

Dismantling Racism and Bias Resources

“We must treat the disease of racism. This means we must understand the disease.”
-- Sargent Shriver

INTRO

Most schools experience a dynamic shift in student populations over time as it relates to culture, ethnicity and race. With these changes, a student's academic, social and personal needs change too. Districts who do not recognize this shift, find themselves in educational shock when their system of education including supports no longer work for students.

Districts must catch up fast before this shock translates into low expectations for some students and limited opportunity and access to strong educational programming for others.

We all agree that a diverse student body is a beautiful configuration that allows cultures to coexist under the umbrella of school to promote appreciation and understanding and sensitivity for one another.

Reality tells us that few teachers or administrators are trained or confident enough to immerse themselves in an agenda that promotes a district wide program of valuing diversity and promoting racial and ethnic understanding and sensitivity. The following is a list of resources that educational leaders can use to help them address cultural, racial and/or ethnic issues in an ongoing fashion.

WHAT THE EXPERTS ARE USING: Toolkits, Videos, Websites, Reports, Resources

Need help in raising awareness of and dismantling issues of bias and racism in your learning environment? The following resources can help!

Curriculum, Toolkits & Other Resources

[Teaching Tolerance Project](#) at the [Southern Poverty Law Center \(SPLC\)](#)

SPLC's Teaching Tolerance Project combats prejudice among our nation's youth while promoting equality, inclusiveness and equitable learning environments in the classroom. They produce an array of anti-bias resources (on tolerance, race, and LGBTQ), FREE OF CHARGE, to educators across the country – award-winning classroom documentaries, lesson plans and curricula, their Teaching Tolerance magazine, and more.

Be sure to check out their FREE CURRICULUM on [Perspectives for a Diverse America](#), a literacy-based curriculum that marries anti-bias social justice content with the rigor of the Common Core State Standards.

GLSEN (pronounced “glisten”) offers [LGBT-Inclusive Curriculum](#) (e.g. history, themes and people) that you can incorporate into your classroom! Ensure that your LGBT students see themselves reflected in your lessons. Create opportunities for all of your students to gain a more complex and authentic understanding of the world around them. Encourage respectful behavior, critical thinking and social justice. Explore the lesson plans below and find what works best for your classroom.

VIDEOS

The War on Kids ([Official Trailer](#))

This documentary explores how harsh zero-tolerance policies, overmedication, and other aspects of the education system have made schools more like prisons where students don't learn and are denied their rights. International Independent Film and Video Festival by Cevin Soling.

The House I Live In ([Preview and clips](#))

An award-winning film that explores the dealer to the narcotics officer, the inmate to the federal judge, a penetrating look inside America's criminal justice system, revealing the profound human rights implications of U.S. drug policy. 2012 Sundance Film Festival and 2013 George Foster Peabody award-winning film by Eugene Jarecki.

White Privilege: Racism, White Denial, and the Cost of Inequality ([Full-length film](#))

Tim Wise offers a unique and non-confrontational view of race and racism in America. Better understand white privilege and the damage it causes to all people. This film introduces the social construction of racial identities and concept of white privilege.

Race: The Power of an Illusion, ([PBS 3-part series](#))

This series shows you that humanity is one race and all references to race is an illusion. The series questions the very idea of race as innate biology, suggesting that a belief in inborn racial difference is no more sound than believing that the sun revolves around the earth. This PBS So Cal website also offers companion tools and a discussion guide on series for teachers!

WHAT THE EXPERTS ARE SAYING: Websites, Reports, Resources

[Kirwan Institute for the Study of Race and Ethnicity](#)

This video introduces "Implicit Bias in Education." Their webpage features Kirwan Institute research on racialized discipline disparities in K–12 public education; materials that highlight the relationship between implicit racial bias and school discipline; documents that explain how implicit racial bias can operate in the education domain and influence school discipline, a national scan of successful intervention strategies, issue briefs, a communications and social media toolkit, and other materials.

