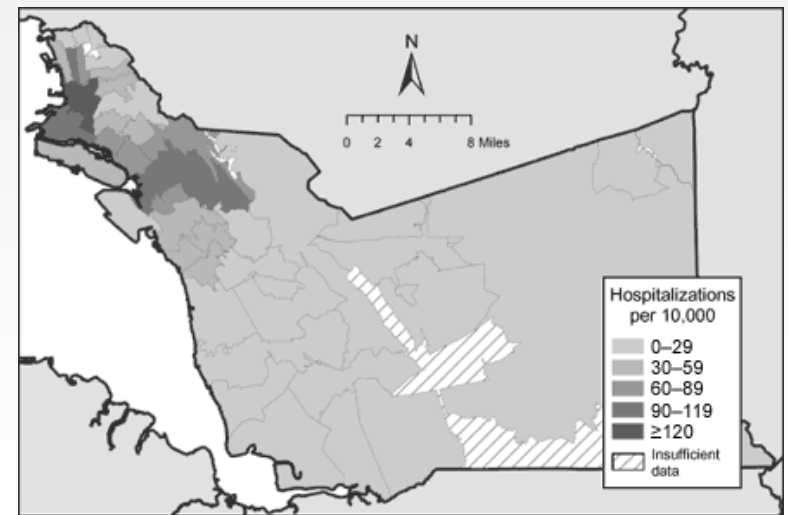


The social determinants of health are the conditions in which people are born, grow, live, work and age.



Social Determinants of Health

These circumstances are shaped by the distribution of *money*, **POWER** and resources at global, national and local levels, which are influenced by policy decisions (made by less than 1% of the population daily going back over hundreds of years).



Language of Exclusion



"The Troublemakers"

Identities of Marginalization

Coded Language of Exclusion

Negative Learner Identity: <u>Cognitive Deficit</u>	Judgement: Don't value education	Judgement: Can't perform in academic environment	Judgement: Unlikely to succeed.
	Consideration: Reject substandard education.	Consideration: Learning environment disadvantages them.	Consideration: Lack of caring adult.
Negative Behavior Identity: <u>Emotional Regulation Deficit</u>	Judgement: Don't know how to act.	Judgement: Violent by nature.	Judgement: They learn through punishment
	Consideration: They are not safe in institutions	Consideration: They are victims of violent institutions	Consideration: Logic of slavery is still applied to them
Negative Moral Identity: <u>Spiritual Deficiency</u>	Judgement: They lack morals	Judgement: They are criminals	Judgement: Don't know right from wrong
	Consideration: Institution lacks moral compass	Consideration: Their existence is treated as a crime	Consideration: They are treated unfairly



Language of Exclusion

“The Troublemakers” Identities of Marginalization

Negative Learner Identity

Cognitive Deficit

Negative Behavior Identity

Emotional Regulation Deficit

Negative Moral Identity

Spiritual Deficiency



Language of Learning

“Student”
To apply one’s self

Have a Sense of Self

Learner Identity

Painstaking Application

Applying oneself

Devotion to Cultivation

Identity unfolds with process of learning



Language of Learning

The identity of a student

Have a Sense of Self

Learner Identity

Painstaking Application

Applying oneself

Devotion to Cultivation

Identity unfolds with process of learning

Coded Language of Exclusion

Negative Learner Identity: <u>Cognitive Deficit</u>	<u>Judgement:</u> Don't value education	<u>Judgement:</u> Can't perform in academic environment	<u>Judgement:</u> Unlikely to succeed
	<u>Consideration:</u> Reject substandard education	<u>Consideration:</u> Learning environment disadvantages them	<u>Consideration:</u> Lack of caring adult
Negative Behavior Identity: <u>Emotional Regulation Deficit</u>	<u>Judgement:</u> Don't know how to act	<u>Judgement:</u> Violent by nature	<u>Judgement:</u> They learn through punishment
	<u>Consideration:</u> They are not safe in institutions	<u>Consideration:</u> They are victims of violent institutions	<u>Consideration:</u> Slavery logic is still applied to them
Negative Moral Identity: <u>Spiritual Deficiency</u>	<u>Judgement:</u> They lack morals	<u>Judgement:</u> They are criminals	<u>Judgement:</u> Don't know right from wrong
	<u>Consideration:</u> Institution lacks moral compass	<u>Consideration:</u> Their existence is treated as a crime	<u>Consideration:</u> They are treated unfairly



AGREE or DISAGREE

- Is college for everybody? Why not?



Language of Exclusion

“The Troublemakers”

Negative Learner

Misconception #1: “They don’t value education, learning & working hard.”

Consideration: They reject inferior learning environments that do more harm than good.

Misconception #2: “They can’t function in a traditional learning environment”

Consideration: The learning environment inherently disadvantages black students.

Misconception #3: “They are unlikely to achieve academic success.”

Consideration: Everyone else has already given up on them also.



Language of Exclusion

“The Troublemakers”

Negative Behavior

Misconception #1: “They don’t know how to act. No home training.”

Consideration: You don’t speak their language. Culturally they are emotionally attuned to fear and feel anxious and unsafe around fearful and distainful adults. They are taught to defend themselves.

Misconception #2: “They are violent in nature.”

Consideration: They disproportionately witnesses and are victims of violence of many forms. Physical lashing out is an emotional defense mechanism.

Misconception #3: “The only way they learn is through punishment.”

Consideration: This is a direct legacy and continuing practice of American chattel slavery.



Language of Exclusion

“The Troublemakers”

Negative Morality

Misconception #1: “They have little or no moral compass.”

Consideration: Their experience in this society is dehumanizing. Morally bankrupt people from from all sectors of society.

Misconception #2: “They frequently engage in illegal activity.”

Consideration: Their existence is treated as a crime.

Misconception #3: “They don’t know right from wrong.”

Consideration: Their mistreatment is regularly justified on moral and legal basis.



❖ Microaggressions Presentation



Racial Bias at Work

Institutional Bias

Teacher Bias

Cultural Mismatch



The Three D's of Disproportionality

DISRUPTION

Any behavior deemed to have ill intent

DEFIANCE

Not following teacher expectations or requests

DISRESPECT

Any interaction with teacher deemed to have ill intent



Over Suspended

Lose Instruction

Poor performance, low graduation rate

Get Labeled

Targeted more frequently for discipline

Stereotyped & Criminalized

Dismissed as incompatible with learning environment