Equity Advocacy Series: Recognizing and Disrupting Implicit Bias

Educational Equity Department

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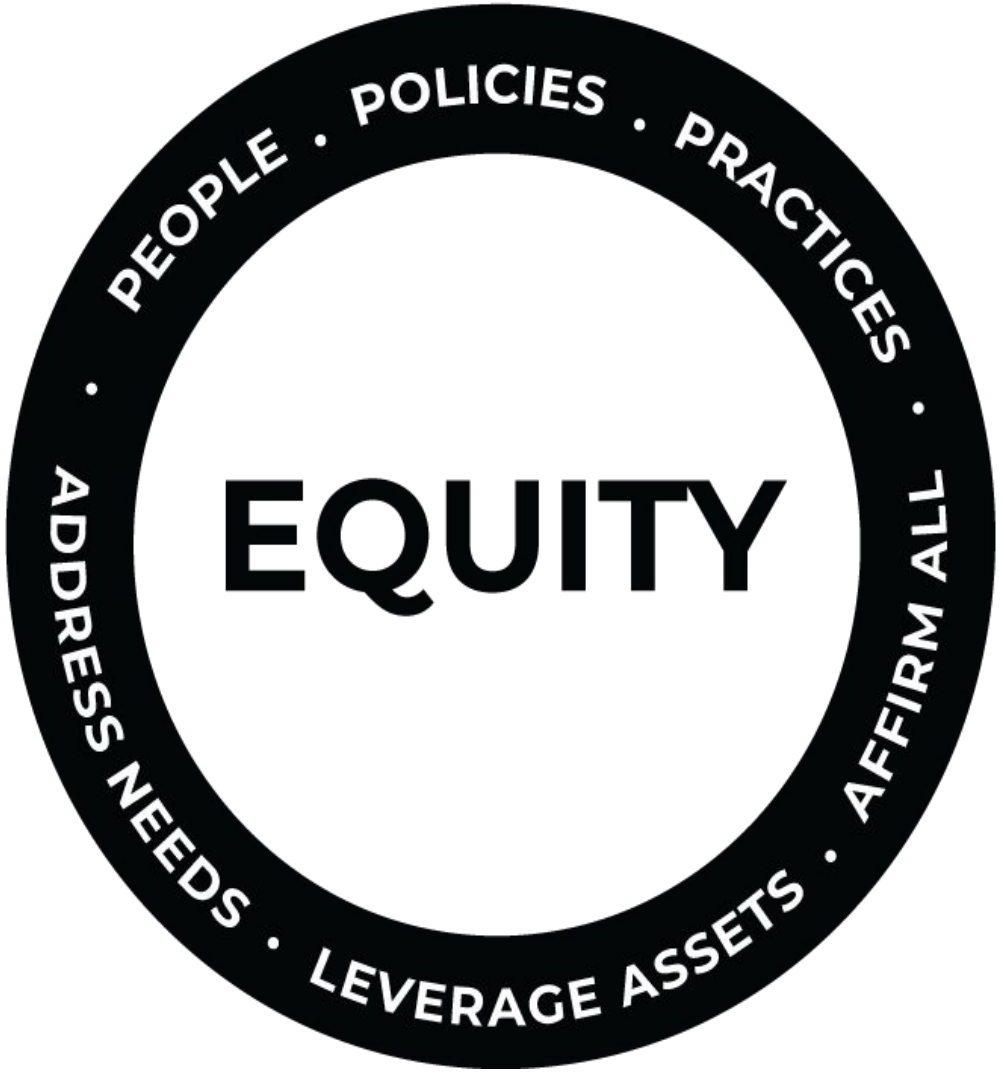
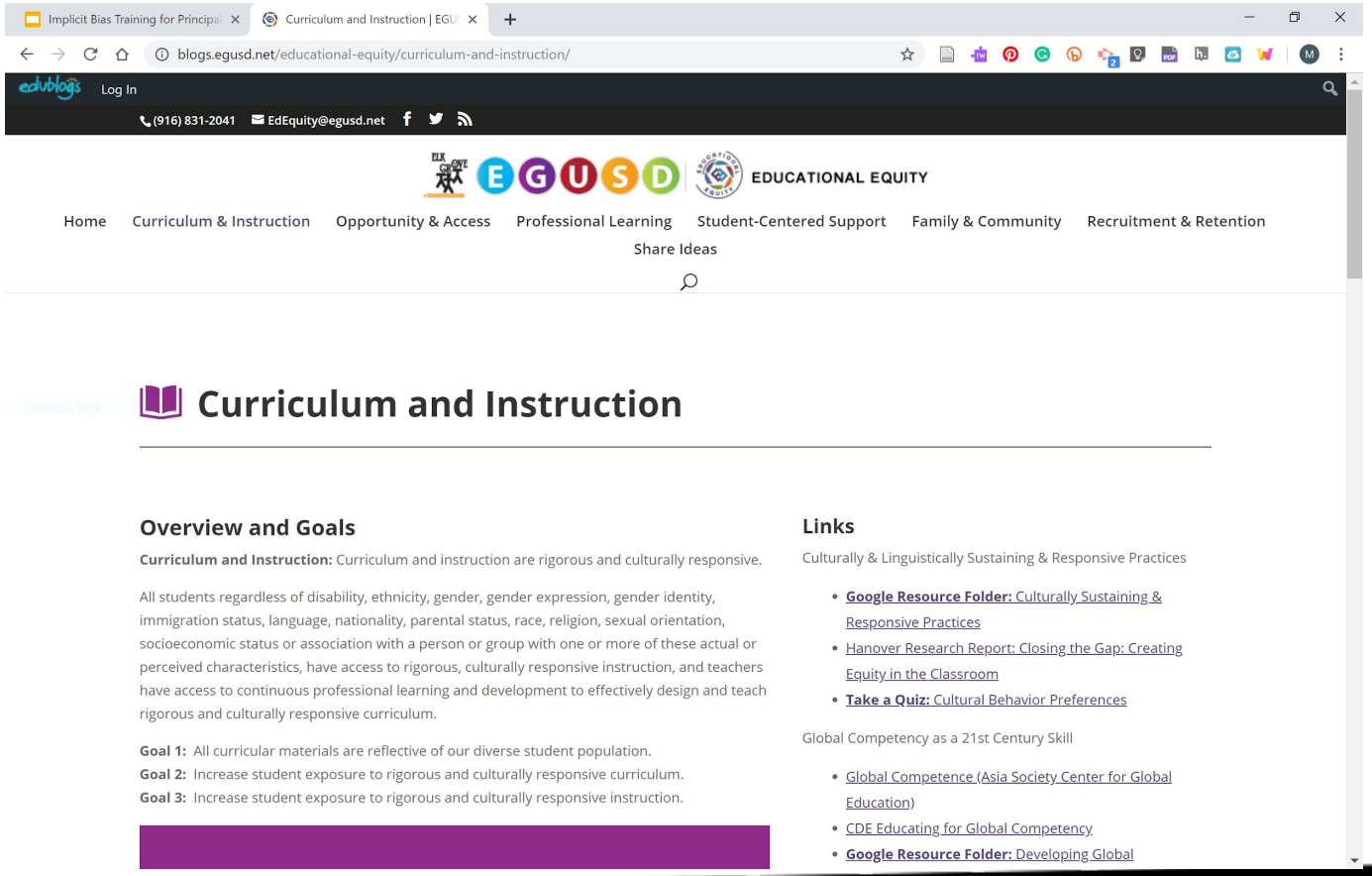


