

Difficult Dialogues: Anti-Biased Education

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PACIFIC OAKS
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Social Justice Context



Aim

The aim of anti-bias education is inclusion, positive self-esteem for all, empathy, and activism in the face of injustice (Lin et al., 2008).

Anti-bias curriculum acknowledges differences as fundamental and confronts troublesome issues rather than covering them up. Based on the notion that teachers must confront their own racial prejudice and biases (Banks, 1997; Derman-Sparks, 1992)

Anti-Biased Curriculum



“It is not sufficient to be non-biased (and also highly unlikely), nor is it sufficient to be an observer. It is necessary for each individual to actively intervene, to challenge and counter the personal and institutional behaviors that perpetuate oppression” (Derman-Sparks, 1989, p. 3).



The Challenge

Unfortunately, many teachers currently in the classroom report that they feel inadequate to teach multicultural or anti-bias curriculum (Au & Blake, 2003; Ukpokodu, 2004).

Situate Learning about Bias

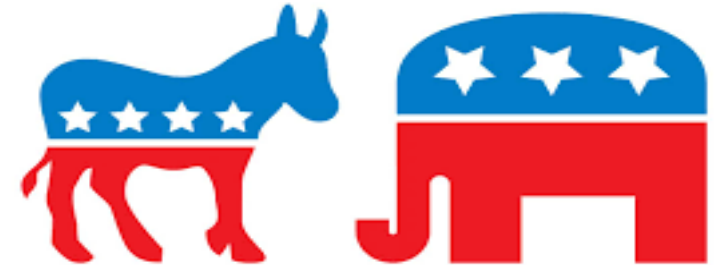
Historical



Socio-economic



Political context



Kluger (1976) Pathways to end Segregation

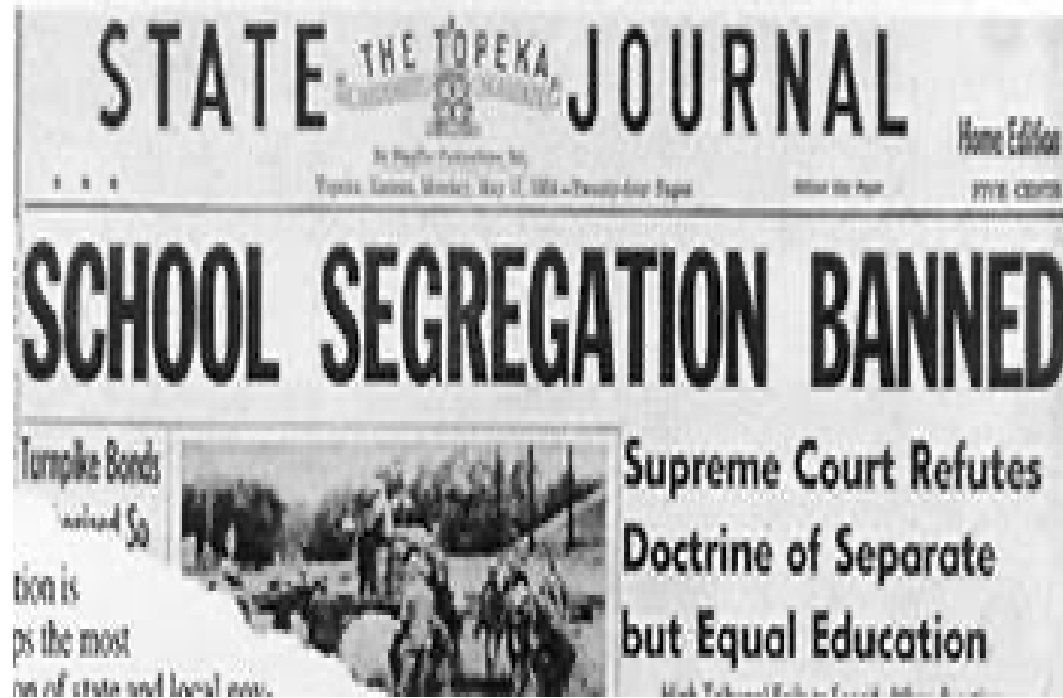
- Murray v. Maryland (1937) Maryland Supreme Ct.
 - Gaines v. Canada (1938) U.S. Supreme Court
 - Sipuel v. Oklahoma State Board of Regents (1948) U.S. Supreme Court
 - Sweatt v. Painter (1950) U.S. Supreme Court
- 1) Establishing new academic programs at Black colleges.
 - 2) Subsidizing out-of-state tuition for Black students.
 - 3) A) Admit Ada Sipuel, B) immediately open a Black law school, or C) close the White school until a Black one was opened.
 - 4) The Court finally found these alternate schools grossly inadequate and in violation of the equal portion of 'separate but equal.' This ruling reversed Sipuel in which Oklahoma's separate school was upheld.

Pathways to End Segregation

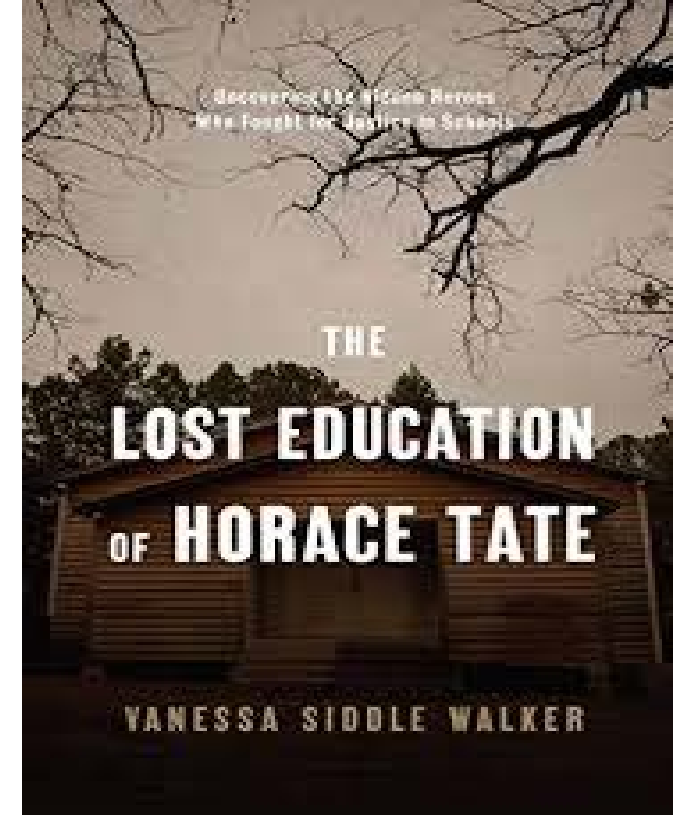
McLaurin v. Oklahoma (1950) U.S. Supreme Court
Parker v. Delaware (1950) Delaware State Court

District Court ordered the University of Oklahoma to admit McLaurin to graduate school. Instead of setting up a makeshift school, Oklahoma maintained segregation by isolating him while on campus. The Court intervened: he must receive the same treatment as students of other races.

Brown v. Board of Education (1954)



Professor Vanessa S. Walker's (2018) book Hidden Heroes: Horace Tate Stories, she reviews the archives of Horace Tate, and she discovers that black teachers opposed desegregation because they would be losing control over what black children would be learning, and consolidation created job loss which demoted Principals to Bus Attendants in spite of going to the north getting advanced degrees.



B= f (Person + Environment)
Lewin, 1936

Behavior- culturally taught
how to see, look, and act.
Changing these is in a real sense,
changes the perceived culture
within which we live.

**Forces and tensions that
move us to action.**

**Intention or determining
tendency is what matters most.**

Lewin life Space (Function)

Lewin affirmed, that psychology cannot try to explain everything with a **single construct**, (i.e. association, or instinct,). A variety of constructs need to be used and interrelated in a logically precise manner.

Look for psychological forces and intensions that arise from motives, goals, and at how people perceive the situation.

