

Educational Equity
Elk Grove Unified School District

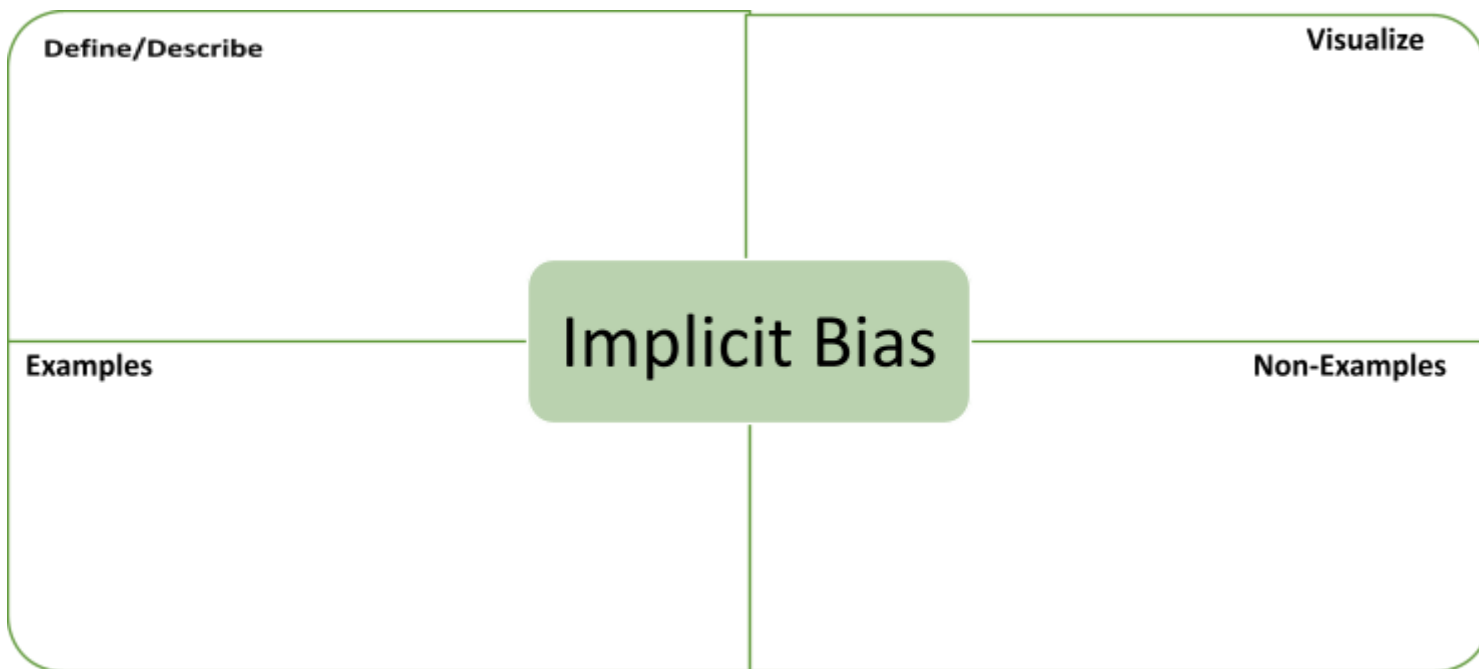
Recognizing & Disrupting Implicit Bias: 12/7/21

Equity Conversation Norms	Learning Targets
<p>A. We acknowledge one another as equals.</p> <p>B. We try to stay curious about each other.</p> <p>C. We recognize that we need each other's help to become better listeners.</p> <p>D. We slow down so we have time to think and reflect.</p> <p>E. We remember that conversation is the natural way humans think together.</p> <p>F. We expect it to get messy sometimes and we will learn through it.</p> <p>G. We own how we participate.</p> <p>H. We honor confidentiality.</p>	<p><u>Experiential:</u></p> <ol style="list-style-type: none"> 1. Build connections to other equity advocates. 2. Engage in self-reflection about my own biases and growth. <p><u>Practical:</u></p> <ol style="list-style-type: none"> 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 interrupting my own implicit biases.

Presentation Slides:

<https://docs.google.com/presentation/d/1Rr5qzOieiG6gOEjBmhZazwehGEvdraf0cebNrmNGg70/edit?usp=sharing>

Experience #1: Frayer Model for Implicit Bias (Conceptual)



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Experience #2: My Biases (Affective)

Select the choice where your [explicit] bias lies.

- | | | | |
|-----------|--------|------|---------|
| 1. Summer | Winter | Both | Neither |
| 2. Cats | Dogs | Both | Neither |
| 3. Pepsi | Coke | Both | Neither |

Experience #3: Stroop Test of Automaticity (Affective/Conceptual):

Say the color, not the word, as fast as you can.

WHITE	WHITE	GRAY
WHITE	GRAY	GRAY
GRAY	WHITE	BLACK
BLACK	WHITE	WHITE
BLACK	GRAY	GRAY

Experience #4: Influences on Bias (Conceptual)

Add to your notes on possible influences of bias. Then reflect upon which might have the largest impact on your own biases.