EGUSD Equity Resource Site: blogs.egusd.net/educational-equity

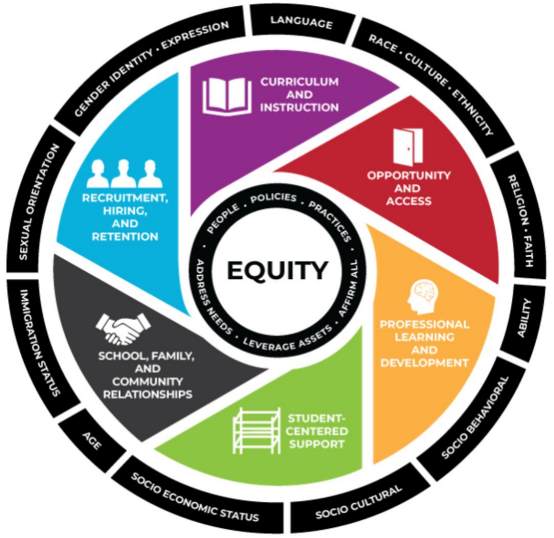


Equity Advocacy Series

Recognizing & Disrupting Implicit Bias	Speaking Out Against Hate: Using the 4 R's (Recognize, Respond, Report, Restore)	Applying Equity Mindset	The Cultural Proficiency Continuum and Me

EGUSD Strategic Goals

High-Quality Curriculum & Instruction	All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.
Student Assessment and Program Evaluation	All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.
Wellness	All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.
Family & Community Engagement	All students will benefit from programs and services designed to inform and involve family and community partners.



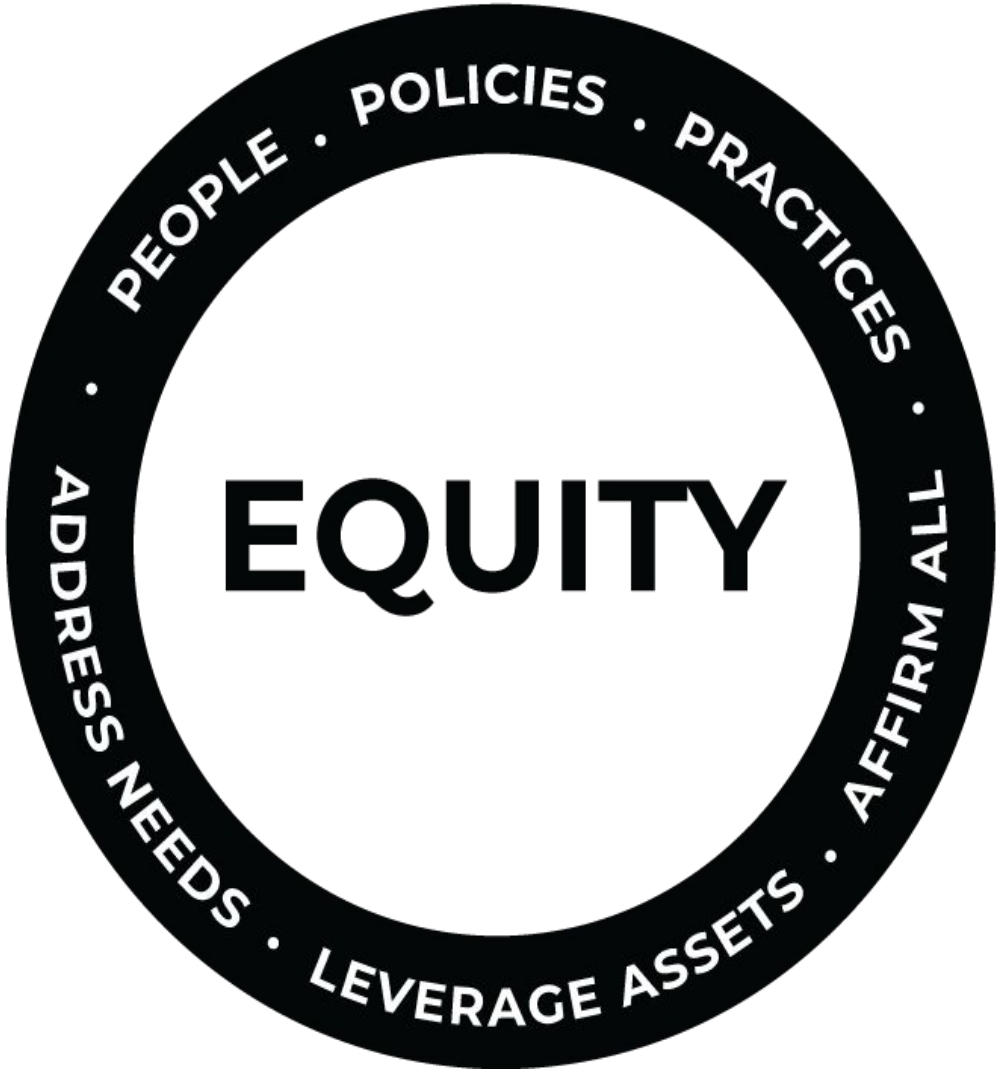
Educational Equity

Educational equity is defined as both a **process** and an **outcome** (Putnam-Walkerly & Russell, 2016):

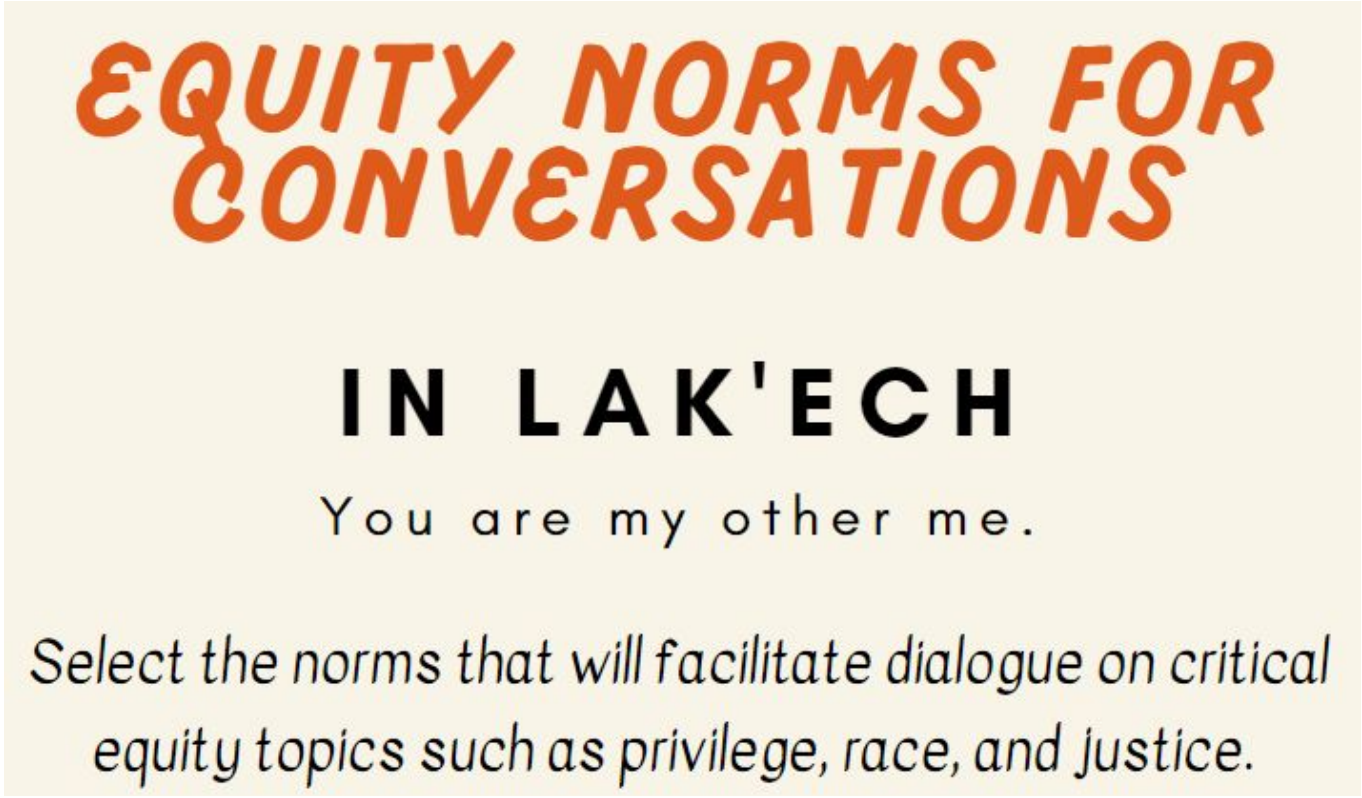
- The **process** of using a lens of equity to analyze and inform decisions, policies, and practices in our schools and district to ensure they are culturally sensitive and provide all students with access, opportunity, validation, support, and resources.
- The **outcome** whereby all educational outcomes are no longer predicted by identity categories such as race, ethnicity, ability, gender, and socioeconomic status.