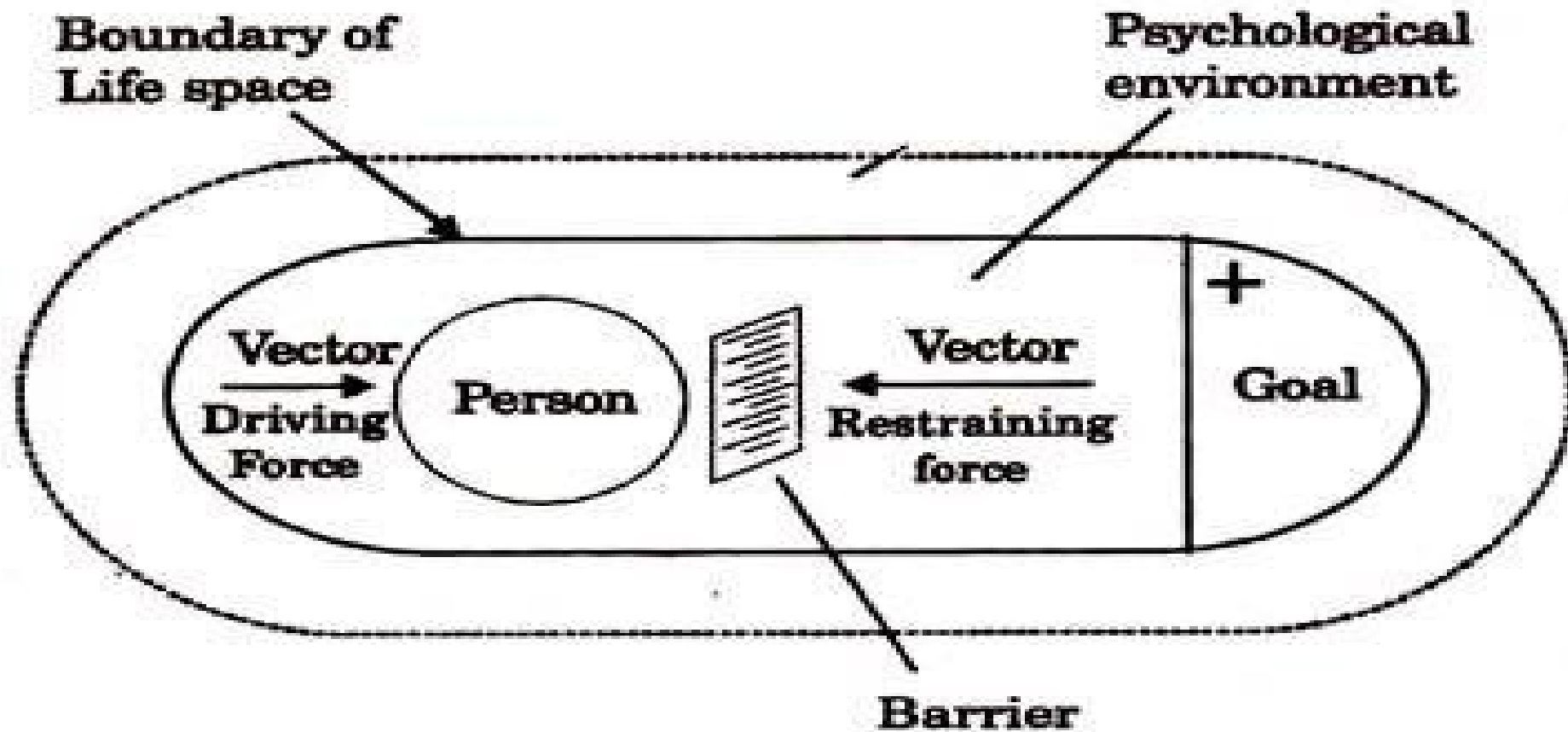


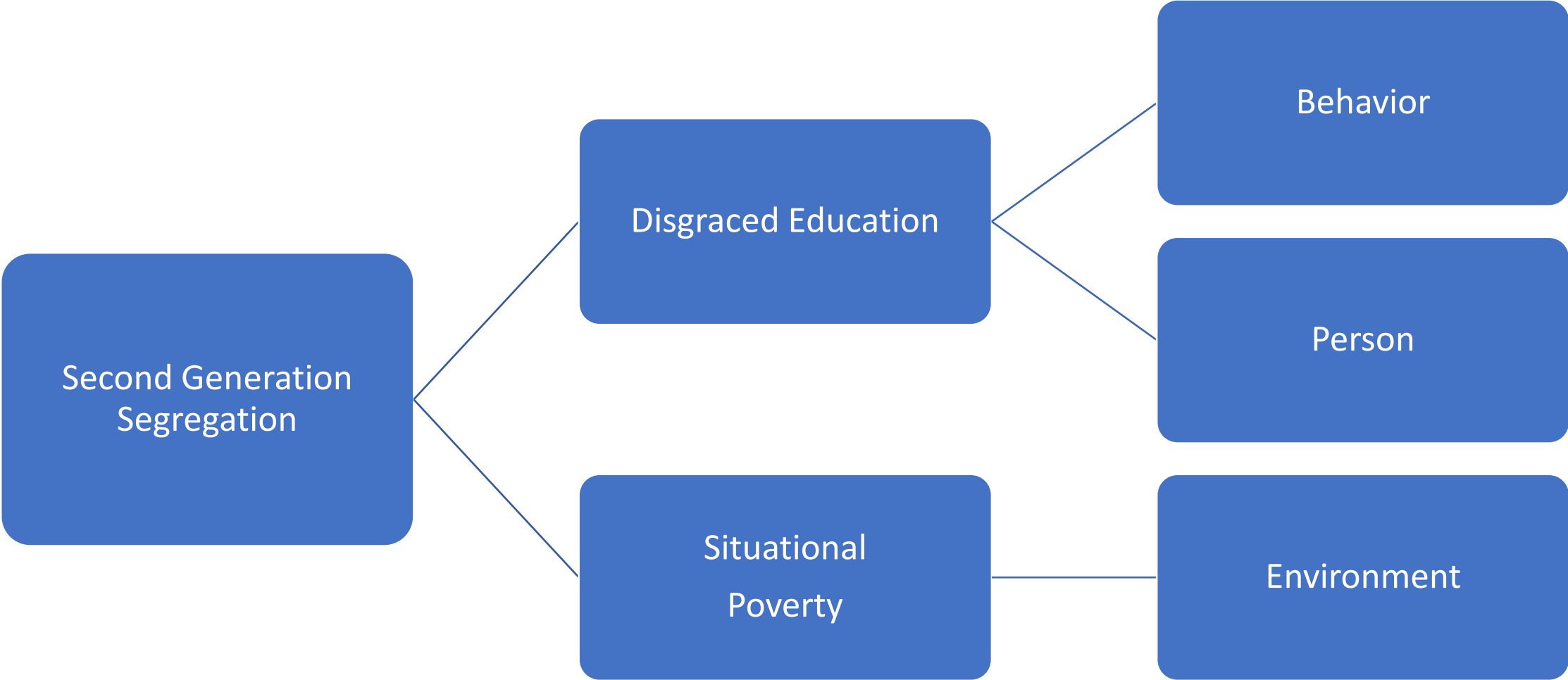
Fig. Lewin's Theory of Learning.

Environment

Environment (Life Space) is subject to **cognitive restructuring**--it becomes better understood and he/she does a better job of distinguishing between the real world and the "irreal" world of wishes and fears. The(Person) finds new social roles and learns new social norms and codes.

Change can be carried out in ways that **respects and humanizes our opponents** as well as ourselves. If carried out in **violent, dehumanizing ways, it is self-defeating** (Lewin, 1936).

Conceptual Framework 2nd-Gen Segregation



Hill, 2020; Mickelson, 2001; Lewin, 1936

Addressing Bias

- Develop a self-awareness of culture, bias, and discriminatory practices as well as to examine the effects of their beliefs, attitudes, and expectations.
- cultural diversity, if they have learned through experience to appreciate it as a reality and not an academic exercise—a reality they experience through interactions with a diverse faculty and student body. (Hixon, 1991, p.18)

Create an Internalized Dialogue

- Framing and reframing one's thinking in order to improve upon children's learning is basic to the active process of reflection (Lin, et al., 2008 pp.190)

Teaching Anti-Biased Curriculum

- “Knowledge-of Practice” (Cochran-Smith & Lyttle, 1999).
- Bridge the research to practice gap and sustain teacher reform efforts.
- Potential to raise teacher-levels of multicultural consciousness and encourage **willingness** to help their children question and confront bias issues.
- Improved Learning outcomes for diverse learner populations

Criteria	Examples
1. The object includes learner-centered activities or assessments.	Authentic assessment, project-based learning, intentional opportunities for collaboration, or utilizing learners' experience as content.
2. In order to be inclusive of diverse learners (race, ethnicity, language, socio-economic status, etc.), object examples and content draw from a variety of cultures, contexts, and groups even if the outcomes do not specifically focus on diversity, equity, and inclusion.	Content from a scholar of color; content representing the plurality of thought on contemporary educational pedagogy and practice; or content combining knowledge about learning, learners, families, and communities with the ability to see information, ideas and details from the perspectives of others.
3. The object creates opportunities to strengthen learners' sense of purpose and efficacy in pursuing education as a career.	Connections to learners' affective reasons for becoming a teacher, identifying professional values.
4. The object makes an effort to help learners enact a critical orientation around curriculum, instructional materials, and/or assessment.	Identifying an assets-based versus deficit narrative in a textbook passage.

Equity-Oriented Resource Criteria Evans, 2020

Rating

- **Aligned**= All four criteria are met.
- **Partially aligned**= One to three criteria are met.
- **Not aligned**= None of the criteria are met.

Examples are given to support better use of the rubric and are not intended to include all possible applications or instances of the criteria.



Racial Literacy in Education

Racial literacy is as a skill and practice in which students probe the existence of racism, and examine the effects of race and other social constructs and institutionalized systems which affect their lived experiences and representation in U.S. society. Students with racial literacy are able to discuss the implications of race and American racism in edifying and constructive ways. A desired outcome of racial literacy in an outwardly racist society like America is for members of the dominant racial category to adopt an anti-racist stance, and for persons of color to resist a victim stance

(Sealey-Ruiz, 2011)

Exchange of Experience

- Freire (2000) believes that freedom can only occur when the oppressed reject the images and fears they have adopted from their oppressors and replace them with autonomy and responsibility.
- Patience and humility to address inequalities/intolerance.

Reflection

Regular reflection on one's teaching is considered an essential practice for teachers, and it is equally important in developing multicultural knowledge and sensitivity" (Garmon, 2005, pp. 278).

Diversity Exposure

Exposure to diversity is associated with lower levels of bias
(Pettigrew & Tropp ,2006)

B p(E)- Environment within schools might reduce bias.

Defining Implicit bias

Kirwan Institute (2017) suggests that implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.

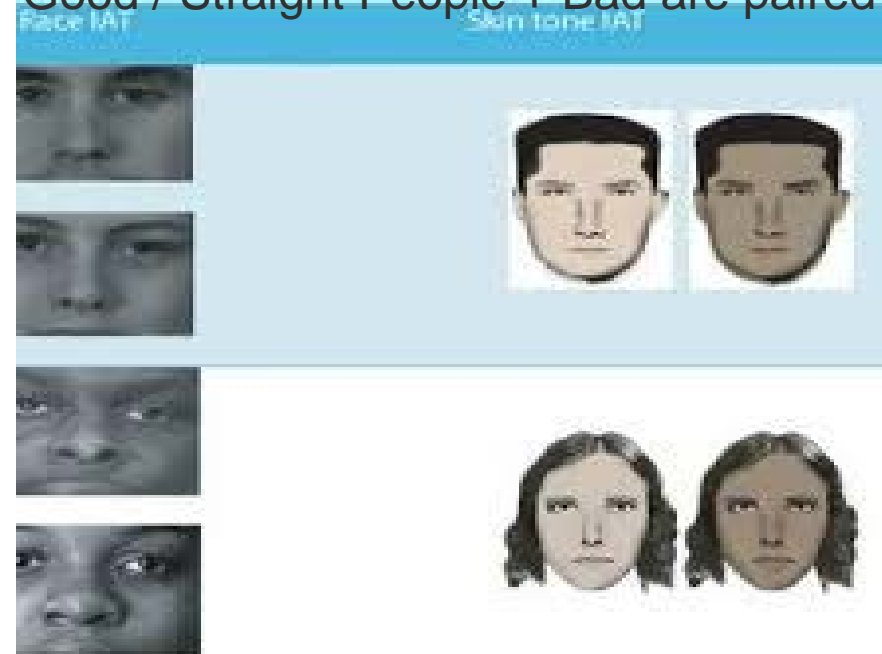
Key Descriptions

Implicit Bias

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are **related but distinct mental constructs**. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are **malleable**. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing technique

