Race and Racism: Encouraging Understanding and Dialogue to Support the Healthy Development of Students

December 13, 2017
CENTER FOR EDUCATION EQUITY (CEE)

CEE is a project of MAEC, Inc., in partnership with WestEd and the American Institutes for Research (AIR).

CEE is one of four regional equity assistance centers funded by the U.S. Department of Education under Title IV of the Civil Rights Act of 1964.

Center for Education Equity (CEE) is committed to the sharing of information regarding issues of equity in education. References to any specific publication, person, or idea is for the information and convenience of the public and does not necessarily reflect the views and opinions of CEE. The contents of this presentation were developed under a grant from the U.S. Department of Education (S004D110021). However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
CENTER FOR EDUCATION EQUITY

CEE's goals are to:

• Improve and sustain the systemic capacity of public education systems to address problems caused by segregation and inequities.
• Increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English Learners).

Whom we serve:

• CEE provides technical assistance and training to states, districts, schools, and community-based organizations within Region I at the request of school boards and other responsible governmental agencies.
Presenters

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Vice President, MAEC
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Jinnie Spiegler
Director of Curriculum
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Dr. Karmen Rouland
Associate Director of Technical Assistance & Training, CEE at MAEC

Jason Sirois
No Place for Hate
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Overview of Presentation

Participants will:

• Learn how children develop racial awareness and attitudes about race.

• Identify strategies parents can employ to support children dealing with issues of race.

• Gain an understanding about anti-bias training for different age groups.

• Learn best practices for bringing stakeholders together to support the positive social emotional development of students.
Webinar Facilitators

Noelle Terefe Haile
Center for Education Equity at MAEC

Pamela MacDougall
WestEd
Webinar Etiquette

- Use the **Q&A box** if you have any questions.

- Use the **comment box** to share your comments or to engage other participants during the webinar.

- Complete a **brief survey** after the webinar.
Poll Question

At what age do children start developing the concept of race?

- Before one year of age
- Two years of age
- Three years of age
- Four years of age

Please enter your response to the poll question on the right hand-side panel.
Stages in Children’s Development of Racial Awareness - Infants to Age Four

• Infants begin to notice and respond to skin color cues around 6 months old.

• By one and two years old children start noticing physical characteristics such as color, hair texture, and gender. They can match people based on physical characteristics.

• By three and four children can identify and match people according to “racial” physical characteristics and groups, but often get confused about complexities of group categories.

• By three and four children are not yet clear about gender and racial constancy (e.g. will I always be black? Girl or boy?)
Stages in Children’s Development of Racial Awareness – Infants to Age Four

By age three and four children absorb societal stereotypes from people and from media about other groups and may show discomfort or fear about racial/ethnic groups.
Developing Race Consciousness

"Why am I called black if my skin is brown?" (Four year old girl)

"Will my skin color (black) come off in the bathtub?" (Three year old girl)

A white four year old asks a mix Indian/White boy:

Boy: "Are you Indian?"

Response: "Yes"

Boy: "Which part of you is Indian?"

Response (Boy looks at both of his arms and says): "It might be this side, cause it's darker."
Stages in Children’s Development of Racial Awareness - Ages Five and Six

- Children become interested in how people get skin color and can understand simple explanations about skin color differences.

- Start developing gender and racial constancy.

- May use prejudicial insults and name-calling to show anger or aggression, knowing that these terms hurt.

- May select to play only with children of their own race and/or gender.
Stages in Children’s Development of Racial Awareness - Ages Five and Six

- Children enjoy exploring the similarities and differences related to physical characteristics and home cultures.
- Can identify stereotypes, and start developing critical thinking skills regarding race, languages, and other cultural characteristics.
- Can start engaging in “social justice” activities.
Differences in Developmental Patterns

- Between the ages four to six, black children develop a pro-white bias, with pro-black affinities developing between the ages of seven to ten, and finally more negative attitudes toward whites during the age range of fourteen to eighteen (Fishbein, 2002).

- Children as young as five downplayed their own South Asian identities in favor of whiteness (Connolly, 2002).
Conceptualization of Race & Experiences with Race Discrimination - Ages Seven to Twelve

- Black children are more aware of the concept of race than Latino and white children.
- Latino children reported more discriminatory encounters than black children.
- Black children were 2.5 times more likely than Latino children to report that people were afraid of them because of their race.
- Latino children reported that people thought they were inferior because of their race.

Questions

Please type your questions in the Q&A box on the right hand-side panel.
Racial Identity, Academic Identity, & Academic Achievement

Dr. Karmen Rouland
Associate Director of TA & Training, CEE @ MAEC
Race and Culture

Culture is defined as a system of beliefs, values, and practices that are shared by a group of people.

Over time, many researchers have shown how culture, race, and education are connected. Thus, it is important for educators to have an understanding how race and culture manifest in education and how race shapes how students see their worlds (Howard, 2010).

Racial awareness and an awareness of the ways in which structural/institutional racism and discrimination affects the outcomes and experiences of students of color is key to helping them navigate the educational space successfully.