Acknowledgments

- Land
- Ancestors
- Pandemics



Prevention Strategy: Conversation Norms



REFERENCES

Mantra: In Lak'ech - "Pensamiento serpentino" (L. Valdez, 1971).
Norms: "The Way of the Teacher: Principles of Deep Engagement" (Arrien, 2001)

Equity Conversation Norms

1. We acknowledge each other as humans.

2. We try to stay curious about each other and the work.

3. We recognize that we need each others help to become better listeners.

4. We slow down so we have time to think and reflect.

5. We remember that conversation is the natural way humans think together.

7. We own how we participate.

6. We expect it to get messy sometimes and we will learn through it.

8. We honor confidentiality.

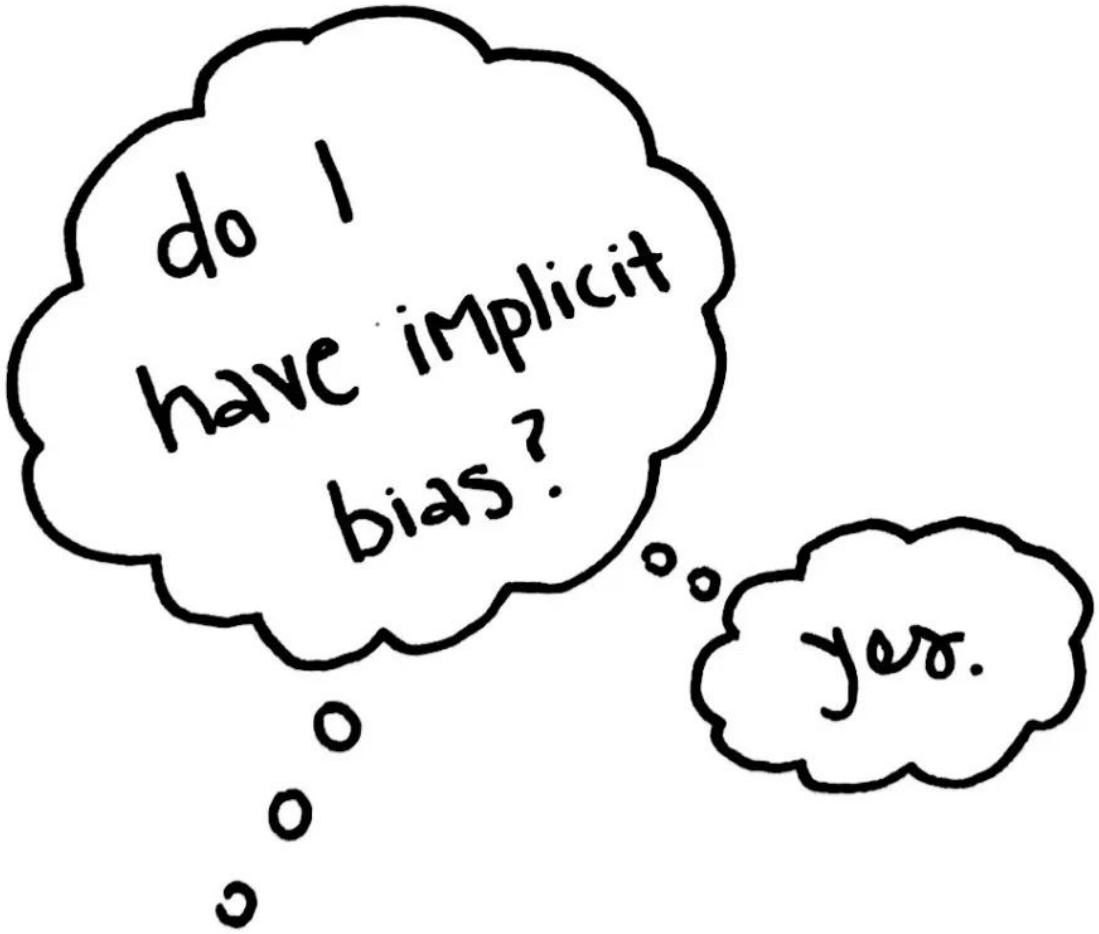
Learning Targets

Experiential:

1. Build connections to other equity advocates.
2. Engage in self-reflection about my own biases and growth.

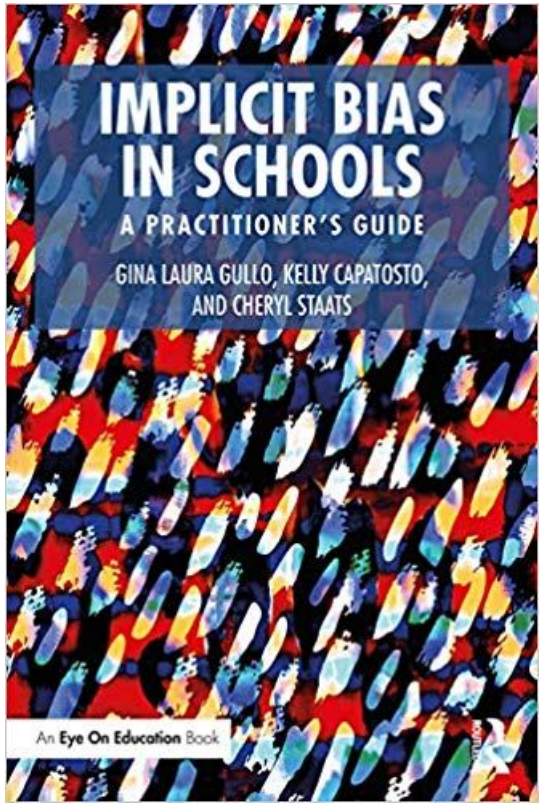
Practical:

3. Define implicit bias.
4. Recognize potential “blind spots” that may lead to implicit bias.
5. Identify impacts biases can have on our students.
6. Set a goal for disrupting my own implicit biases.


do I have implicit bias?
yes.