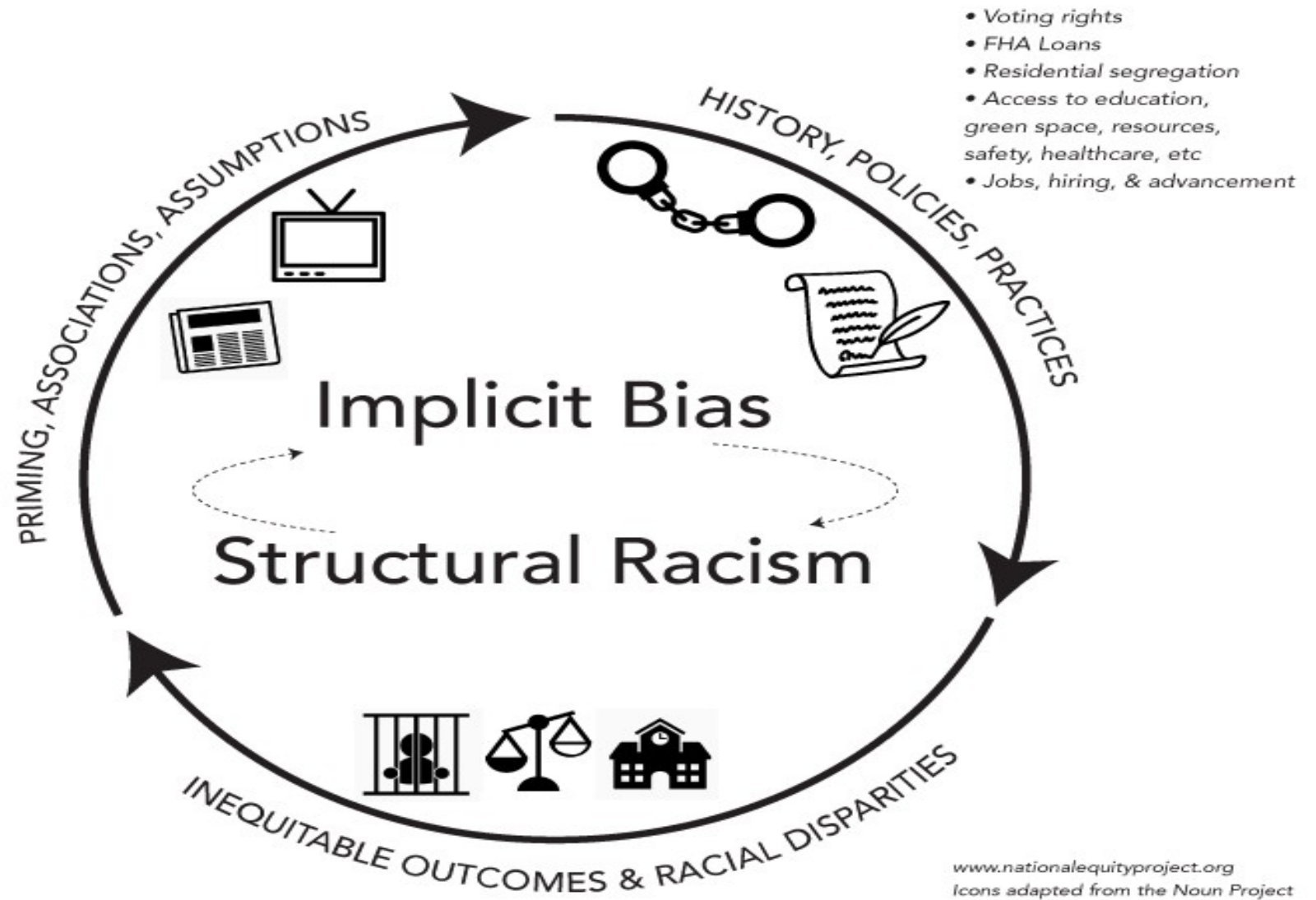


The Implicit Association Test (IAT) measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy). The main idea is that making a response is easier when closely related items share the same response key. We would say that one has an implicit preference for straight people relative to gay people if they are faster to complete the task when Straight People + Good / Gay People + Bad are paired together compared to when Gay People + Good / Straight People + Bad are paired together.



Any effort to interrupt implicit bias and its impacts must be accompanied by efforts to dismantle structures that exclude and build structures that provide access to opportunity or create new opportunities (National Equity Project, n.d.).

National Equity Project



Awareness of Bias

Explicit Bias -assumptions about students' learning behaviors and their capability for academic success which are tied to students' identities and/or backgrounds, and these assumptions can impede student growth (Staats, et. al, 2017).



159 targets

Sexual orientation 20%

Race 19%

Class 10%

Disability 3%

- Boysen, et. al 2009 Reviewed 139 incidences **Explicit bias**
- 47% stereotypes
- 20% offensive jokes/humor
- 12% avoidance/isolation
- 9% insults
- 3% other

Effective Strategies

- Hiring and retention of high quality teachers.
- Strategic curriculum design.
- Instructional improvement in each classroom AND across classrooms.
- Schoolwide systems and routines for assessing and supporting student learning.
- Teacher ownership of professional learning communities and school improvement.

(Darling-Hammond, 2017)



Education: Microcosm of Society

Education is closely linked with the comprehensive development of the human being and consequently, to the development of the society (Castillo & O'Hara, 2012)



What Policies Drive Achievement Differences?



Key Policy Levers

State funding of high-quality innovative programs for high-need schools.

Investment in residencies and mentoring.

Regional infrastructure for principal learning communities.

Technical assistance for districts and programs to “get it right” via sharing of models.

Instructional Leadership

Great principals, teacher leaders, and superintendents focus on:

- building professional learning communities
- fostering educator professional development
- providing instructional feedback
- working with educators to improve teaching practices
- using data to monitor school progress, identify problems and propose solutions
- redesigning school organizations
- facilitating student learning beyond the test

Bloom's Taxonomy Feedback Loop



Culturally Inclusive Pedagogy

“A culturally inclusive pedagogy removes barriers that block teachers and students ‘from using the full range of their competencies and skills and is linked with teachers and students’ ability to fully and effectively contribute in the classroom and world” (Stewart, Crary, and Humbred, 2008, p. 375).

Social-Emotional Learning

The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies five core competencies:

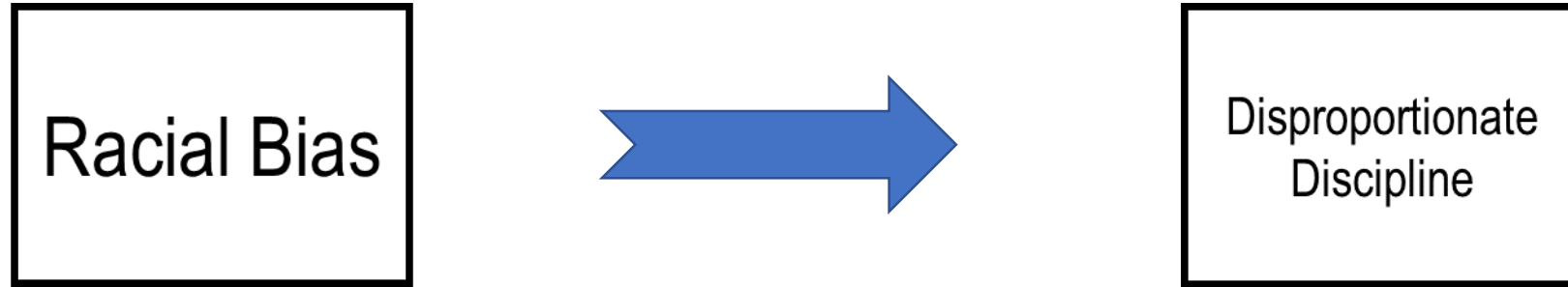
1. Self-awareness – the ability to recognize emotions, thoughts, and values and how they influence behavior.
2. Self-management – the ability to regulate one's emotions, thoughts, and behaviors in different situations to effectively manage stress and control impulses.
3. Social awareness – the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
4. Relationship skills – the ability to establish and maintain healthy and rewarding relationships and communicate with others.
5. Responsible decision-making – the ability to make constructive choices about personal behavior.

What is a Vulnerable Decision Point (VDP)?

A specific decision that is more vulnerable to effects of implicit bias.

- Two parts:
- Elements of the situation
- The person's decision state (internal state)
- Identifying the VDP Situation:
School-Wide Information System (www.swis.org)

A Unidimensional View of Bias

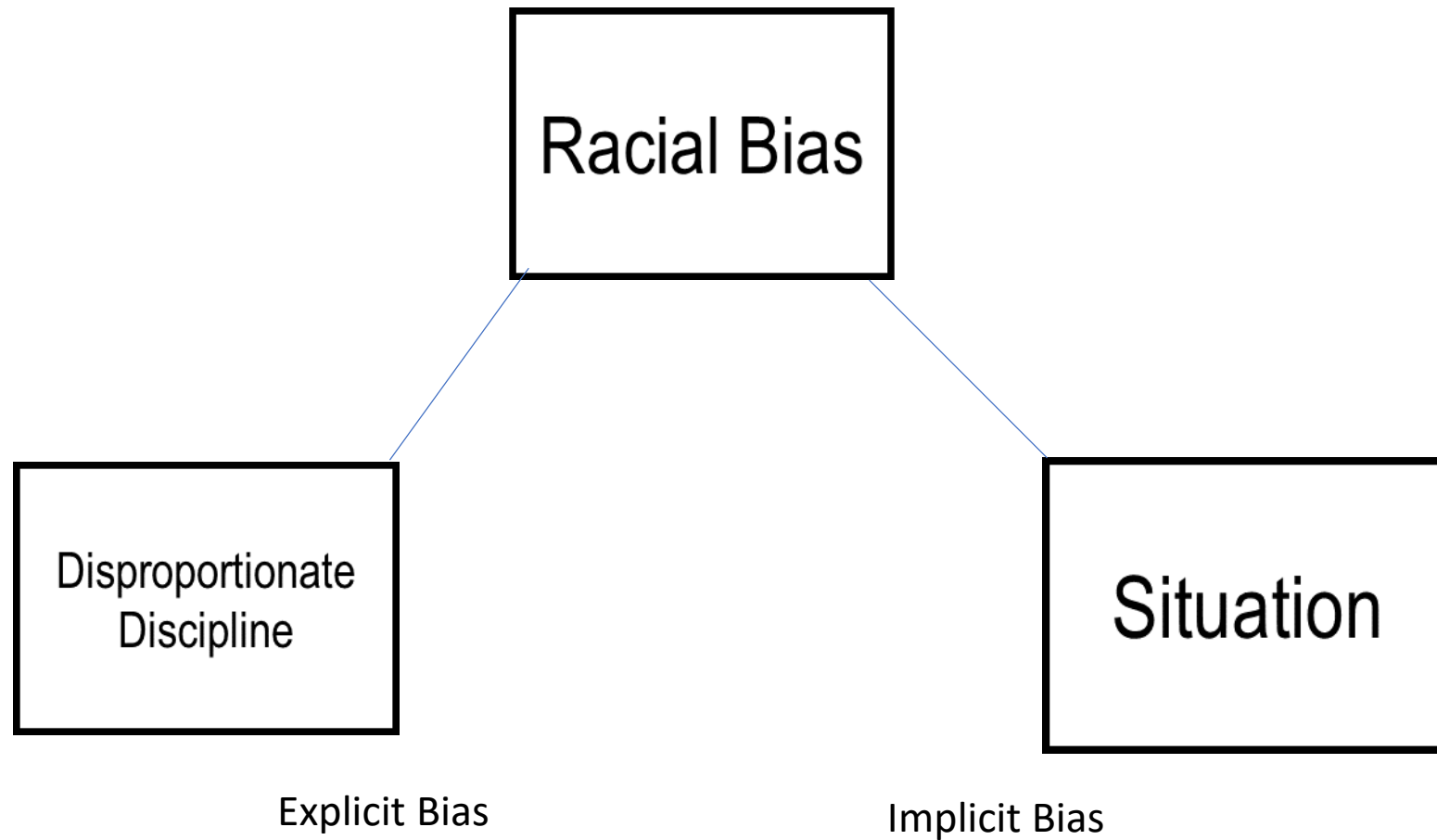


Stereotype Threat

Steele (1997) defined stereotype threat as an “**apprehension over possibly self-fulfilling negative stereotypes about one’s group or being judged**” (p.620).

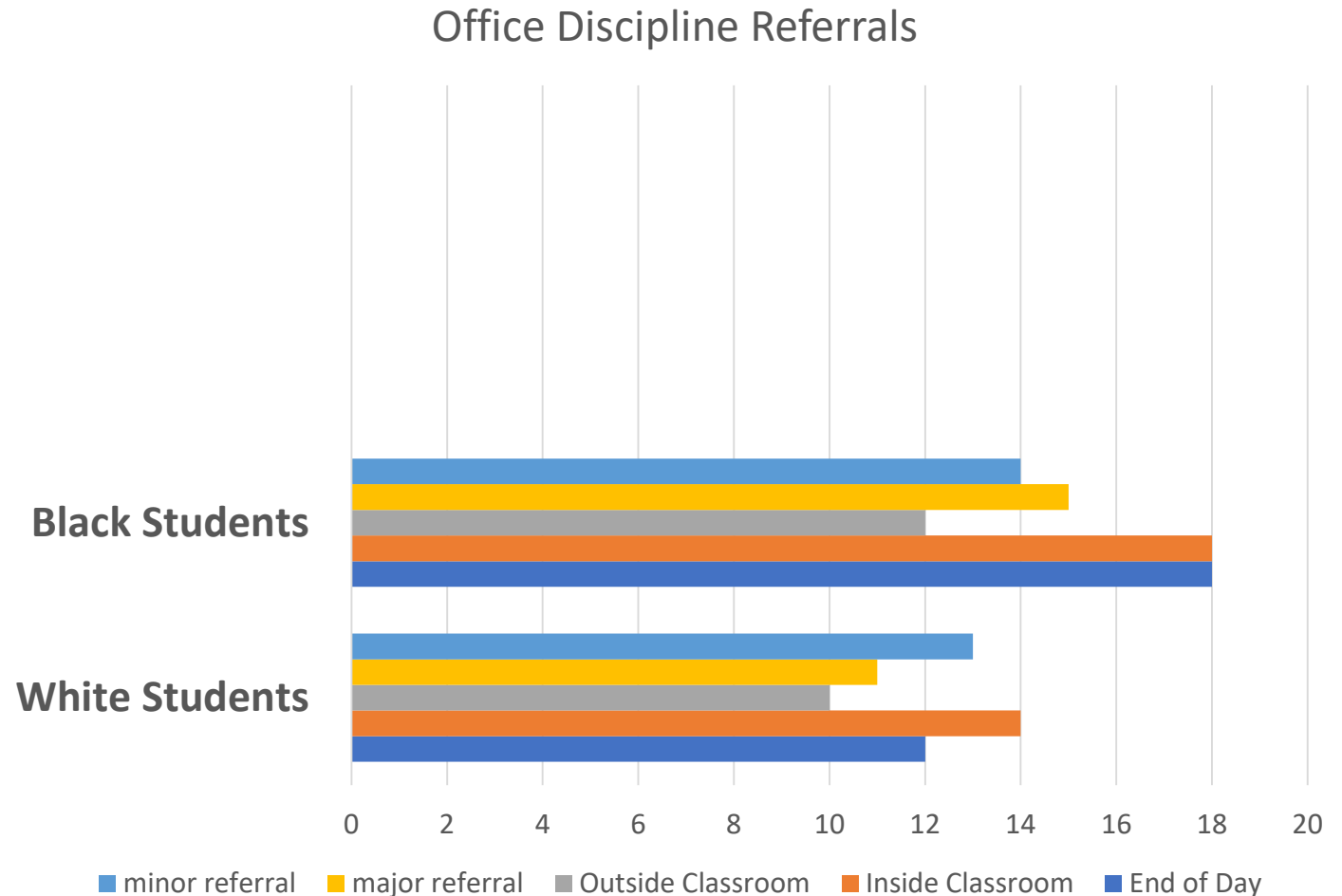
Students might employ **psychological defenses** to minimize the injuries associated with continuously confronting the psycho-physiological effects of stereotype threat: **Disidentification relieves the pain of stereotype threat by breaking identification with the part of life where pain occurs, which necessarily includes a loss of motivation to succeed** (Grant & Hill, 2020)

A Multidimensional View of Bias



Vulnerable Decision Point

Improving the specificity of definitions of subjective ODRs such as defiance and disrespect (i.e., providing definitions that reduce ambiguity as much as possible) could attenuate the influence of implicit bias on discipline decisions (Girvan, et al., 2016).



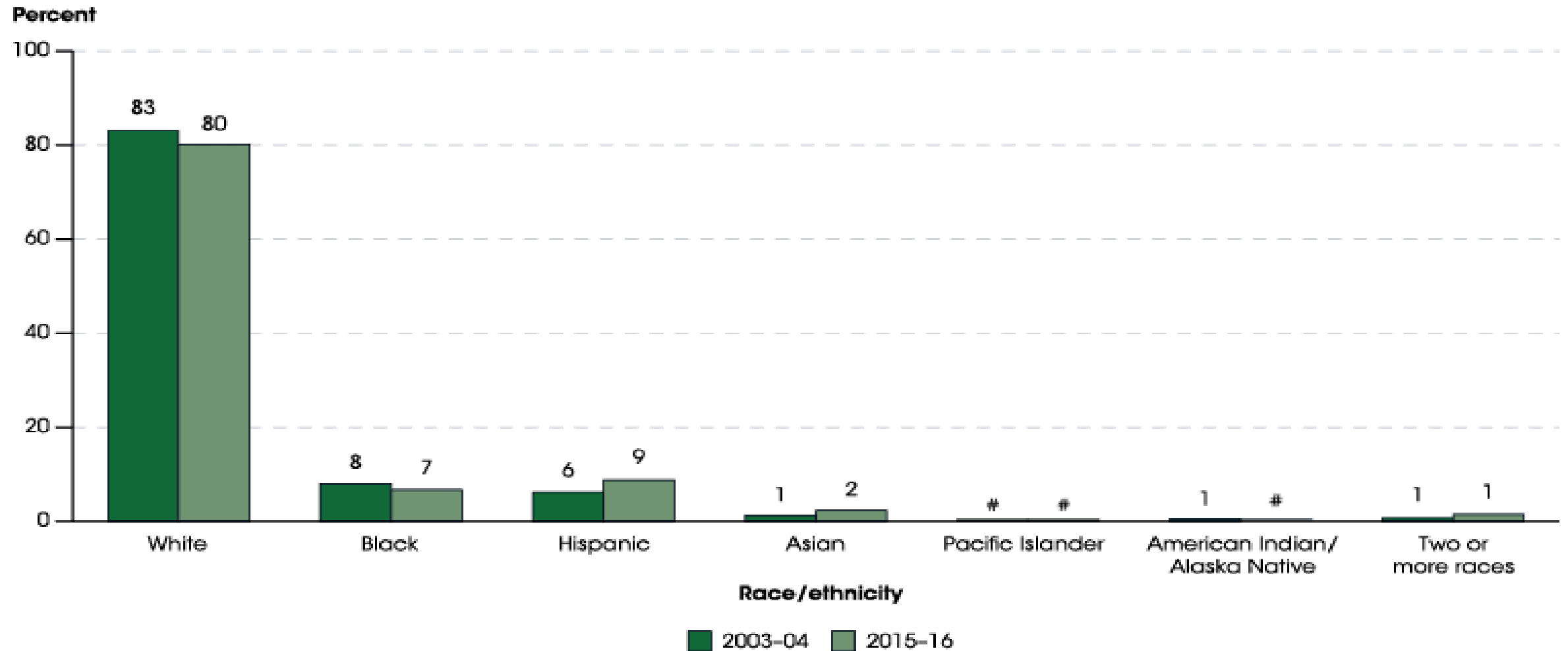
Motivational Types (Grant & Hill, 2020)

Intrinsic Motivation	Motivation is predicated upon an alignment with internalized value systems that manifest themselves in the satisfaction of gaining new knowledge, the human pleasure-seeking experience, or accomplishing and/or creating something.
Introjected Motivation	Motivation is predicated upon the reception or avoidance of internal experiences that manifest themselves in the maintenance of self-esteem and pride or the avoidance of guilt and anxiety.
Extrinsic Motivation	Motivation is predicated upon one's propensity to be compelled into action by demands requests, or incentives rendered valuable as a result of ecological associations.
Identified Motivation	Motivation is predicated upon one's awareness that an activity must be done for a particular reason. This might occur absent any inherent value or external reward.

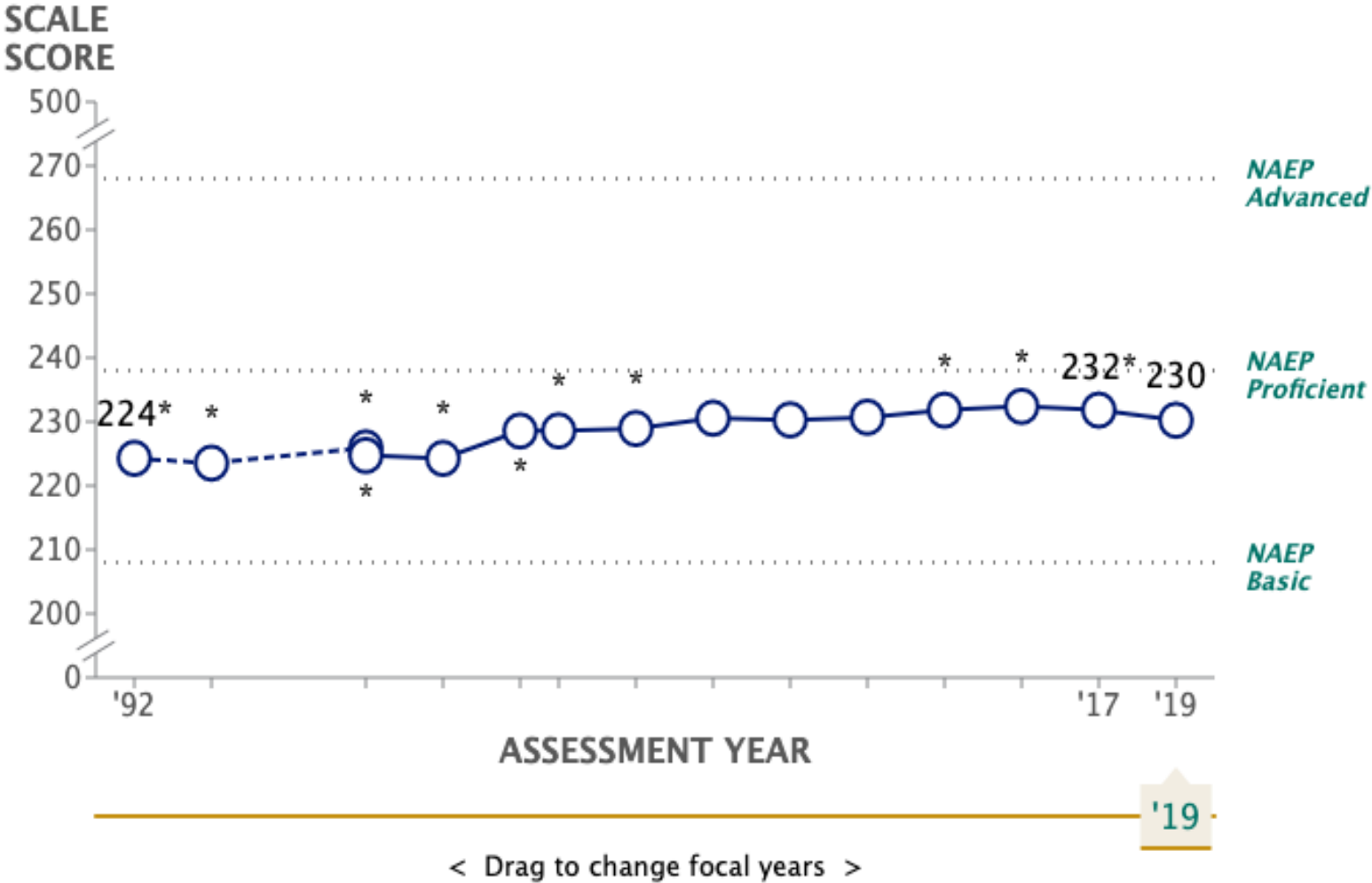
The National Center for Education Statistics (2019) reports that children of all races and genders perform at similar rates until the third and fourth grades.



