

A photograph of several children and adults sitting around a green picnic table outdoors. The children are engaged in an activity, possibly drawing or coloring. One child in the foreground is wearing a blue jacket. Another child is wearing a grey shirt. An adult is wearing a white shirt and a face mask. The background shows a paved area and some trees.

PUBLIC SCHOOLS of
BROOKLINE



Our Curriculum is Already Raced: Identity, Feedback, Coaliton

Your Learning Partner: Jenee Uttaro



The Difference Between Intentions and Outcomes

Schools are full of people “who without intending to create racial hurdles or hostility, manage to create a fair amount of both. That they cannot see what they have done is due partly to the fact that they meant no harm and partly to a disinclination to examine whether the assumptions they hold dear are in accord with reality.”

~ Ellis Cose



Plan for Our Time Together

- How are we currently teaching about racial identity in PSB?
- How are white teachers exploring their positionality?

Feedback study

- What's happening for our students? How are they being racialized in our classrooms?
- Where are white students receiving *healthy* models of antiracism?
- How are we modeling cross-racial solidarity?

Warm-Up Reflection

What messages do you believe students receive about race and ethnicity in our classrooms?

Learning and Teaching While White: AntiRacist Strategies for School Communities

White Racial Identity Development

Impact of Whiteness/ Racial ID on Schools

Antiracist Affinity Group Work

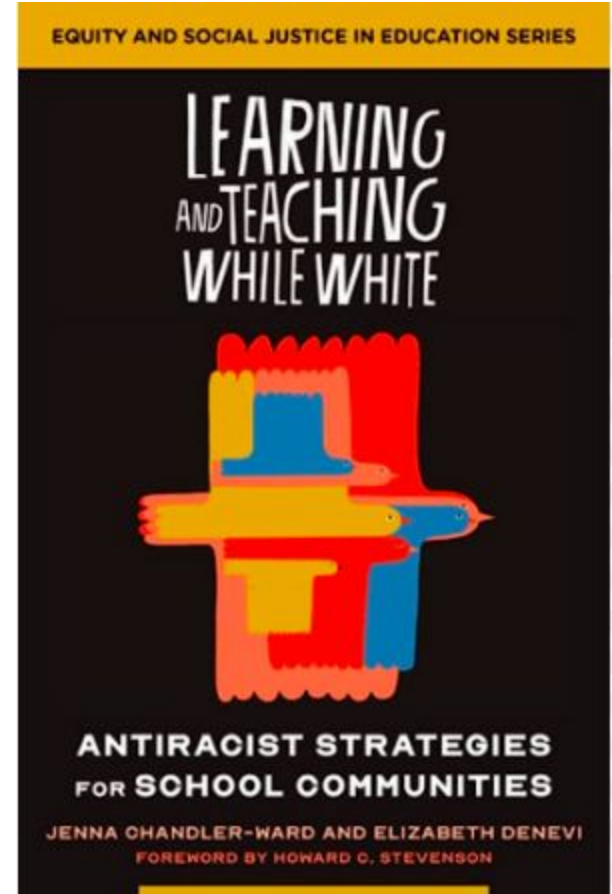
***Curriculum & Pedagogy

***Assessment & Feedback

Leadership

White Parents

By Jenna Chandler-Ward and Elizabeth Denevi



R. Frankenberg's definition of "Whiteness"

1. *Location* of structural advantage; position of unearned skin privilege
2. *Standpoint*: a way of looking at ourselves and society
3. *Cultural practices* that are unmarked/ unnamed: what passes for normal

INDIVIDUAL

A Venn diagram consisting of two overlapping circles. The left circle is red and labeled 'INDIVIDUAL' in a red box at the top. The right circle is orange and labeled 'SYSTEMIC' in an orange box at the top. The intersection of the two circles is labeled 'INTERPERSONAL' in black text. Inside the red circle, the word 'INDIVIDUAL' is written in bold, followed by a definition and a bulleted list. Inside the orange circle, the words 'INSTITUTIONAL' and 'STRUCTURAL' are written in bold, followed by their respective definitions. The intersection area contains a definition of interpersonal interactions.