Considering these factors in instruction is known as culturally relevant pedagogy.
In the social jungle of human existence, there is no feeling of being alive without a sense of identity.

Erik Erikson
Racial Identity and Academic Outcomes

- Racial identity is defined as a “sense of group or collective identity based on one’s perception that he or she shares a common racial heritage with a particular racial group.” (Helms, 1990)

- Racial Identity has been found to be associated with mental health, psychological well-being, and academic beliefs of African Americans. (Chavous, 2003; Sellers, Caldwell, Schmeelk-Cone, Zimmerman, 2003)

- Academic identity is threatened, or disidentification facilitated, because of student’s relationships with teachers, peers, and institutional/structural racism and discrimination.
Identity

My potential is more than can be expressed within the bounds of my race or ethnic identity.

Arthur Ashe
Connection Between Race and Academic Achievement

• Stereotype threat (Steele & Aronson, 1995) refers to being at risk of confirming a negative stereotype of one’s own racial group.

• Students of color may internalize the negative messages around them about the academic abilities of their racial group which then might affect their motivation and achievement in school.
Connection Between Race, Identity, and Achievement

• Previous research has shown that, in some instances, racial and ethnic identities serve as promotive and protective factors in positive youth development and academic outcomes (Neblett, Rivas-Drake, Umana-Taylor, 2012)
  – Promotive factors refer to predictors of positive outcomes across varying levels of risk (such as discrimination and stereotyping)
  – Protective factors moderate the relationship between risk and developmental and academic outcomes.

• Racial identity has also been deemed an asset in helping students of color negotiate “exposure to risk associated with racial injustice” (Zimmerman, Stoddard, Eisman, Caldwell, Aiyer, & Miller, 2013)
Discussion Questions

How has this come up for you in practice/in your schools/in your classrooms?

Please type your responses in the chat box on the right hand-side panel.
Exemplar Youth Quotes

I have to represent. I feel proud to have a culture that’s different... and proud to be a Latina. We’re not all categorized as one type of person... there’s people from everywhere doing different things who have different types of cultures. Being Latina for me is also being a strong woman.

-- Natalie

“.....when some teachers see an African American male student, they automatically think he is going to be bad and that he had to be resilient to those societal stereotypes. ..... It’s a stereotype that all Black people are like thugs and dope dealers and stuff like that and they are [gonna] be late to class and all. But, I have good grades and I have a clean record at school and a lot of my friends do also. I want to do better for myself and people are depending on me too. -- JJ

“Growing up in Los Angeles I was lucky to be surrounded by Spanish and a lot of Hispanic people, and I’m sure it was better for me and my family than in other parts of America. But I still witnessed a lot of racism. For example when my mom and I were out together when I was younger, people regarded her as my nanny at best, or a kidnapper at worst.

So, after years of slowly opening myself up to having pride about my race and culture, hearing two boys call me a chink in the middle of a pizza place was a snap back to reality. On the one hand, it was so over-the-top, it was almost comical. I mean, it’s not even the right racial slur, since I’m not Chinese.
What can families, educators, and communities do to facilitate positive racial identity development of students?

Please type your responses in the chat box on the right hand-side panel.
Strategies for Combating Bias and Enhancing the Racial Awareness of Educators and Students

- Giving students the space to discuss race and culture.

- Recognize that we all have our own biases. That is not the issue. The issue is that we must confront them.

- Challenge the assumptions we make about others based on stereotypes and our own bias.
Please type your questions in the Q&A box on the right hand-side panel.
Question

What thoughts and feelings arise when you think about bringing the topic of race and racism into your classroom and/or program?

Please type your responses in the chat box on the right hand-side panel.
Recognized Need

We call on the education research community to further commit itself to examining how school environments may exacerbate race bias and racism and how schools educate their students about such issues. It is also essential that educators and school leaders receive the tools, training and support they need to build curricula with substantive exploration of prejudice, stereotyping and discrimination.

There is no place for hatred. Not in our classrooms, and not in our homes. Not in our streets, and not in our communities. Not in our words, and not in our hearts. Yet our children and their families may be feeling the impact of hate-fueled events and conversations around them. And that means that you are being called to respond with tools and practices that acknowledge and address the impact of their stress, fear and trauma. The NAEYC is committed to bringing resources to each of you that support your heroic efforts.

We call upon English educators to use classrooms to help as opposed to harm, to transform our world and raise awareness of the crisis of racial injustice. We seek instructional models and practices that would lead to a future free from the barriers of prejudice, stereotyping, discrimination, and bias.

There is, perhaps, nothing harder than a conversation on race. But do it, because how we feel about race; how we react to racism informs how we feel about and react to all other forms of bias and prejudice. It’s not important that we, as adults, know all the answers.

While such a conversation can be very difficult for some students and in some contexts, social studies teachers are tasked with brokering difficult conversations about issues of equity and social justice. We encourage all social studies teachers and teacher educators to equip our children and students with the tools to eradicate hate, fear, and violence in our democratic society.

National Education Association (NEA)
National Council of Social Studies (NCSS)
American Education Research Association (AERA)
National Association for the Education of Young Children (NAEYC)
National Council of Teachers of English (NCTE)
Anti-Bias Mastery Skills

- Identity
- Language of Bias
- Culture + Communication
- Understand Bias + Discrimination
- Challenge Bias + Discrimination
- Action Planning
Classroom Considerations

- Promote safe and respectful classroom environment
- Consider racial composition of classroom
- Accept discomfort and uncertainty
- Use accurate terminology
- Address concept of “color blind”
Classroom Considerations

- Connect present to past
- Critically analyze media
- Discuss structural racism and white privilege
- Foster empathy
- Inspire hope, allyship, activism
Entry Points for Curriculum Connections

- Children’s and Young Adult Literature
- Current Events
- Anti-Bias Classroom Lessons
- Teachable Moments
Preschool

- Culturally responsive classroom environment
- Identity and sense of self
- Similarities and Differences
Elementary

- People, Identity, and Culture
- “Unfair” vs. Bias
- Stereotypes
- Dealing with Differences
- Inequality Past and Present
Middle School

- Identity and Groups
- Historical Context
- Media and Bias
- Equality vs. Equity
- Injustice
- Scapegoating
- Racism
High School

- Diverse People, Perspectives
- Media analysis
- Micro aggressions
- Epithets and Slurs
- Online bias and hate
- Systemic Racism
- Privilege
- Activism
- Historical Context
Resources for Parents and Family

What children learn from their parents, family members and caregivers lasts a lifetime. From an early age and throughout their childhood, children learn from the adults who are central to their everyday lives. The values, principles and learning opportunities that are conveyed through modeling, exposure and action are critical. Therefore, it is important to create a home life that recognizes the diversity of our world, addresses bullying, opposes bias, and in small and large ways, challenges those injustices.

Below are strategies, tips, guiding principles and resources to help parents, family members and caregivers impart those values and principles to the children in their lives.

Table Talk: Family Conversations About Current Events

About Table Talk

Empowering Young People in the Aftermath of Hate

A Guide for Educators and Families
Other Resources

- Creating an Anti-Bias Learning Environment
- Assessing Yourself and Your School: Checklist
- Race Talk: Engaging Young People in Conversations about Race and Racism
- How Should I Talk about Race in my Mostly White Classroom?
- 10 Ways to Engage in Activism
- Talking to Young Children about Bias and Prejudice
- Challenging Biased Language
- Themed month resources: Black History Month, etc.
Elena Aguilar
@artofcoaching1

Dear white educators: you must say something. might be scary, but you can do it. Say: I'm against hatred or slavery was bad. Say something.

2:52 PM - 17 Aug 2017 from Oakland, CA
Questions

Please type your questions in the **Q&A box** on the right hand-side panel.
Engaging Stakeholders

Jason Sirois
No Place for Hate, Anti-Defamation League
School Climate Improvement Recommendations*

- Engage all Stakeholders
- Create School Networks
- Focus on Long Term Planning
- Engage Students at All Stages
- Create and Share Tools

Racial Composition of U.S. Teachers*

Racial Composition of U.S. Students*

2012 Racial Composition: Teachers vs. Students*

School Climate Improvement Recommendations*

- Engage all Stakeholders
- Create School Networks
- Focus on Long Term Planning
- Engage Students at All Stages
- Create and Share Tools

No Place for Hate Committee Sign the Resolution of Respect

Prepare
No Place for Hate Committee

Understand & Plan
Sign the Resolution of Respect

Evaluate
Student Climate Survey

Re-Evaluate
Follow-up Student Climate Survey

Implement
At least 3 school wide activities
Poll Question

My school has demonstrated success in engaging family members in creating a inclusive and respectful school environment.

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

Please enter your response to the poll question on the right hand-side panel.
Forming a strong committee

Administrators

Staff Coordinators

Family Members

Students
Developing No Place for Hate Activities
Things to Consider: Refocus
Things to Consider: Change is a Process

Performance

Old Status Quo
New Program
Resistance
Chaos
Transforming Idea
Integration
New Status Quo

Time
Questions

Please type your questions in the **Q&A box** on the right hand-side panel.
Resources

- Education Resources  https://www.adl.org/education
- Lesson Plans  https://www.adl.org/education-and-resources/resources-for-educators-parents-families/lesson-plans
- No Place for Hate  https://www.adl.org/who-we-are/our-organization/signature-programs/no-place-for-hate
- Table Talk: Family Conversations about Current Events  https://www.adl.org/education/resources/tools-and-strategies/table-talk
- 10 Ways to Engage in Activism  http://www.adl.org/education-outreach/curriculum-resources/c/10-ways-youth-can-engage-in.html
References


Webinar Survey

Please take a couple of minutes to complete a survey after the webinar to let us know what you think of this webinar and what we can do to improve future webinars.

Save the Date!

Homelessness in American Schools: Ensuring Access to High-Quality Education for All Students

Wednesday, February 21, 2018
2:00-3:30pm (EST)
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