NCES Data- Teacher Distribution



Trend in fourth-grade NAEP reading average scores for White students

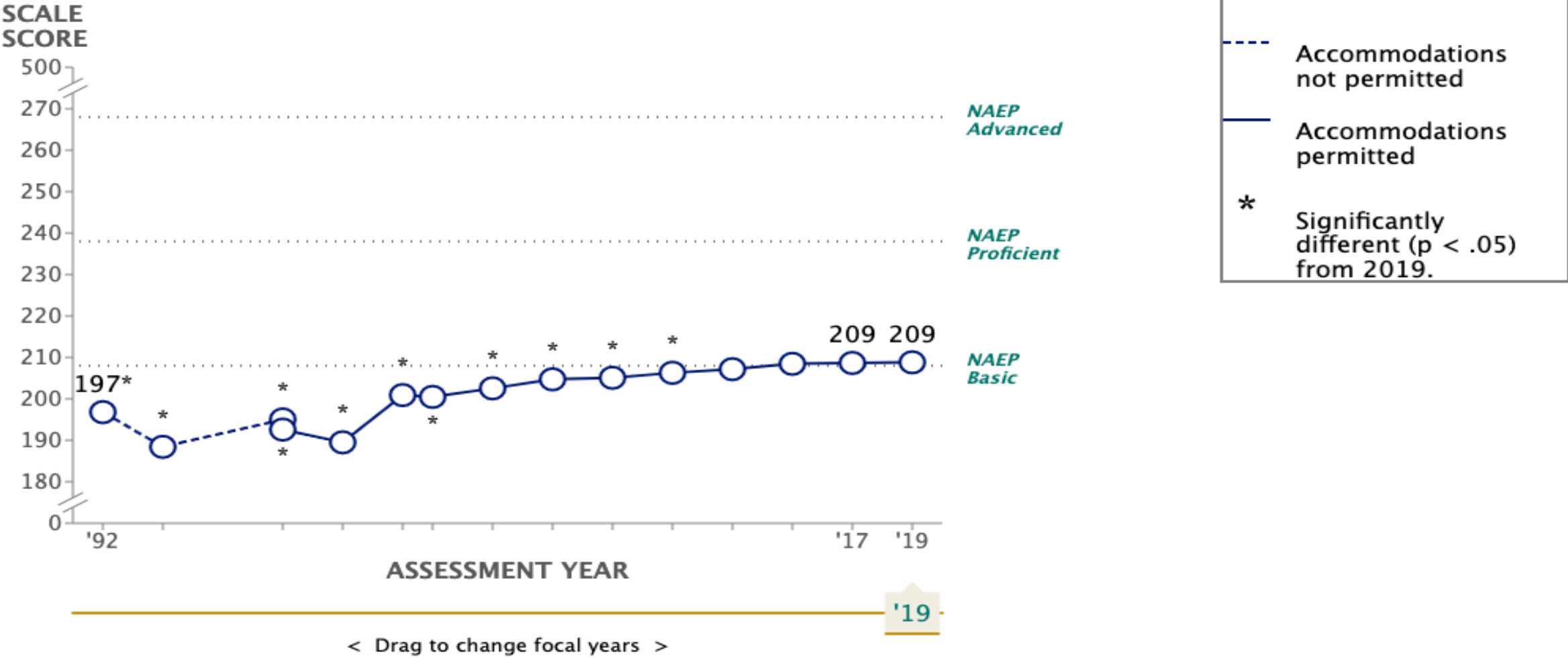


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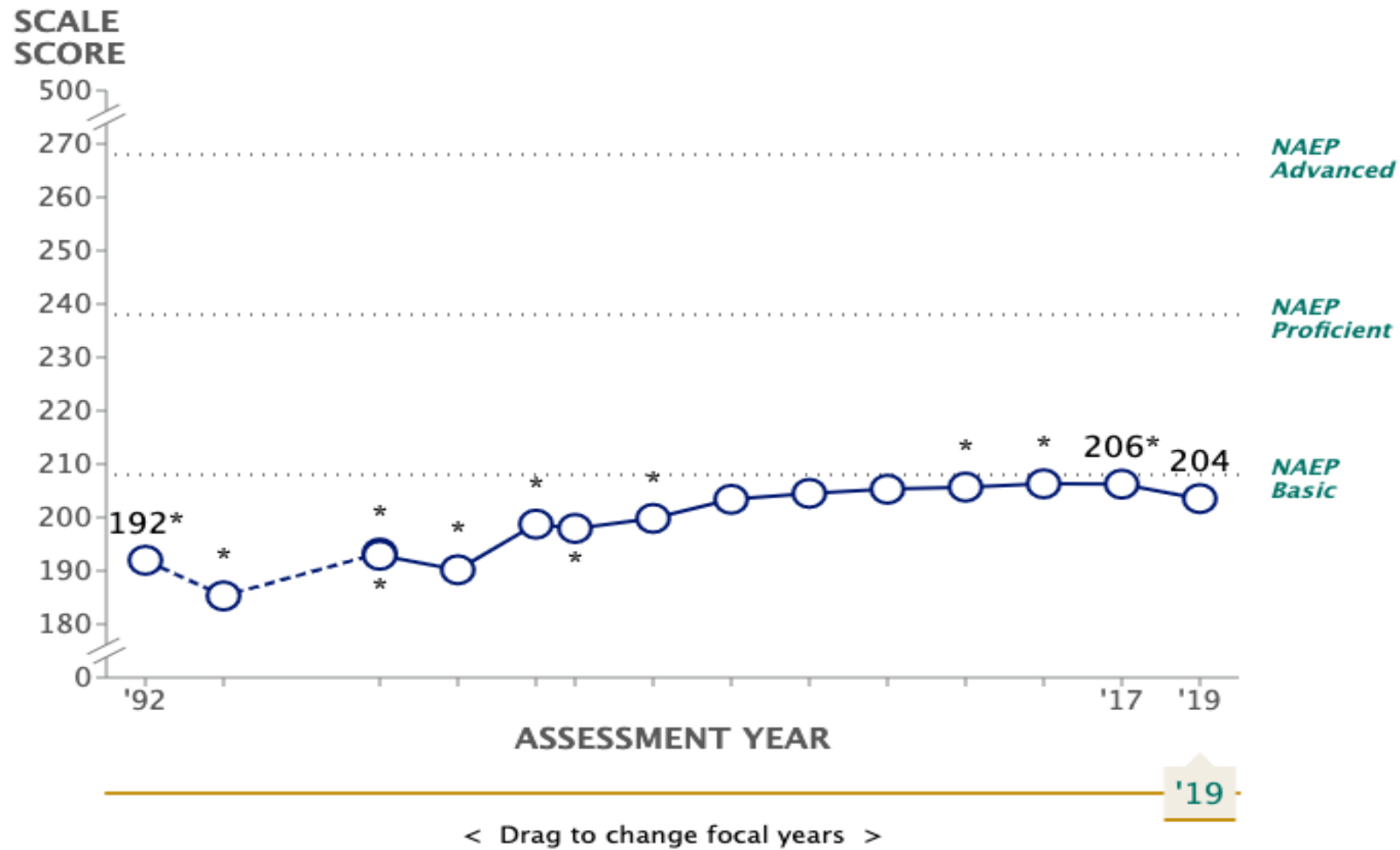
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* Significantly different ($p < .05$) from 2019.