Sources of Bias	Personal Reflection

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Experience #5: Representation Game (Affective/Conceptual)

Try to name five people of that identity group that match the category for each box in 90 seconds. Then debrief which were the easiest/hardest to answer and why.

Round 1

<i>Famous Authors</i>	<i>Famous Scientists</i>
<i>Important US Historical Figures</i>	<i>Superhero Characters</i>

Round 2

<i>Famous Authors</i>	<i>Famous Scientists</i>
<i>Important US Historical Figures</i>	<i>Superhero Characters</i>

Round 3

<i>Famous Authors</i>	<i>Famous Scientists</i>
<i>Important US Historical Figures</i>	<i>Superhero Characters</i>

Round 4

<i>Famous Authors</i>	<i>Famous Scientists</i>
<i>Important US Historical Figures</i>	<i>Superhero Characters</i>

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Experience #6: My Multiple and Intersectional Identities (Conceptual)

Review the chart of social identity categories. Identify whether you feel you identify with the “privileged/hegemonic group” or with the “oppressed/marginalized group.” Consider how this might create blindspots.

My Intersectional and Multiple Identities and Their Relationships to Power

Who am I as an intersectional human being?

To the extent possible and that applies to you: 1. Highlight, shade, or circle the group(s) that signify your own identity (e.g., whether you are privileged or oppressed) in that element of identity. 2. Take it further by highlighting/shading additional columns if you think they apply to you (for instance, which forms of resistance do you participate in?). 3. Use for historical or contemporary figures beyond yourself. 4. Use as a quick reference for the Matrix of Social Identity. Fluid/blank/editable chart can be found at goo.gl/1y4Yib.

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; homeless, 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	Heterosexism; 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

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13. Mental Health	Mentally healthy	Health discrimination	Mentally unhealthy	Shame	Empathy; compassion	Medical industrial complex
14. Physical Health	Physically healthy	Health discrimination	Physically unhealthy	Self-hatred	Healing	Medical industrial complex
15. Ability	Able-bodied; differently abled without special needs	Ableism	Disabled; differently abled with special needs	Internalized ableism	Accommodations; modifications	Medical and institutional industrial complexes
16. Age	Adults	Ageism	Youth; elders	Internalized ageism	Mutual human respect	Generational isolation
17. Body Type	Body "typical"	Body shaming	"Atypical" weight, height	Self-hatred	Acceptance; self-love	Eurocentric beauty standard
18. Genetics	Genotypical	Genism	Genetically "atypical"	Shame	Humane genetic literacy	Neo-eugenics
19. Bio Family	Raised with both bio parents	Fam. discrimination	Single parent; adopted; foster children	"Non-real" family member	Empathy; compassion; love	Colonial family models
20. Family Responsibility	Non-Caregivers	Family discrimination	Caregivers	Guilt for caretaking	Support	Colonial family models
21. Species	Human beings; homo sapien sapiens	Anthropocentrism	All other lifeforms/ecology; abiotic ecology	NA	Environmental justice; In Lak Ech; Mitakuye Oyasin	Anthropocene; coloniality; ecocide
22. Personal Association	Not personally associated with oppressed groups	McCarthyism	Personally associated with oppressed groups	Self-traitor	Mutual human respect; solidarity	Empire
23. Epistemology	Hegemonic Eurocentric epistemologies	Exclusion	Non-Eurocentric epistemologies and worldviews	Internalized hegemonic Eurocentric thinking	Decoloniality; profound diversity	Epistemicide
24. Discourse Communities	"Mainstream" discourse communities	Mainstream as the only stream	Subculture discourse communities	Internalized "normality"	Belongingness	Hegemony
25. Political Party	Two major parties	Third partyism	Third parties; nonpartisan; ineligible; disenfranchised	Disengagement; "My vote doesn't matter"	SJ-based third-party wins; inclusive voting rights	Political industrial complex
26. Labor Activity	Corporations	Labor discrimination	Workers	Internalized classism	Unionization	Corporatocracy
27. Profession	Owners; white-collar workers	Worker discrimination	Blue-collar workers; unemployed	Internalized classism	Labor justice	Corporatocracy
28. Criminal Record	"Clean" criminal record	Recidivist discrimination	Criminal record; ex-felons; incarcerated	Internalized recidivist mind-set	Restorative justice	Prison industrial complex; school-to-prison pipeline
29. Education	Higher-education degrees	Education discrimination	No high school diploma; illiterate in "Western" sense	Internalized deficit thinking	CxRxPx; Ethnic Studies; healing the education debt	"Schooling"; the education debt; education industrial complex

There is considerable overlap, fluidity, interchangeability between several of the cells in the matrix, represented by having dotted rather than solid lines. Chart by R. Tolteka Cuauhtin.