[GSA Network](#)

A next-generation LGBTQ racial and gender justice organization that empowers and trains queer, trans and allied youth leaders to advocate, organize, and mobilize an intersectional movement for safer schools and healthier communities. Website offers a series of LGBTQ Youth and School Pushout Reports along with a set of policy recommendations based on the research for school staff, policy makers, and young people advocating for change.

GLSEN "[Educational Exclusion Report: Drop Out, Push Out, and the School-to-Prison Pipeline among LGBTQ Youth](#)" (2016)

[Perception Institute](#). *Research between Science and Perception*.

Perception Institute is a consortium of researchers, advocates, and strategists who translate cutting edge mind science research on race, gender, ethnic, and other identities into solutions that reduce bias and discrimination, and promote belonging. They offer the latest reports and documents on:

- [Explicit Bias](#)
- [Implicit Bias](#)
- [Racial Anxiety](#)
- [Stereotype Threat](#)

Equal Justice Society. *Transforming the Nation's Consciousness on Race through Law, Social Science, and the Arts*. "[Breaking the Chains: The School-To-Prison Pipeline, Implicit Bias, and Racial Trauma: An Executive Summary](#)"

WHAT THE EXPERTS READ and WRITE: Highly Recommended Books & Articles

See below for a well-rounded list of books written for teachers and practitioners on reducing racial disparities in schools.

Chenoweth, K. and Christina Theokas. (2011) *“Getting It Done: Leading Academic Success in Unexpected Schools”*

Delpit, L. (1995) *“Other People’s Children: Cultural Conflict in the Classroom.”* The New Press.

Gould, S. (1996). *The Mismeasure of Man.* W.W. Norton and Company

Irving, D. (2014). *Waking Up White and Finding Myself in the Story of Race.* Elephant Room Press.

Jencks, C. (1998). *The Black-White Test Score Gap.* Library of Congress

Kozol, J. (2012) *“Savage Inequalities: Children in America’s Schools.”* Crown/Archetype

Loewen, J. (1995) *“Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong.”* The New Press.

Losen, D., Russ Skiba, Kavitha Mediratta and Karega Rausch. (2016) *“Inequality in School Discipline: Research and Practice to Reduce Disparities”*

Noguera, P. (2008) *“The Trouble With Black Boys: And Other Reflections of Race, Equity, and the Future Of Public Education.”* John Wiley & Sons.

Steele, C. (2011) *“Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do.”* W. W. Norton & Company

Tatum, B. D. (1999) *Why Are All the Black Kids Sitting Together In the Cafeteria? And Other Conversations About Race.* Basic Books

WHEN IN DOUBT, ASK THE EXPERTS: Site Support, Consultants,

[Sacramento Independent Learning Center Corporation \(SILCC\)](#)

“What we think about - We bring about.” SILCC provides support and assistance to school districts and other non-profits seeking to improve the academic, social and personal lives of K-12 students. Services include staff training; administrative and teacher mentoring; plan writing and review; student leadership training; cultural competency audits, training and plan development; and parent recruitment and training for LCAP and general school purposes.

[Our Family Coalition](#)

Our Family Coalition’s Welcoming and Inclusive Schools Program (WISP) works with families, teachers, administrators, and child-serving professionals to create more welcoming schools and agencies to serve LGBTQ families and their allies. They believe that schools should be a positive place to learn where all students are invited and encouraged to be their full selves. Check out their [Resources webpage](#) for more info on WISP, professional development, Pre-school Fair and favorite resources.

WHAT *Dismantling Racism & Bias* STANDARDS & EXPECTATIONS DO I ALIGN TO?