Implicit Bias

- Stereotypes and attitudes that affect our understandings, actions, and decisions in an unconscious, automatic manner.
- May or may not reflect our actual attitudes
- Everyone has implicit biases
- Biases are not necessarily all negative

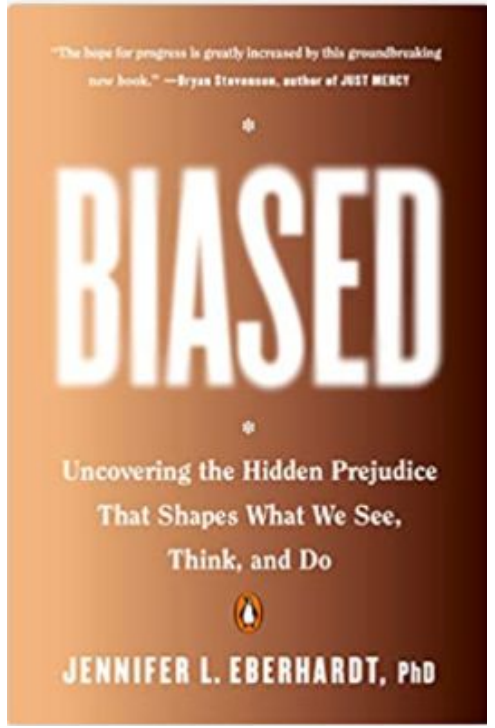


(Gullo, Capatosto, & Staats,2018)

Implicit Bias

- Biases serve a psychological function to react to fear with security and community.

- Biases require effort, persistence, and discomfort to overcome.



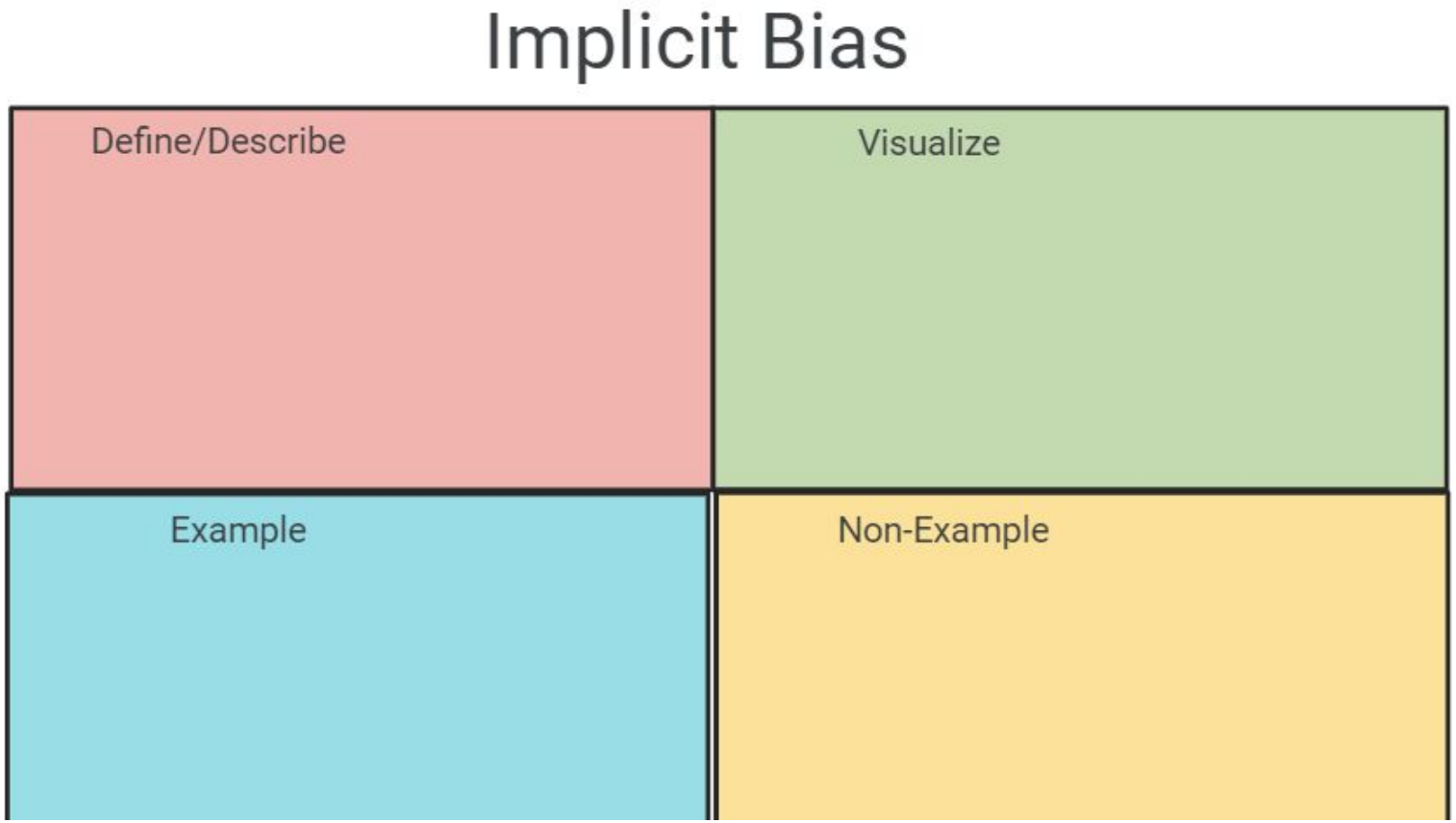
(Eberhardt, 2020)

Snapshot: Self Check-in

Review the pictures on the next slide (8 total).

Check-in with yourself around your initial thought and/or reaction (physical or emotional) to each picture.

Frayer Model: Check for Understanding



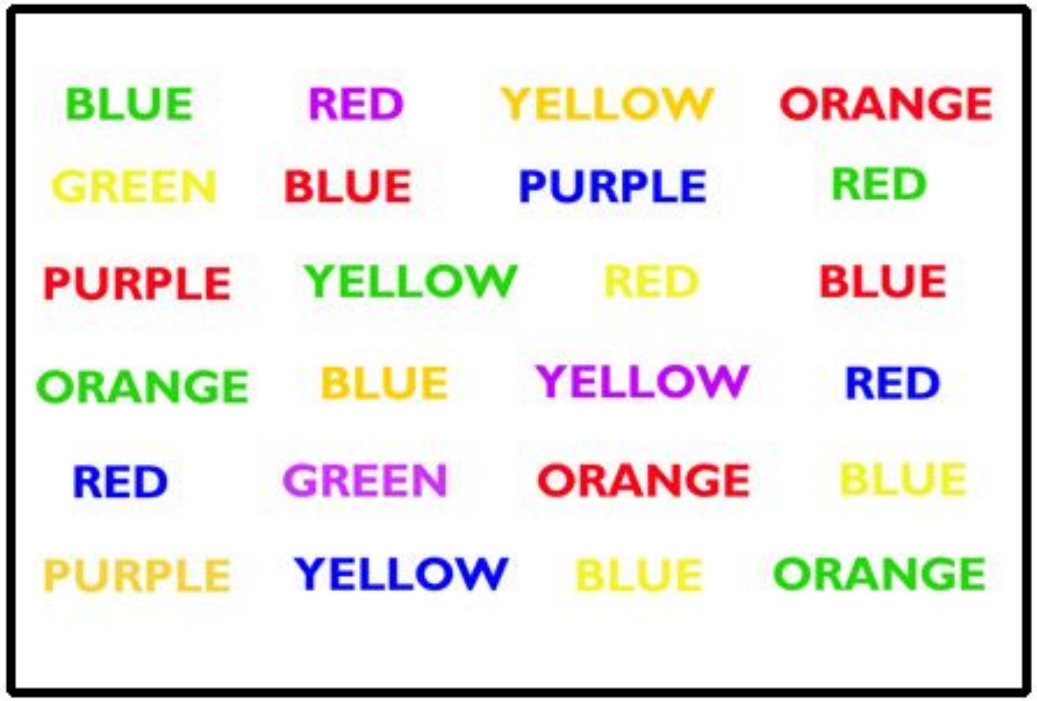
Check Your [Explicit] Biases

Summer vs. Winter

Cats vs. Dogs

Pepsi vs. Coke

Stroop Test - Automaticity Test



Reviewing Sources of Bias

As we review the following materials, take notes on ideas you are having.

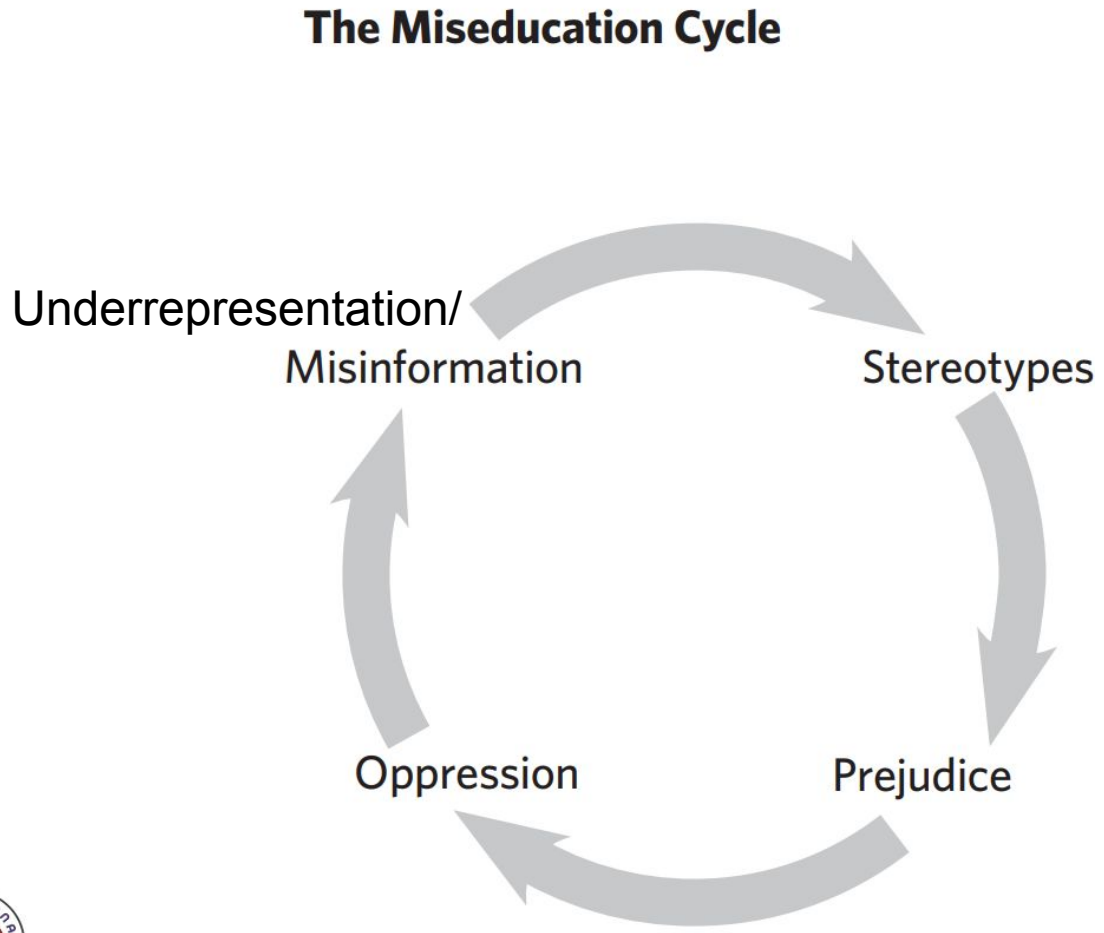
Then reflect on possible sources of bias in your life.

Where does bias come from?

Media

Lived Experiences

Systemic Oppression

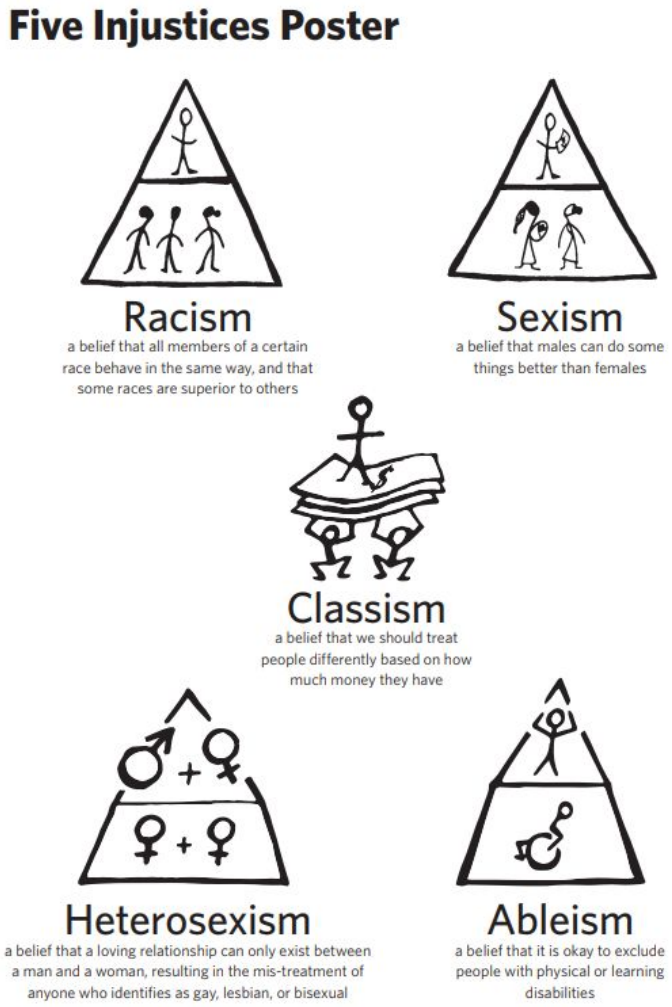


Family

Schooling

Communities

Forms of Oppression



Clarke & Clarke 1947 Doll Study

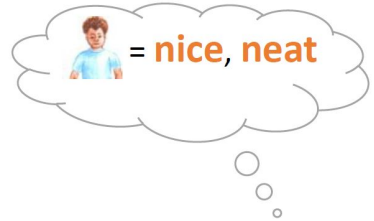
STATE JOURNAL

SCHOOL SEGREGATION BANNED

Supreme Court Refutes Doctrine of Separate but Equal Education

Clarke & Clarke, 1947

Associations and Implicit Attitudes



Charlie

Who is **nice**?
Who is **mean**?
Who is **dirty**?
Who is **neat**?

Danny

Ingroup bias when no other information is given

But, is that the same as **prejudice**?

Not much has changed...

Prejudice does not simply appear

Young Infants
equally distinguish in- and outgroup faces.

Early childhood
visual attention for ingroup faces

4- to 5-year-olds
can express racial & ethnic preferences.

7- to 9-year olds
ethnic prejudice may manifest.

Undifferentiated

Experience plays a crucial role in the development of the face processing system

Awareness

Aware of group memberships

Race is a salient feature even in early life

Preference

This leads to a desire to portray the ingroup positively

May manifest in outgroup derogation

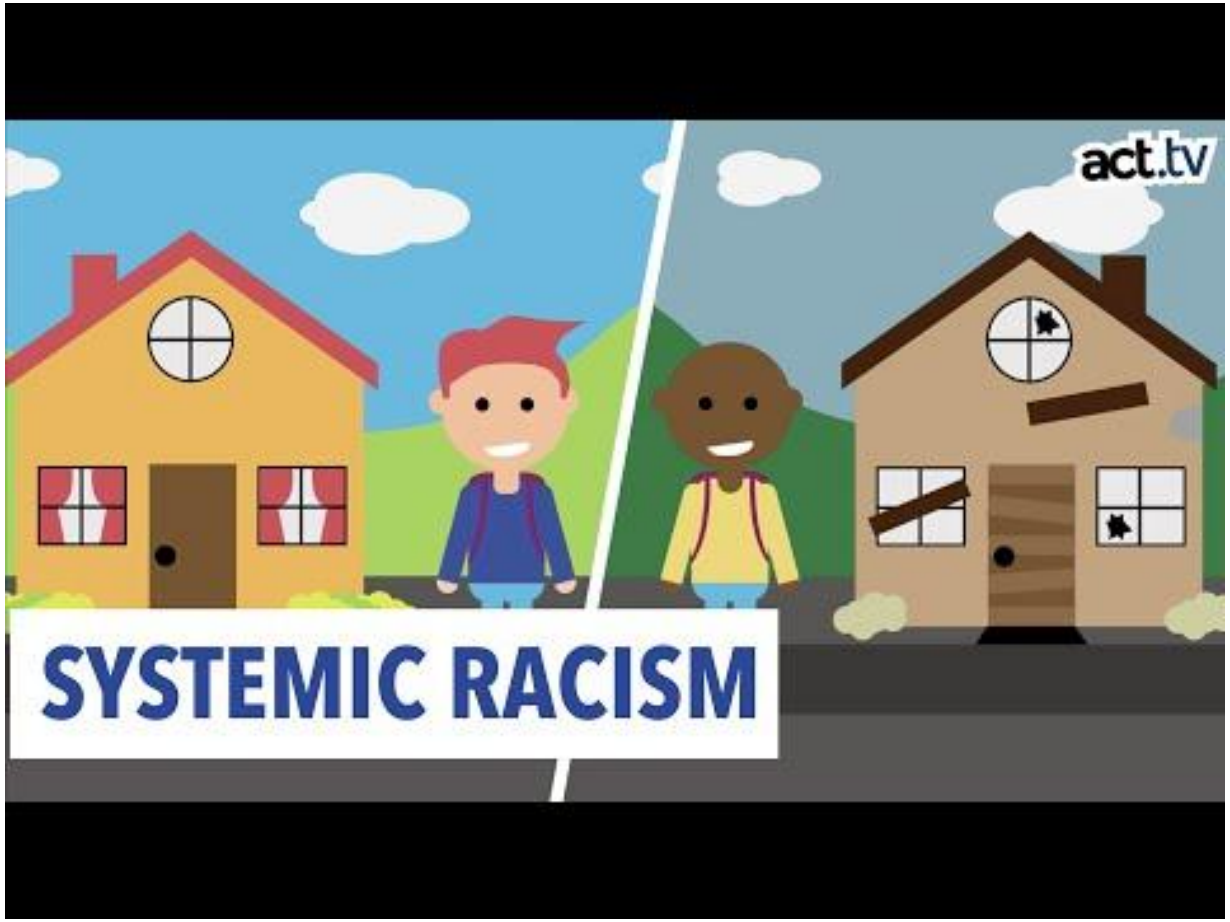
Prejudice

Increased prejudice if peer group has a norm of exclusion

Competition and perception of threat

Kinzler & Spelke, 2011; Cooley, Eleenbass & Killen, 2016; Nesdale, 2004 ; Nesdale, Grifiths, Durkin & Maass, 2007

Connecting Implicit Bias & Systemic Racism



Media & Schooling Influence

<u>Representation Game</u>

- 90 seconds
- Try to fill in 5 names in each box (4 boxes total) per round

Partner Reflection:

Which were hardest to fill in? Why do you think that is?

What other social groups would be challenging to complete?

My Intersectional Identities

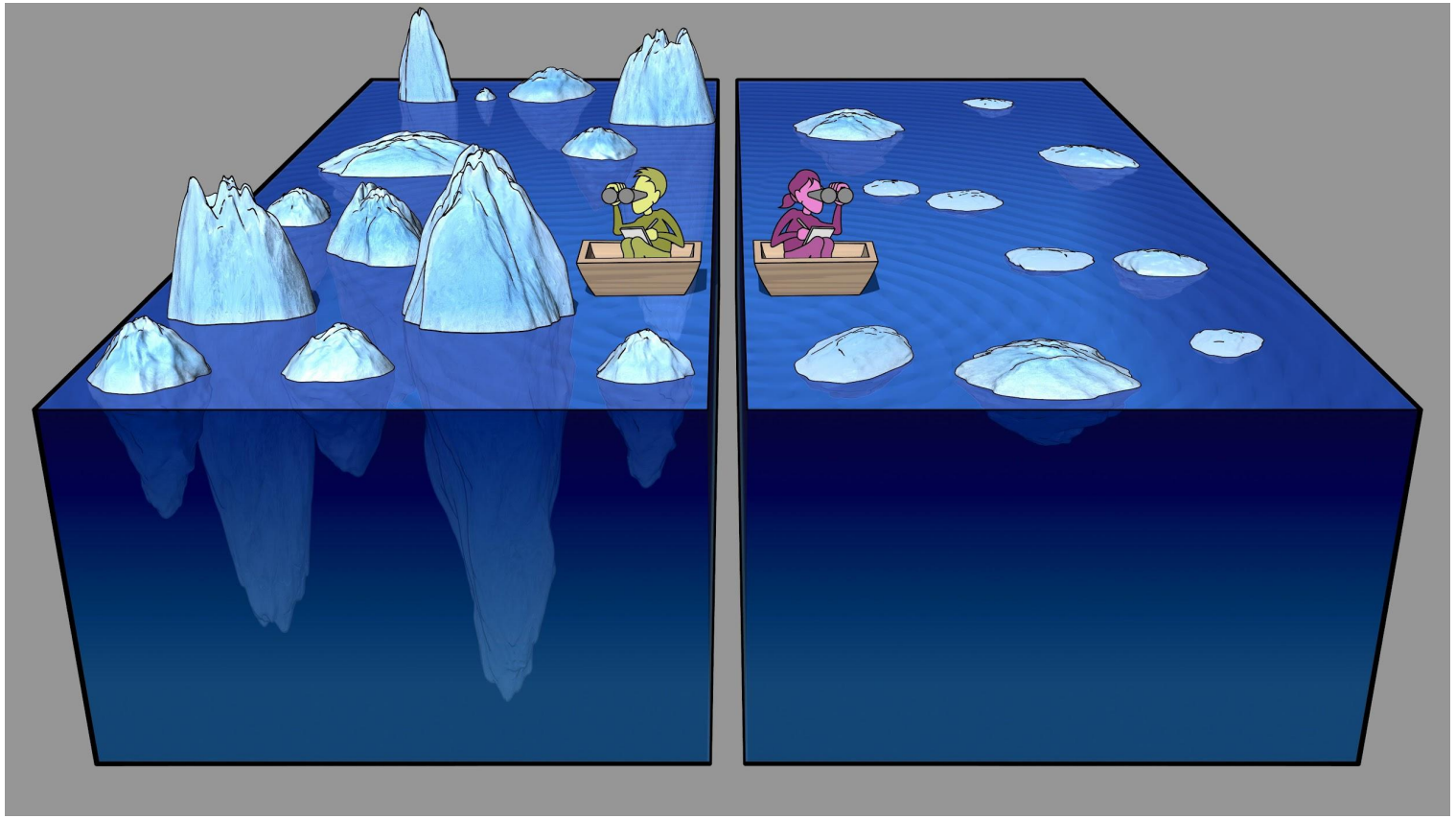
Social Identity	Privileged/ Hegemonic Group(s)	Form of Discrimination / Oppression	Oppressed/ Marginalized Groups	Internalized Oppressions	Forms of Resistance	Institutional / Structural Oppressions
1. Precolonial Continental Ancestry	European ancestries	Eurocentrism	American Indian; African; Asian; Oceanic Ancestries	Internalized Eurocentrism; historical amnesia	Ancestral memory	Coloniality's hegemonic matrix
2. Race	White	Racism	People of Color: "Black, Red, Brown, Yellow"	Colorism; internalized racism	People of Color Power; anti-racism	White supremacy
3. Ethnicity	European WASP ethnicities	Ethnocentrism; paternalism	Third/Fourth World ethnicities	Internalized Eurocentrism; historical amnesia	Regenerating, reclaiming, and restoring roots	Genocide; ethnocide; culturcide
4a. Nationality / "Citizenship"	U.S. / "First World" citizens	Chauvinism	Undocumented migrants; Global South nationalities	Internalized chauvinism as less than the dominant	U.N. law; migration reform; asylum; amnesty; sovereignty	Neoliberalism; neocolonialism
4b. Familial National Origin	"First World" / U.S. / Western European	Xenophobia	Undocumented migrants; Global South nationalities	Internalized xenophobia; assimilation above all	Connectedness to family's national cultural origins	Neoliberalism; Eurocentrism
5. Language	"Proper" English speakers, readers, writers	Linguicism	"Nonstandard" English speakers, readers, writers	Internalized linguicism; self-hatred	Multilingual embracing; Indigenous language revitalization	Linguicide; linguistic domination
6. Religion	Christians	Creedism; Islamophobia; anti-Semitism	Muslims; Jews; non-major world religions; atheists; Indigenous spiritual traditions	Internalized creedism or specific religious oppression	Religious freedom; regenerating Indigenous spiritual traditions	Theocide
7. Class	The richest 1 percent; the 9.9 percent, the global 1 percent	Classism	Socioeconomically disadvantaged; poor; global poor; houseless, homeless	Internalized classism	Redistribution of wealth; shift in economic thinking	Capitalism; neoliberalism
8. Assigned Sex	Men	Toxic masculinity +	Womyn; intersexual people	Internalized patriarchy	Womanism; feminism	Patriarchy
9. Gender	Cisgender (males in particular)	Sexism + transphobia	Transgender people; (in particular womxn)	Internalized patriarchy	Gender justice; inclusion; love; integrity	Heteropatriarchy; cisnormativity
10. Gender Expression	Male/female gender-conforming	Misogyny + heteronormativity	Gender-nonconforming	Internalized patriarchy	Dignity	Heteropatriarchy; cisnormativity
11. Sexuality	Heterosexual	Heterosexim; homophobia	LGBTQIAP+	Internalized homophobia; self-hatred	Pride; queering;	Heteronormativity
12. Survivor Status	Not traumatized or abused	Survivor discrimination	Trauma / abuse survivor	Internalized guilt and unworthiness	Solidarity; trust; self-worth	Culture of silence

Source: *Rethinking Ethnic Studies*

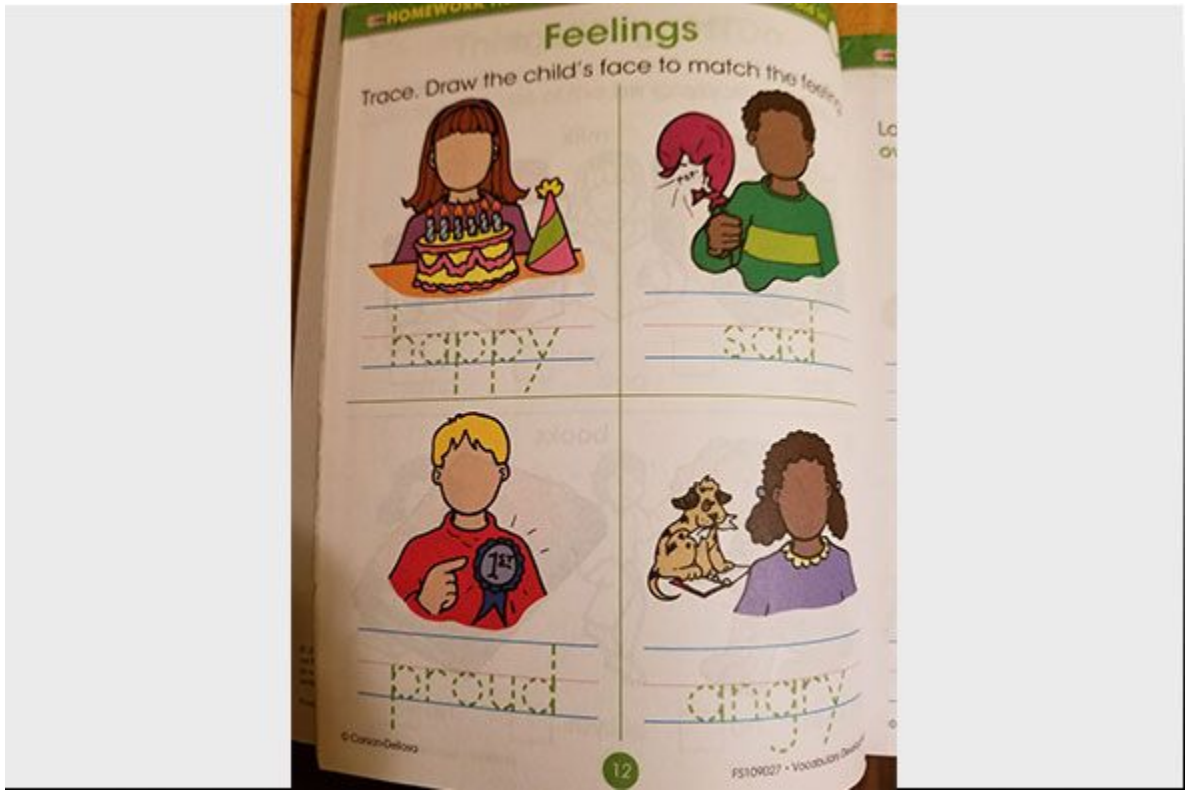
My Lived Experiences

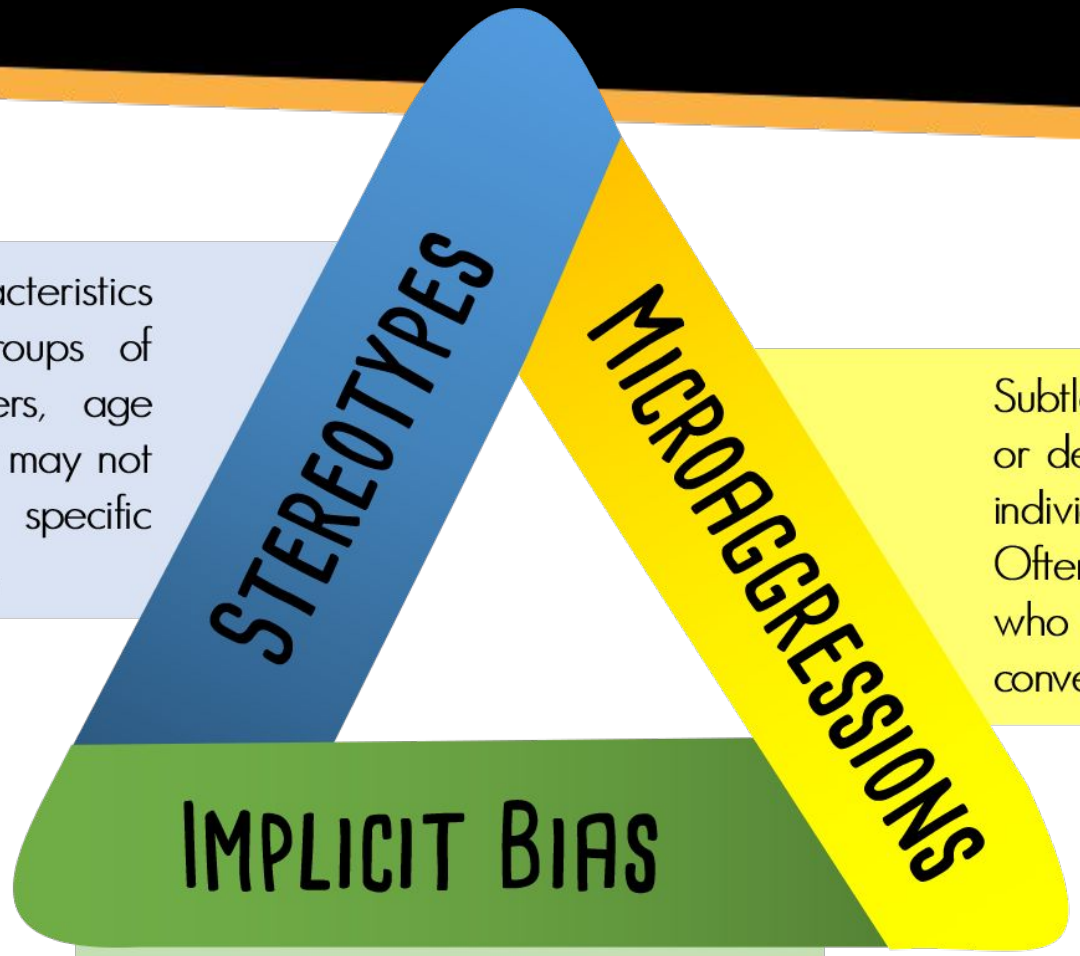
	Race	Sexual Orientation	Language	Ability	Socioeconomic Class
a) Your family members as a child					
b) Your favorite teacher in school					
c) Your closest friends in elem. school					
d) Your closest friends in middle school					
e) Your closest friends in high school					
f) Your closest friends in college					
g) Your closest friends as adults					
h) Your professional mentors					
i) The majority of your colleagues					
j) The majority of your neighbors					

Potential Blind Spots



Blind Spot in Action





Judgements or characteristics attributed to specific groups of people – races, genders, age groups, etc. – that may or may not be true for any one specific individual within that group.

Subtle verbal or nonverbal insults, indignities, or denigrating messages directed toward an individual due to their marginalized identity. Often committed by well-intentioned people who are unaware of the hidden messages conveyed or the impact of their statements.

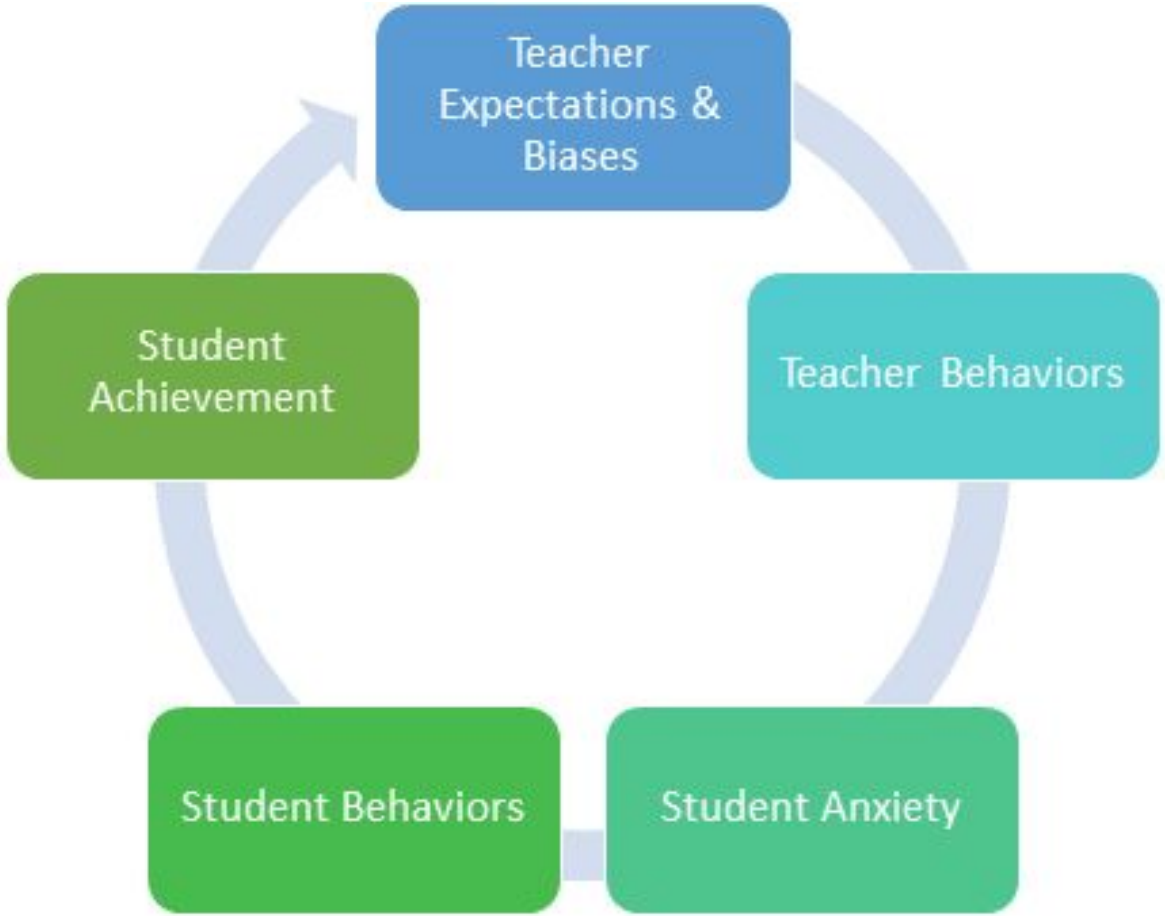
Subconscious attitudes, perceptions and stereotypes that influence our understanding, actions, and behavior when interacting with various identities.

Academic Impacts

- Labels
- Self-fulfilling prophecies

- Uneven impact: Marginalized groups more strongly affected by teacher expectations
- Racial mismatch makes a difference

Teacher Expectation Pathway



Ferguson (2003); Rist (2000); Wooley (2010)

Discipline

- Inclusionary Discipline vs. Exclusionary Discipline
- Objective Infractions vs. Subjective Infractions
  - “vulnerable decision points”
  - punishment gap
  - reporting gap

(Girvan, Gion, McIntosh, & Smolkowski, 2016; Lewis & Diamond, 2015)

Scenario Review

Read the scenario about Maria and discuss the questions that follow.

What Can You Do?

Increasing self-awareness of implicit biases:

1. Decision-making Supports
2. Mindfulness
3. Intergroup Contact
4. Counter-stereotype Exemplars

Optimistic Closure