Trend in fourth-grade NAEP reading average scores for Hispanic students



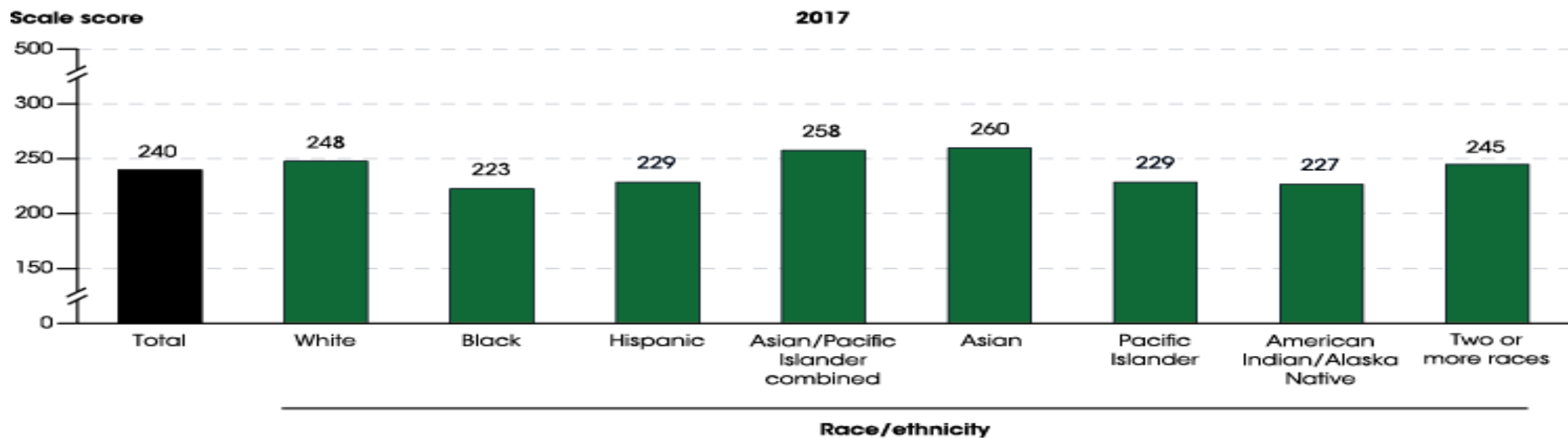
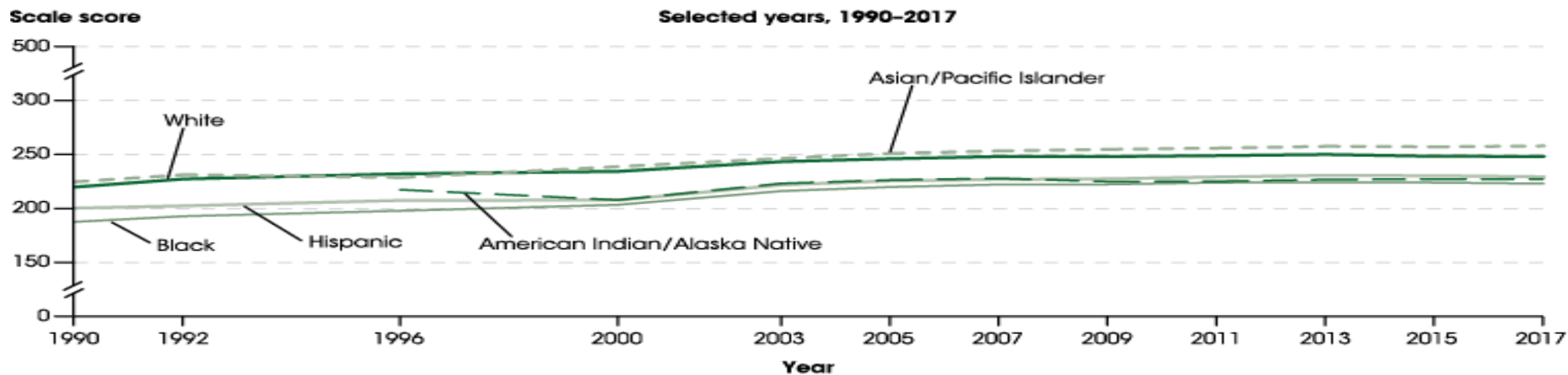
Trend in fourth-grade NAEP reading average scores for Black students



Accommodations not permitted

Accommodations permitted

* Significantly different ($p < .05$) from 2019.



Desire to Learn

Motivation has been seen as the primary factor influencing test performance and overall school success. Self-determination theory is aimed at explaining an individual's goal-driven behaviors.

- **Competence**: The belief that one is armed with both the skills and the tools to perform well on a task or an activity.
- **Autonomy**: The belief that one is engaging in an activity out of their own volition and free will.
- **Relatedness**: The belief that a sense of shared experience or understanding has the capacity to support meaningful relationships.

(Grant & Hill, 2020)

Four Motivational Conditions (Sage, 2015)

Condition	Criteria	Explanation
Inclusion	Respect and Connectedness	Through reciprocal experiences of respect and connectedness, learners experience increased intrinsic motivation as they feel safe, are able to exhibit authenticity, and are encouraged to share their opinions.
Attitude	Relevance and Volition	A relevant curriculum and an empowered student who participates in their learning with a sense of volition contribute to a sense of ownership where they are motivated to communicate and make sense of what they are experiencing.
Meaning	Engagement and Challenge	Engaging learners in actions and behaviors aimed at the deliberate resolution of a challenge through the development of new ideas or processes that increase efficiencies.
Competence	Effectiveness and Authenticity	Ensuring that learners feel empowered through an ability to positively impact their environment through the acquisition of knowledge that can be applied to their real life.

Anti-Bias Educational Goals

- Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
- Each child will express comfort and joy with human diversity; accurate language for human differences; and sincere, caring human connections.
- Each child will increasingly recognize unfairness, have the language to describe unfairness, and understand that unfairness hurts.
- Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and discrimination.

Grant & Hill, 2020

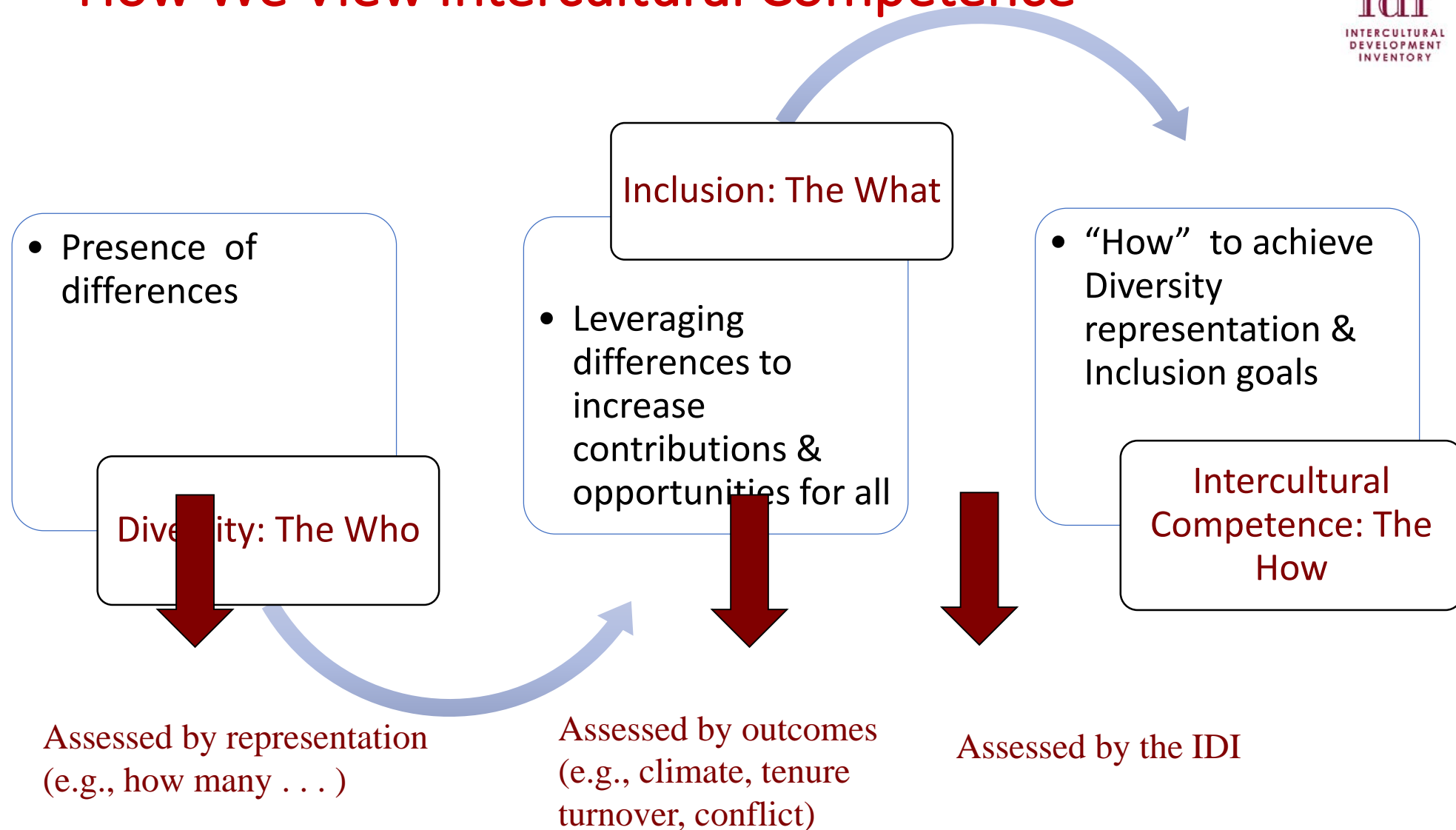
Takeaway

As students begin to consistently see non-deficits-based images of themselves and their peers, alongside the empowerment of all students, they become more equipped to address the various injustices and privileges (Howard, 2018).

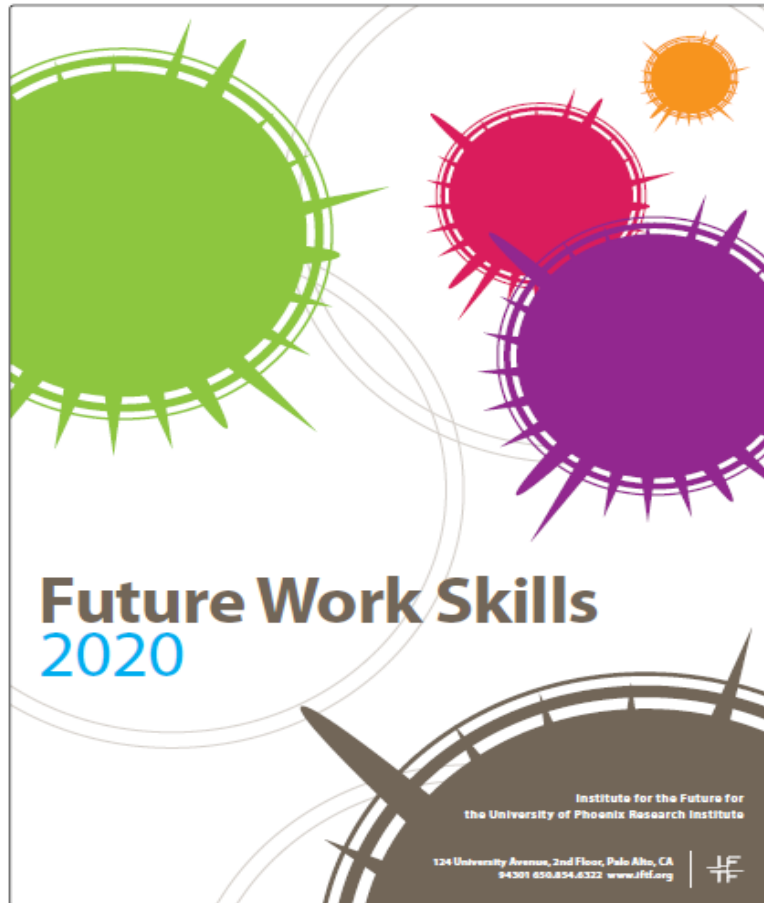
Interculturally Developmental Inventory (IDI)



How We View Intercultural Competence



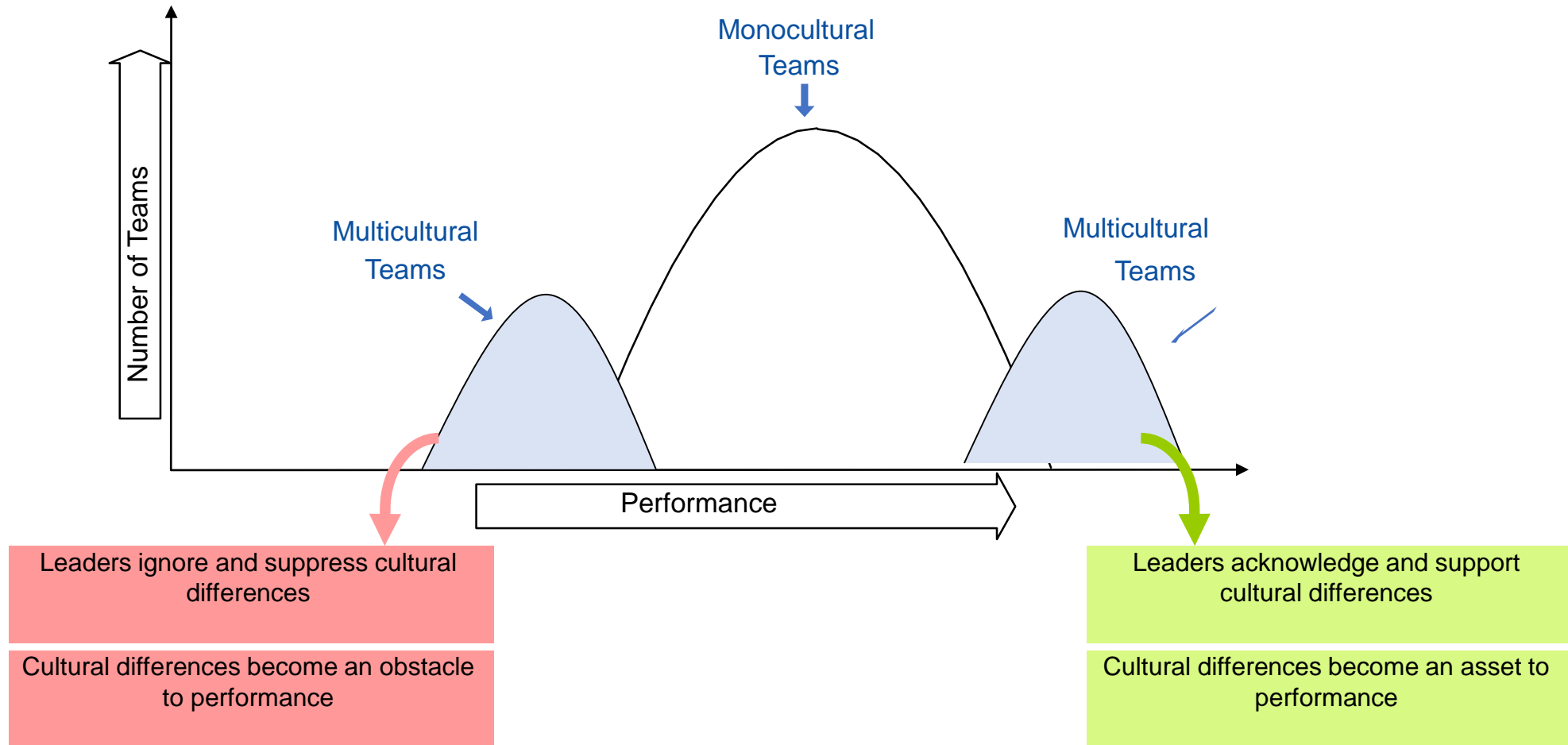
A Core Competency Over Next Decade . . .



Cross-Cultural Competency

Intercultural Competence is **IMPORTANT** & Central to Team Performance

Distefano's research compared the performance of homogenous and diverse teams

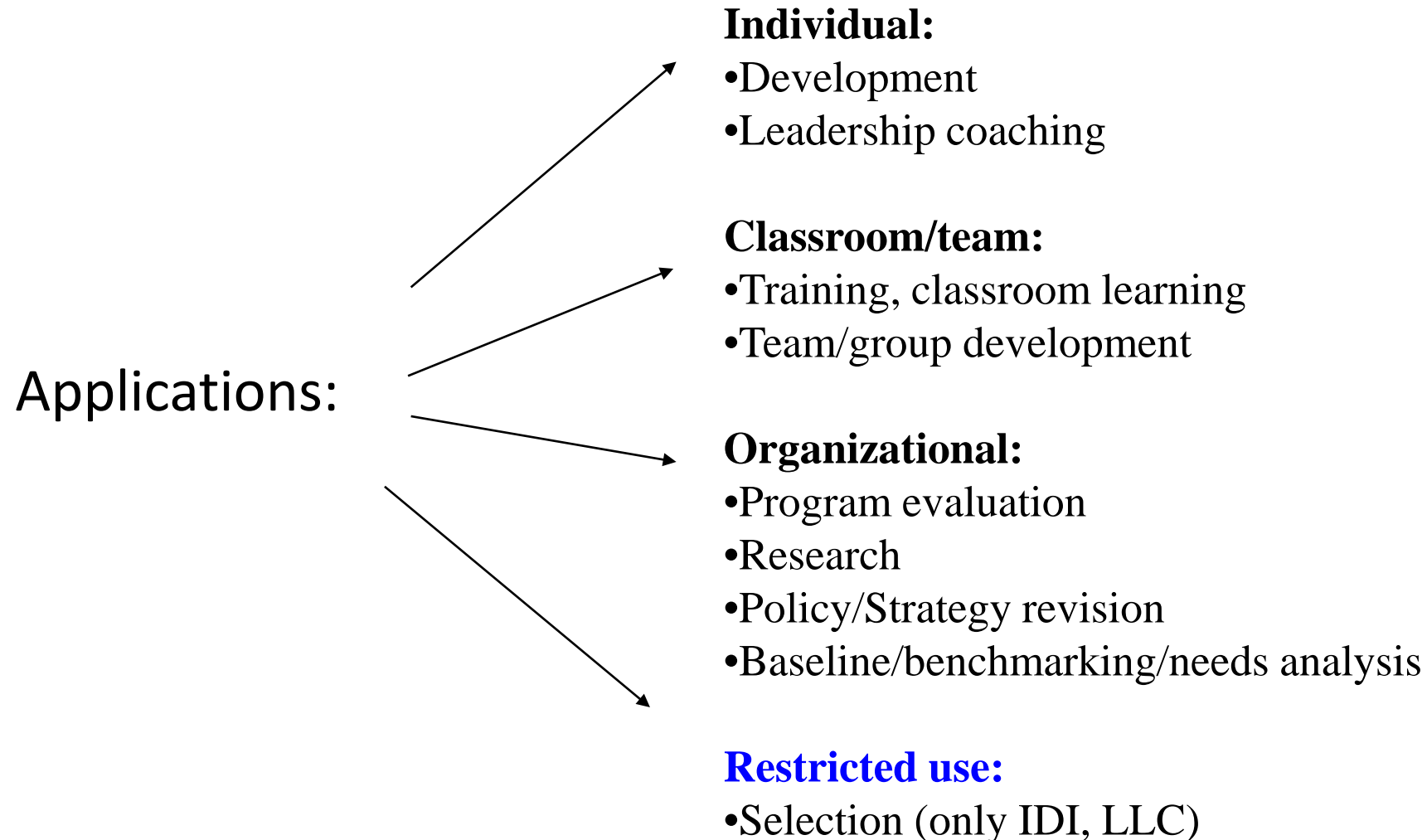


Reference: Distefano, J.J., Creating Value with Diverse Teams in Global Management, Organisational Dynamics, Vol 29, No. 1, pp 45-63, 2000

This Intercultural Development Inventory® (IDI®)

- ✓ Cross-culturally validated assessment of intercultural competence
- ✓ 50 item questionnaire, “back translated” into 17 languages, available online
- ✓ Includes open-ended questions & ability to add six unique questions
- ✓ Customized to **Educational** and **Organizational** applications
- ✓ Able to produce customized individual, group, sub-group and organization-wide IDI profile reports
- ✓ All Individual IDI profile reports accompanied by customized, Intercultural Development Plans
- ✓ IDI is cross-culturally validated with over 10,000 individuals across a wide range of cultures—both domestic & international diversity
- ✓ No cultural bias and not “transparent” (i.e., no social desirability)
- ✓ Demonstrated content, construct and predictive validity in organizations & in educational institutions

How to Use the IDI to Build Intercultural Competence



Intercultural Competence: The How

- The **capability** to shift cultural perspective and adapt—or bridge--behavior to cultural commonality & difference
 - Deep cultural self-awareness
 - Deep understanding of the experiences of people from different cultural communities—in perceptions, values, beliefs, behavior and practices
 - Behavioral shifting across these various cultural differences

Eliminating interpretations & behavior based on bias & stereotypes

Evaluative overgeneralizations, personal traits assigned to group

Stereotypes support less complex perceptions & experience of cultural differences & commonalities

Increasing interpretations & behavior based on cultural generalizations/frameworks

Neutral, relative descriptions of a group's preferences

Cultural generalizations support more complex perceptions & experience of cultural differences & commonalities

Using a Different Approach

- The IDI assesses intercultural competence along the Intercultural Development Continuum
 - (Adapted from the DMIS model (Bennett, 1986; 1993))
- This assessment tool & model is:
 - Holistic—assesses mind/action sets; not individual personality, knowledge, attitude or skill dimensions
 - Developmental—not typological
 - Interculturally grounded—explains how individuals and/or group experience cultural differences & commonalities

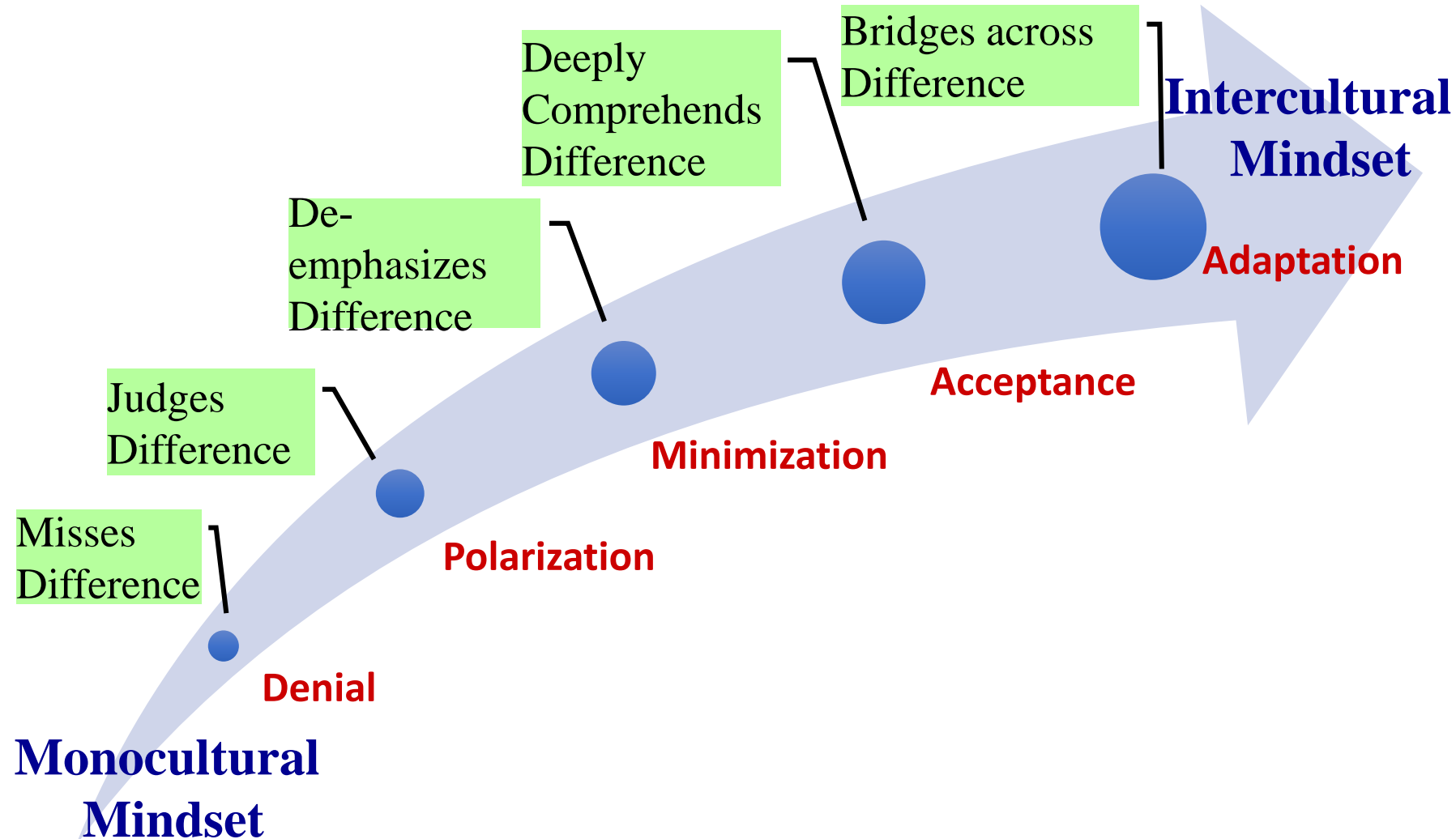
Why the IDI is Different from Other Assessments Tools:

➤ Interculturally Competent Practices . . .

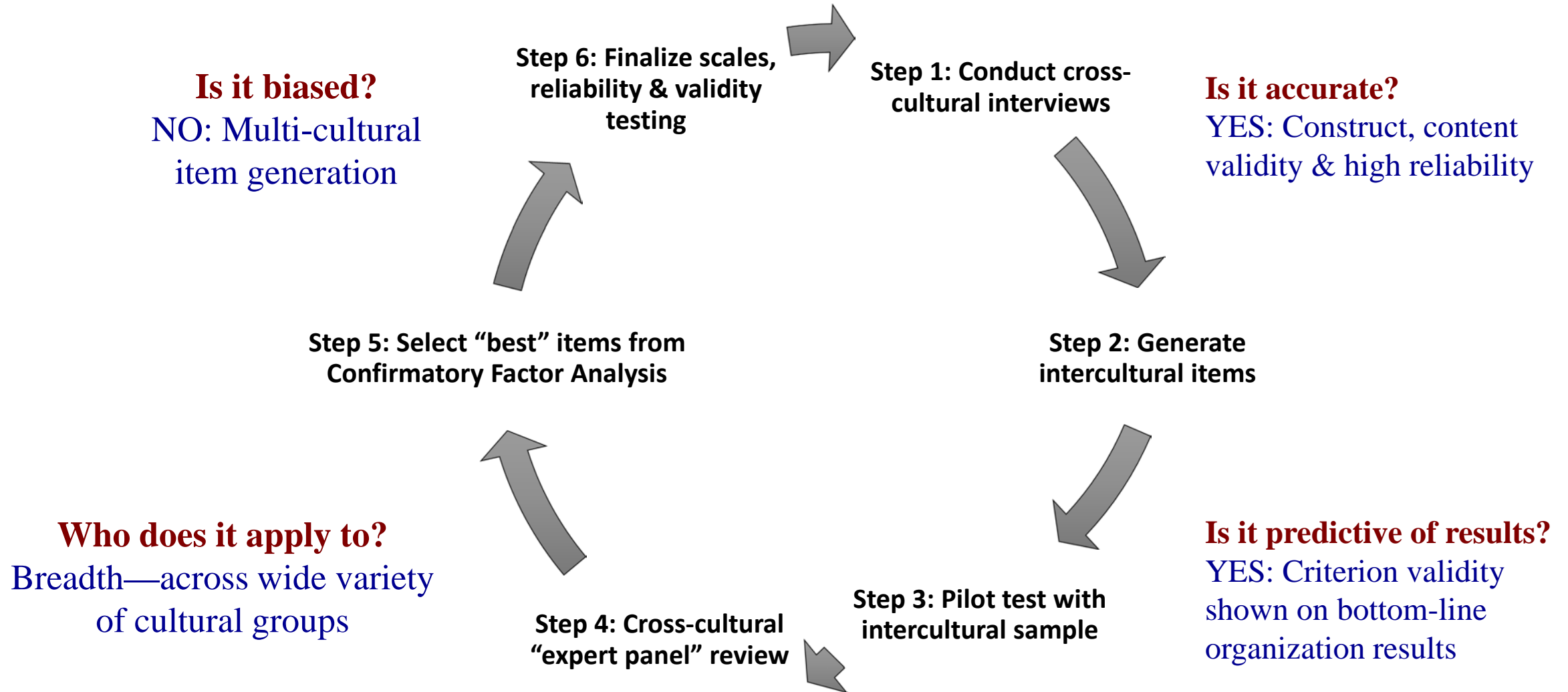
- *Occur at a level supported by the individual's underlying developmental orientation*
- *Training, education & leadership development efforts at building intercultural competence are more successful when focused on the individual's underlying developmental orientation*

As assessed by the IDI

Intercultural Development Continuum: Primary Orientations



Most Common Questions about the IDI

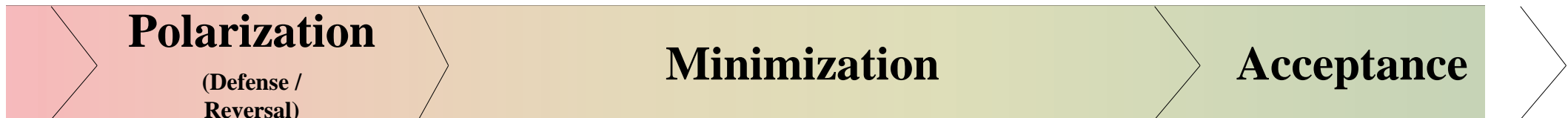
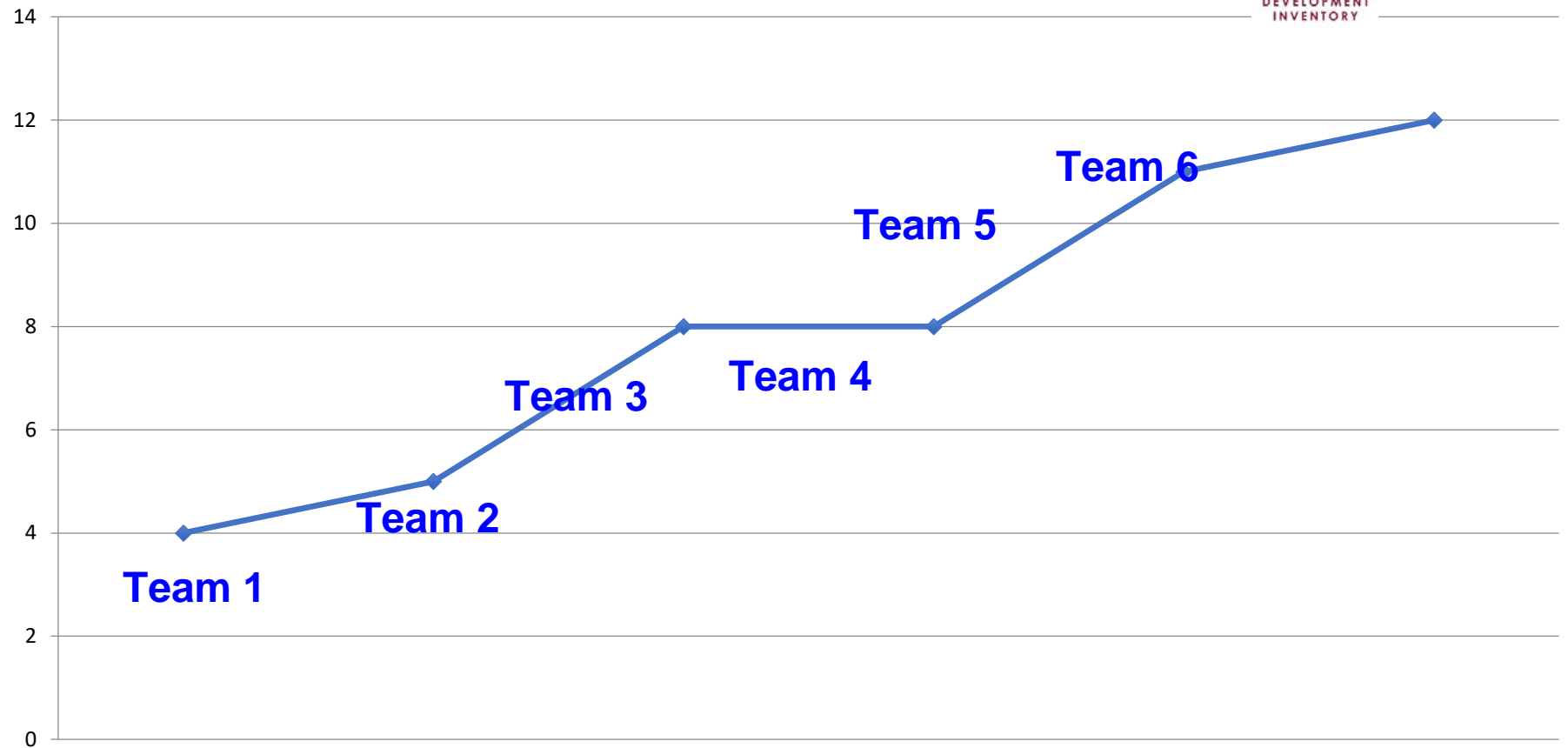


Diversity and IDI

**Greater
Diversity
Hiring**



**Less
Diversity
Hiring**



- PO score
- DO score
- Orientation Gap
- Range of Primary Orientations
- % Resolution of Polarization of Defense & Reversal
- Trailing Orientation
- Leading Orientation
- Cultural Disengagement
- Demographics and/or customized questions (Note: Individual contexting question answers in individual IDI profile report only)



Next Steps

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Thank you...



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