Recognizing Bias Workshop

February 9th, 2018
10:00AM-1:00PM

As you settle in, please make a name plate for yourself!
Overview/Agenda

Learning Target: I can recognize my implicit bias and use it as a lens to frame my teaching practices

10:00-10:15AM: Intro & Norms
10:20-10:40AM: Opening Activity
10:45-11:25AM: Implicit Bias
11:30-11:40AM: Break
11:45-12:05PM: Whiteness & Structural Racism
12:10-12:25PM: Framework for Interrogating Bias
12:30-1:00PM: Final Activity
Introductions

Acknowledging privileges and blind spots:

➢ Jenny: I am Asian American, which historically has been an identity carved into “model minority,” which means that I have not experienced the level of deep biases that a black or brown person may have experienced. I am also cis-gendered & straight, which means that my understanding of what it means to be queer in America is also limited.
Introductions

Acknowledging privileges and blind spots:

➢ Caroline: I am white, which means I have many privileges and am awarded opportunities that black and brown people are not given or are after having to work much harder to get those same opportunities and privileges. This also means that I have no experience and limited understanding of what it means to be a minority in our country. Though I am part of the LGBT community, I recognize that me being white does make being a part of that community easier.
Introductions

We will go around the room. Please share:

➢ Your name
➢ 1 word describing current thoughts and feelings around talking about race & racism with your students
Mixer: Walk around until the music stops, then find someone to chat with (90 seconds/round)

1. Tell a story about your name (3 per group)
2. Tell a story about dancing (2 per group)
3. Describe a time you made an assumption about a student (2 per group)
Norms

Together, we will discuss norms we will use for the next 3 hours

➢ W.A.I.T. (Why Am I Talking?)
➢ Lean into discomfort
➢ E.L.M.O
➢ Centering the conversation: Recognizing *Racial* Bias
Tracking Your Thinking

We have given you a print copy of these slides. Throughout the session, jot down anything that challenged your thinking *and/or* that unearthed an implicit bias for you.

➢ This is *just for you*. You have no obligation to share it. Be honest with yourself!
People are not trained to diagnose their own racism. People are trained to deny their own racism.
Opening Activity

Gallery Walk. Take a stack of post-it notes and leave:

➢ Wonderings,
➢ Misconceptions, or
➢ Effects

...around each topic as it relates to your current setting and how it affects your students

1. Assumptions of prior knowledge & capacity
2. Assumptions of needs in assessment
3. Assumptions of relatability
4. Personal accessibility
5. Classroom culture
6. Outside the classroom
Implicit Bias Test

https://implicit.harvard.edu/implicit/takeatest.html

Click Race IAT

If you’re done with the Race IAT, you can try other ones. Just know that we will be discussing the Race IAT.
Debrief

➢ How are you feeling?
➢ Circle setting
Implicit Bias: Diving Deeper

In your groups, read this article
https://educationpost.org/it-doesnt-just-happen-at-starbucks-teachers-need-racial-bias-training-too/

As you read, think about the following questions:

- How did any of the things the author felt relate to what you may have felt about culturally relevant pedagogy, anti-bias training, or your own thinking?
- How did the author’s experience thinking about how a teacher reflexively used a disciplinary referral in thinking about a student’s “aggression” relate, if at all, to things you have seen in yourself or in your school?
Charting Your Thinking

With your group, use your whiteboard to respond to the following questions:

● How did any of the things the author felt relate to what you may have felt about culturally relevant pedagogy, anti-bias training, or your own thinking?
● How did the author’s experience thinking about how a teacher reflexively used a disciplinary referral in thinking about a student’s “aggression” relate, if at all, to things you have seen in yourself or in your school?
● What unearthed any kinds of discomfort for you?
Break
**Table: Whiteness Characteristics**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Definition</th>
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<tbody>
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<td><strong>Perfectionism</strong></td>
<td>Mistakes are personal, doing wrong = being wrong</td>
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<td><strong>Sense of Urgency</strong></td>
<td>Product-oriented, discourages long-term thinking</td>
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<td><strong>Defensiveness</strong></td>
<td>Protecting feelings &amp; power</td>
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<td><strong>Quantity</strong></td>
<td>Measurable goals, data</td>
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<td><strong>Worship of Written Word</strong></td>
<td>Documents as authority, discounts other ways info is communicated</td>
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<td><strong>Paternalism</strong></td>
<td>Making decisions on others’ behalf, “knowing what’s best”</td>
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<td><strong>Either/Or</strong></td>
<td>Things can only be good/bad, right wrong</td>
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<td><strong>Fear of Open Conflict, Right to Comfort</strong></td>
<td>Emphasis on politeness, civility, not wanting to make others uncomfortable</td>
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<td><strong>Individualism</strong></td>
<td>Personal responsibility &amp; accountability (non-collectivist)</td>
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<tr>
<td><strong>Objectivity</strong></td>
<td>Detachment from emotion as closer to truth. Emotion invalidates rationality</td>
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### Discussion: In what ways do we, however unintentionally, enact these characteristics of whiteness in the classroom?

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My first year teaching, I was teaching about molecules and was focused on how dry the material seemed to be, and so I used a resource my old cooperating teacher sent me—Flocabulary.

One of my 6th graders did not complete the assignment. When it was due, she said... “Ms. Shen, to be honest, I don’t really like the idea of writing my own beats and lyrics. I couldn’t see myself doing it and it felt uncomfortable for me.” She ended up turning the assignment in mostly blank.
Personal Experience

➢ What assumptions did I make about what would work best to make a science concept “more accessible”?
➢ What could I have done to examine my own bias and hone a series of lessons to make sure it was actually accessible for my students?
➢ In what ways do we as educators, in an attempt to be more “culturally relevant,” further stereotype and pigeonhole our students?
# A Framework for Interrogating Bias in Teaching

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<td>Outside Classroom</td>
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<tr>
<td>Assumptions around Disengagement &amp; Behavior</td>
<td>Individualistic vs Collectivist Thinking</td>
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Examples of Bias & Understanding the Framework

➢ Which students have we chastised for tapping or drumming on the desk?
➢ How many times have we said, “My students couldn’t do that. How can I differentiate it for them?”
➢ How many times have we looked at our students with a deficit lens? (“My students will act crazy” or “They won’t get that.”)
Final Activity

Reflecting on everything we’ve discussed today, jot down on concrete next steps for...

➢ What I can do starting Monday
➢ What I can do in the next month
➢ What I can do by the end of the school year

While you do this, think about the framework for interrogating bias
Questions/Final Thoughts
Links

https://youtu.be/ezZn_N43Jdw


https://implicit.harvard.edu/implicit/selectatest.html

http://www.cwsworkshop.org/PARC_site_B/dr-culture.html
Recommendations

“WHITE FRAGILITY
WHY IT’S SO HARD FOR WHITE PEOPLE TO TALK ABOUT RACISM
ROBIN DIANGELO
FOREWORD BY MICHAEL ERIC DYSON”

“CODE SWITCH
OUR NATIONAL CONVERSATION ABOUT RACISM
NPR”

“STAMPED FROM THE BEGINNING
THE DEFINITIVE HISTORY OF RACIST IDEAS IN AMERICA
IBRAM X. KENDI”