SYSTEMIC

INTERPERSONAL

INDIVIDUAL

A *person's* beliefs & actions that serve to perpetuate oppression

- conscious *and* unconscious
- externalized *and* internalized

The *interactions* between people—both within and across difference

INSTITUTIONAL

Policies and practices at the *organization* (or “sector”) level that perpetuate oppression

STRUCTURAL

How these effects interact and accumulate *across institutions*—and across history

School Membership

(Dr. Howard Stevenson)

“Fitting In” → Dependence on others’ acceptance of me, my difference, and my competence

“Belonging” → Acceptance of me, my difference, and my competence

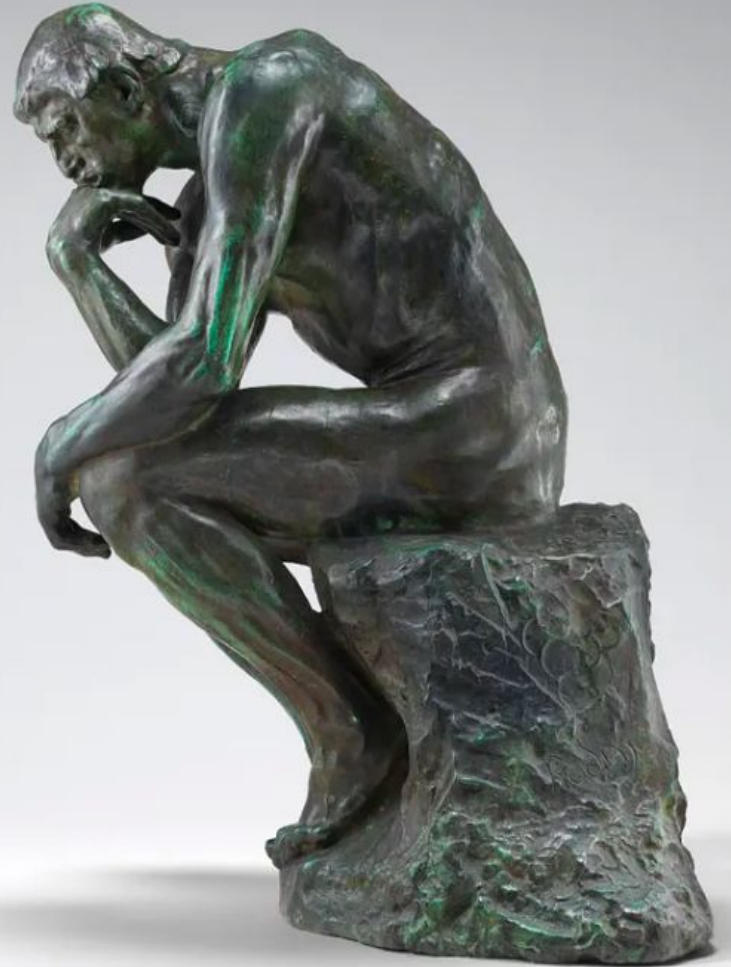
membership → engagement and achievement

**HIDDEN CAMERA SOCIAL
EXPERIMENT PROVES**



MOST PEOPLE ARE SHEEP

**We don't think
the way we think
we think!**





'Freedom Rider' Joan Trumpauer was attacked, shot at, psychologically tortured on death row, and wanted by the Klan for execution ...all by 20 years old, 1961



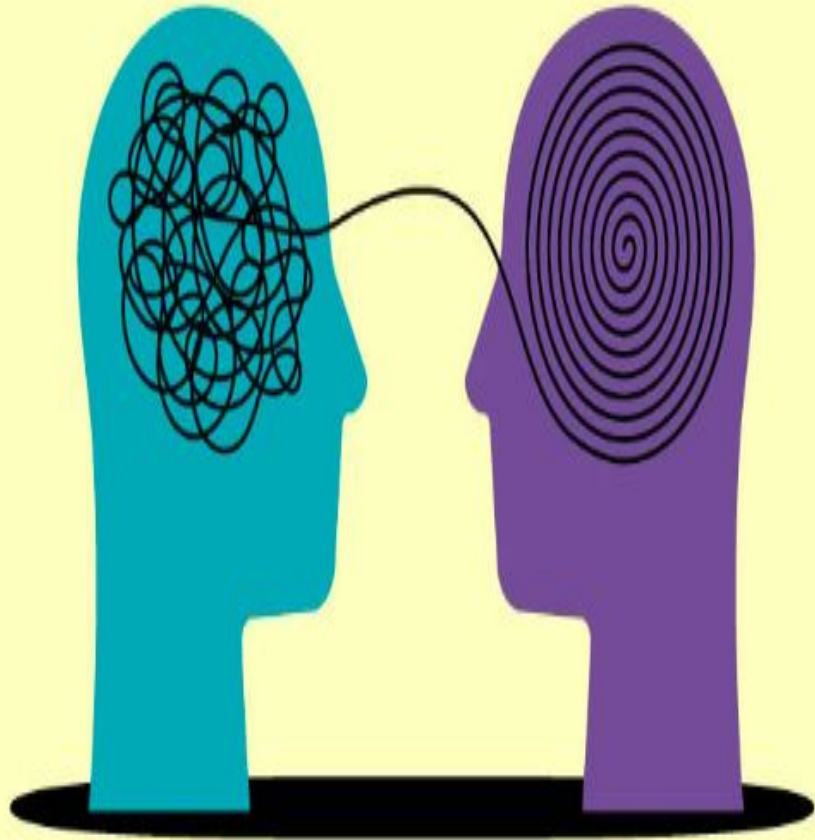
White Teacher Feedback Study

- Teachers submitted the feedback they planned to give
- Recorded the conferences (iPad)
- Interviewed students right after the conference: what did you hear?
- The authors compared what they planned to say with what they actually said – and what their students heard

Study Results: Quality

White teachers giving feedback to SOC:

- **When communicating a need for improvement, white teachers were less direct – sounded like a “suggestion” or an “option” as opposed to something that needed to happen**
- **More vague, less specific/ clear about how to improve, especially if they were communicating critical feedback**



**We think that
we are
rational, but
we are actually
“rationalizing.”**

Study Results: What's Going On?

- We don't explicitly address feedback as a racial equity skill
- Culture of niceness (H. Stevenson) in our schools
White participants: aware of race (stress), but not bias
- Refusal to acknowledge bias/ subjectivity in assessment and grading (cling to objectivity)
- Describing personal attributes as opposed to academic skills
- Inability to be *direct* about the need and *specific* steps for improvement

COLOR-EVASION

(John Dovidio)

Attempting to be “colorblind” led white people in cross-racial exchanges

→ to be self focused and self monitoring

→ to avoid topics that would bring to light meaningful differences between them

“Wise” Feedback! (Yaeger et al, 2013; Hammond, 2015)

- 1. Communicates high and clear expectations**
- 2. Demonstrates care and a willingness to be a partner in learning**
- 3. Offers specific, actionable steps for improvement**

THOUGHTS?



As long as white teachers set out to evaluate what is good literature and worthy of study without examining how their own experience has shaped their appreciation for literature, then all of the booklists of diverse authors in the world will not result in changing the white literary canon.

"Rethinking How We Choose Books in School," Jenna Chandler-Ward

Exercise

Writing for a minute,

*List all of the people of color, living or passed,
that have fought for racial justice in this
country...*

Exercise

Writing for a minute,

*List all of the white people, living or passed,
that have fought for racial justice in this
country...*



Curriculum Audits and Themes

- Silence/ Omission
- Oppression
- Exception
- Saviorism
- All in the Past

[“Evolving Our Narratives about Race in Schools”](#)

Afrika Afeni Mills, Jenna Chandler-Ward & Elizabeth Denevi

AntiBias Education (L. Derman-Sparks)

1. *IDENTITY: Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.*
2. *DIVERSITY: Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring connections.*
3. *JUSTICE: Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.*
4. *ACTION: Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.*

THOUGHTS?



WORKSHOP EVALUATION

Per the second question – what does joy incite? – I should say, I have a hunch, and it's why I think this discussion of joy is so important. My hunch is that joy is an ember for or precursor to wild and unpredictable and transgressive and unboundaried solidarity. And that that solidarity might incite further joy. Which might incite further solidarity. And on and on. My hunch is that joy, emerging from our common sorrow– which does not necessarily mean we have the same sorrows, but that we, in common, sorrow – might draw us together. It might depolarize us and de-atomize us enough that we can consider what, in common, we love. And though attending to what we hate in common is too often all the rage (and it happens also to be very big business), noticing what we love in common, and studying *that*, might help us survive. It's why I think of joy, which gets us to love, as being a practice of survival.



~ Ross Gay, *Inciting Joy*