Administrators (Educational Leaders)

Standards of Quality and Effectiveness:

[Preliminary Administrative Services Credential Program Standards](#)

Program Standard 4: Equity, Diversity and Access

By design, the administrative services preparation program provides each candidate with an opportunity to understand and apply theories and principles of educational equity within the educational context, for the purposes of creating more socially just learning environments. Through coursework and fieldwork, candidates (a) examine their personal attitudes related to issues of privilege and power in different domains including race, gender, language, sexual orientation, religion, ableness, and socio-economic status; (b) learn ways to analyze, monitor, and address these issues at the individual and system level; (c) understand how explicit and implicit racial bias impacts instruction, classroom management, and other school policies; and (d) come to understand the role of the leader in creating equitable outcomes in schools. The program provides opportunities for candidates to learn how to identify, analyze and minimize personal bias, how policies and historical practices create and maintain institutional bias, and how leaders can address and monitor institutional-level inequity.

[California Administrator Content Expectations \(CACEs\)](#)

CACE B. INSTRUCTIONAL LEADERSHIP

B-13. Barriers to learning such as discriminatory practices, personal and institutional bias and steps to minimize or eliminate these barriers.

B-32. Identify and recognize discriminatory practices in education and how to identify, analyze, minimize, and eliminate potential personal and institutional bias

CACE C. MANAGEMENT AND LEARNING ENVIRONMENT

C-3. Culturally responsive, research-based, student centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation

[California Administrator Performance Expectations \(CAPE\)](#)

Preamble

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well being. California leaders recognize, respect, and employ each student's strengths, experiences, and culture as assets for teaching and learning. Effective educational leaders confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status to support the learning of every child.

CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT -- Education leaders manage the organization to cultivate a safe and productive learning and working environment.

3B: Managing Organizational Systems and Human Resources: New administrators recognize personal and institutional biases and inequities within the education system and the school site that can negatively impact staff and student safety and performance and address these biases. During preliminary preparation, aspiring administrators learn how to:

3. Use principles of positive behavior interventions, conflict resolution, and restorative justice and explain to staff and community members how these approaches support academic achievement, safety, and well being for all students.

CAPE 5: ETHICS AND INTEGRITY -- Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

5B: Ethical Decision-Making: New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students. During preliminary preparation, aspiring administrators learn how to:

1. Recognize any possible institutional barriers to student and staff learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination.

[California Professional Standards for Educational Leaders \(CPSEL\)](#)

CPSEL 1A: Student-Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.

CPSEL 3C: Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

CPSEL 5A: Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.

CPSEL 5B: Ethical Decision-Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.

Teachers

[Preliminary Multiple Subject and Single Subject Credential Program Standards](#)

Standard 1: Program Design and Curriculum

In order to prepare candidates to effectively teach all California public school students, key elements within the program's curriculum include ... understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral supports for students.

[Teaching Performance Expectations \(TPEs\)](#)

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements: Beginning teachers:

3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

TPE 6: Developing as a Professional Educator

Elements: Beginning teachers:

2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

Narrative

Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues.

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:

- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

[Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments](#)

3. Teaching History-Social Science in a Single Subject Assignment

Beginning teachers ask questions and structure academic instruction to help students recognize implicit and explicit bias and subjectivity in historical actors.

14. Teaching English Language Development in a Single Subject Setting

Beginning teachers demonstrate fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations. They are well-versed in culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. They demonstrate effective communication and advocacy skills as these relate to English learner student, family, and community needs.

Beginning teachers of ELD understand, plan, design, implement, and assess instructional outcomes for the full range of English learners. They learn and practice ways to:

- Improve students' ability to critique texts and media for point of view, implicit and explicit bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.

**A CALL TO ACTION: Be more than a great teacher
Be a champion for education!**

Do you want to change the lives of even more students? Not just those in your course, classroom or school, you are more powerful than that! We're talking about improving educator credentialing processes so that those who follow in your footsteps will be equally equipped to join you in serving the next generation of students.

It's simple,

1. Encourage schools of education to adopt and incorporate signature practice themes found on this website throughout their credentialing programs;
2. Recommend other educators, coaches and mentors to visit and use this website, it's here to support faculty at schools of education, teachers, administrators and educational leaders like yourself.
3. If you have other exceptional resources that you would like to recommend, please let us know by contacting bstrong@childrennow.org.