Source: [Cuauhtin, R. T., Zavala, M., Sleeter, C., & Au, W. \(2019\). *Rethinking ethnic studies*. Rethinking Schools.](#)

Discussion Questions:

1. How have identities with oppressed/marginalized groups influenced your schooling experiences (either as a student or as an educator)?
2. How have identities with privileged/hegemonic groups influenced your schooling experiences (either as a student or as an educator)?
3. Where might you have a blindspot about a particular group?

Experience #7: My Lived Experiences (Affective/Conceptual)

Take the [My Lived Experiences Survey Here](#)

	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					

Conclusion: Potential Blind Spots & Biases:

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Experience #8: Interrupting a Scenario (Imaginal)

Source: Kirwan Institute K-12 Implicit Bias Scenario Workbook

Case Study I: Part A: Maria's Student Experience in a Well-Intended School

Maria is a junior at Middlebury High School. Her family moved into the school district at the beginning of the academic year. Her family is one of a few Latinx families in town, all of which moved to Middlebury in the past few years. Maria is frequently late to or absent from first period so her teacher, Mr. Jacobs, is worried about her. She misses important material when she is absent. When she is late it causes a disruption for the entire class since the lesson has to be paused. Mr. Jacobs asks Maria why she is often late or absent and she says that she just cannot seem to wake up on time because she is always tired. Mr. Jacobs tells Maria that all high school students are tired but that the other students still manage to make it to class on time. He encourages her to stop staying up so late at night so that she can come to school well rested and invites her to talk to him any time about how she can become more motivated in school.

Little does Mr. Jacobs know that Maria is exhausted because she works two part-time jobs in order to save money for college. She knows that she is not eligible for most scholarships and financial aid because she is undocumented, so she has to make sure she saves money to follow her dream of attending a university. Maria is disheartened by the conversation. She feels that Mr. Jacobs—like many other teachers she has had before—does not understand what it is like to work two jobs on top of doing homework. She feels that Mr. Jacobs would not take her seriously even if he knew she was working two jobs and she does not dare explain further for fear of anyone finding out that she is undocumented.

Maria tries hard to get to school on time after the conversation with Mr. Jacobs but eventually she has missed enough school that the counselor's office sends a letter to her parents. In the letter they warn Maria's parents about the possible consequences of truancy. Maria's parents do not speak English, but the staff figures that Maria can translate the letter for her parents.

Maria starts to feel unwelcome at her school. One morning during class, Maria and a fellow student got into a small argument. In response, Mr. Jacobs verbally reprimands Maria to "stop being so dramatic and so loud." Because of Mr. Jacobs' phrasing, Maria feels stereotyped. Maria has heard comments about Latina women being loud and



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dramatic before and feels it is a stereotype too often associated with her and other Latina women. Maria walks out of the class in frustration.

Maria becomes increasingly frustrated with Mr. Jacobs and the school. When Maria expresses this frustration to the few other Latinx students at Middlebury, they all say that they feel similarly. One student even says that another Latinx student was suspended twice for disrupting classes by being too loud and acting defiant toward a teacher. The student also says that a White student who is always loud in the exact same class has only ever been sent to the office to calm down and asked to write an apology letter to the teacher for being rude. Maria had not heard about this situation before but it seemed like proof that the teachers at Middlebury treat her and the other Latinx students differently than the White students.

Reflection Questions

What assumptions does Mr. Jacobs make in this scenario?

What assumptions do Maria and the other Latinx students make?

In what ways is implicit bias potentially operating in this scenario?

How do you believe educators could address the feelings of Latinx students at Middlebury?

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Experience #9: Individual Strategies to Interrupt Implicit Bias (Practical)

Mark all the strategies you may try. Then make a commitment to practice one of the strategies in the next week.

<u>General Strategies</u>	
a) Seek experiences outside your comfort zone. b) Engage in reflection around potential biases. c) Communicate to others your intention to recognize your own biases and grow.	
<u>Decision-Making Supports</u>	<u>Mindfulness</u>
d) Self-care: Focus on sleep, stress management, mental health, etc. e) Delay critical decision until you are clear-headed, well-fed, energized, etc. f) Leverage your existing assets to support decision making (e.g., relationships, colleagues, protocols).	g) Engage in mindful breathing. h) Engage in mindful meditation. i) Use a mindfulness app (e.g., Headspace, Calm) j) Reflect on your outward mindset. k) In your mind, take a walk in another person's shoes by thinking through a situation through their perspective.
<u>Intergroup Contact</u>	<u>Counter-stereotype Exemplars</u>
l) Attend cultural events at the school and larger community. m) Join or convene diverse committees or volunteer groups. n) Seek and develop relationships with community members that represent social groups in your "blind spot."	o) Seek additional education through literature, film, workshops, and/or strategic research. p) Take a tour of common community places of gathering. q) Conduct an empathy interview to learn the stories and opinions of underrepresented and/or underserved populations in your school.

Plan for Next Step: