THE FOUNDATIONS OF RACISM II: THE BIG UNEQUITABLE PICTURE AND EDUCATION

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WHAT WE'LL CONNECT TODAY

Racism Foundations—pick up post slavery

   Note: this is not an implication that racism began after slavery.

Problem Statement re Education

Conceptual Framework Toward Solutions

An Approach with Transactional Strategies

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PRELUDE TO RACISM JUSTIFICATION(S)

- Historian Philip A. Bruce in Plantation Negro as Freeman (1889)
  - With the loss of White supervision, severe and menacing deterioration of the Black social and moral condition would occur
  - Black children were born to a state of moral degeneracy
  - Black woman: they were raped and failed to complain so this was proof of the sexual laxness of plantation women

- This work yielded to pseudoscientific data for Social Darwinism, providing justification for the decades of violent racism

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FUNDAMENTAL PREMISES IN RACISM: SOCIAL CONSTRUCTION

Early proponents of Social Darwinism (Nature)

- Karl Pearson (1912)-…**Negro lies nearer to the childhood of man"**

- William McDougall (father of social psychology)…**African Americans possessed the instinct of submissiveness, thus, inherently submissive to Whites.**

- G. Stanley Hall indicated that Blacks are a "**backward race"** are **child-like or adolescent…Anglo-Saxon adolescents are equal to adult Blacks in their demeanor, behavior, and thinking**.

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SOCIAL DEPRIVATION (NURTURE)

- Hebb (1947) and the rat experiment suggested that

Stimulus deprivation became synonymous with cultural deprivation regarding **explanation for low intelligence test scores and poor academic performance for African Americans.**

These observations led to several explanations for **poor performance and low intelligence based on the apparent lack of toys and other play objects, restricted adult language patterns and speech toward children** (Deutsch, 1963).

Black families have enough stimulus just **too much of the wrong stimulus.**

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PSYCHOLOGICAL MOTIVATIONS (NATURE AND NURTURE)

- **Blacks lacked impulse control and their need for achievement was not as strong** as it is for Whites (McClellan, 1961).

- **African American's have dampened intellectual curiosity** and fail to demonstrate adequate interest in the exploration and manipulation of objects (Minuchin, 1971).

- **Blacks fail to demonstrate internal motivational mechanism** necessary to sustain effort and attention on task that are uninteresting and unattractive (Katz, 1967).

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Breathe

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Problem Statement

The Opportunity Gap is formally known as the achievement gap. This language has been changed to hold accountable institutions, their designers, and current characters.
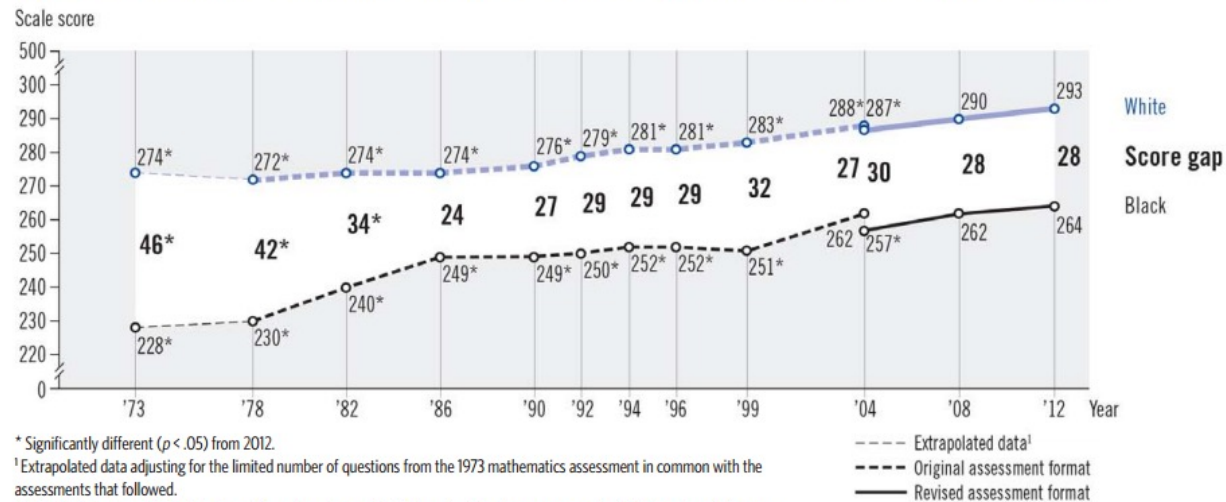
- **Minoritized Group vs. Majority Group**

- American Students vs. "The World"

- 20th Century Preparation vs. 21st Century Preparation

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TREND IN EIGHTH-GRADE NAEP READING AVERAGE SCORES AND SCORE GAPS FOR WHITE AND BLACK STUDENTS

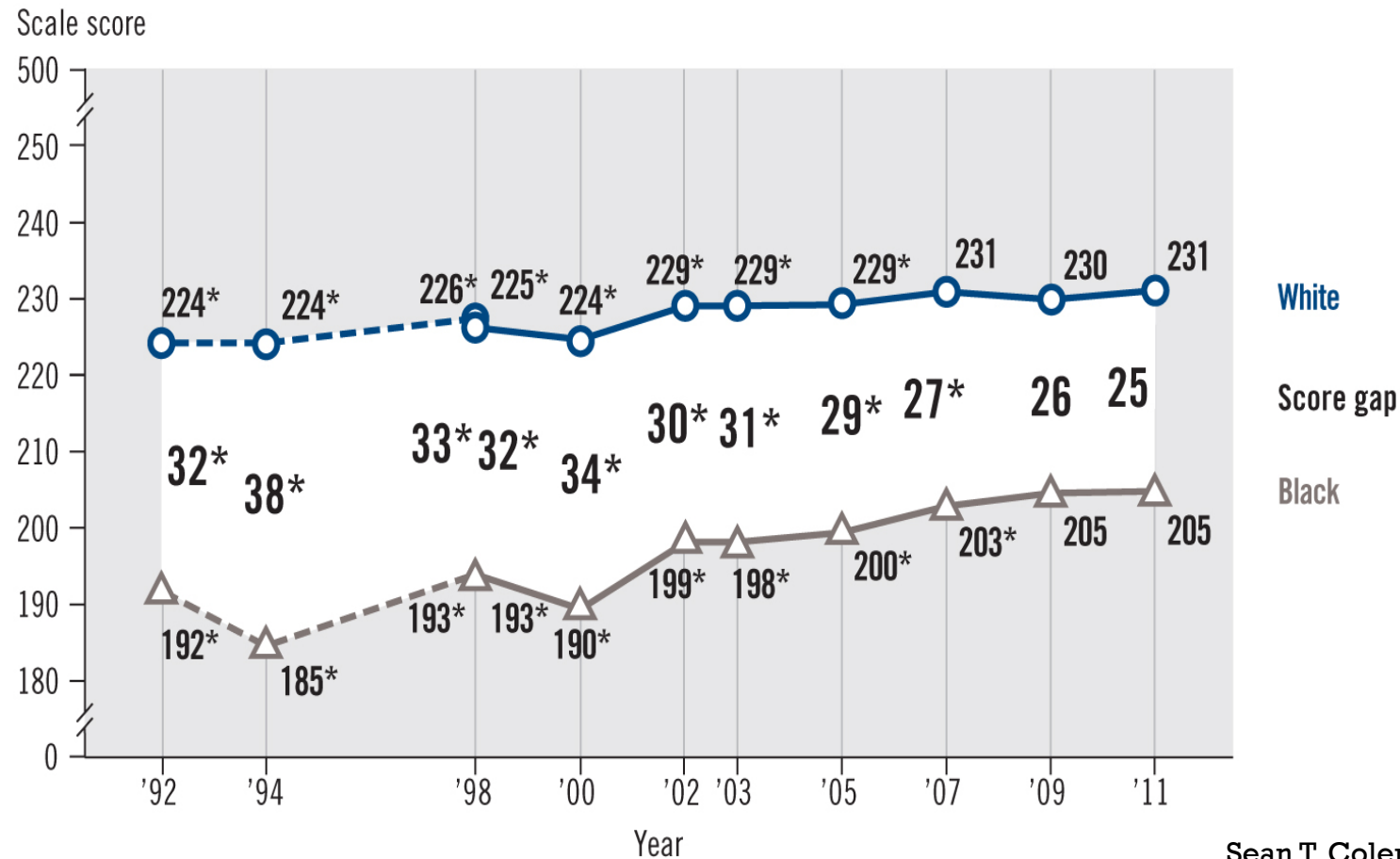Figure 25. Trend in NAEP mathematics average scores and score gaps for White and Black 13-year-old students
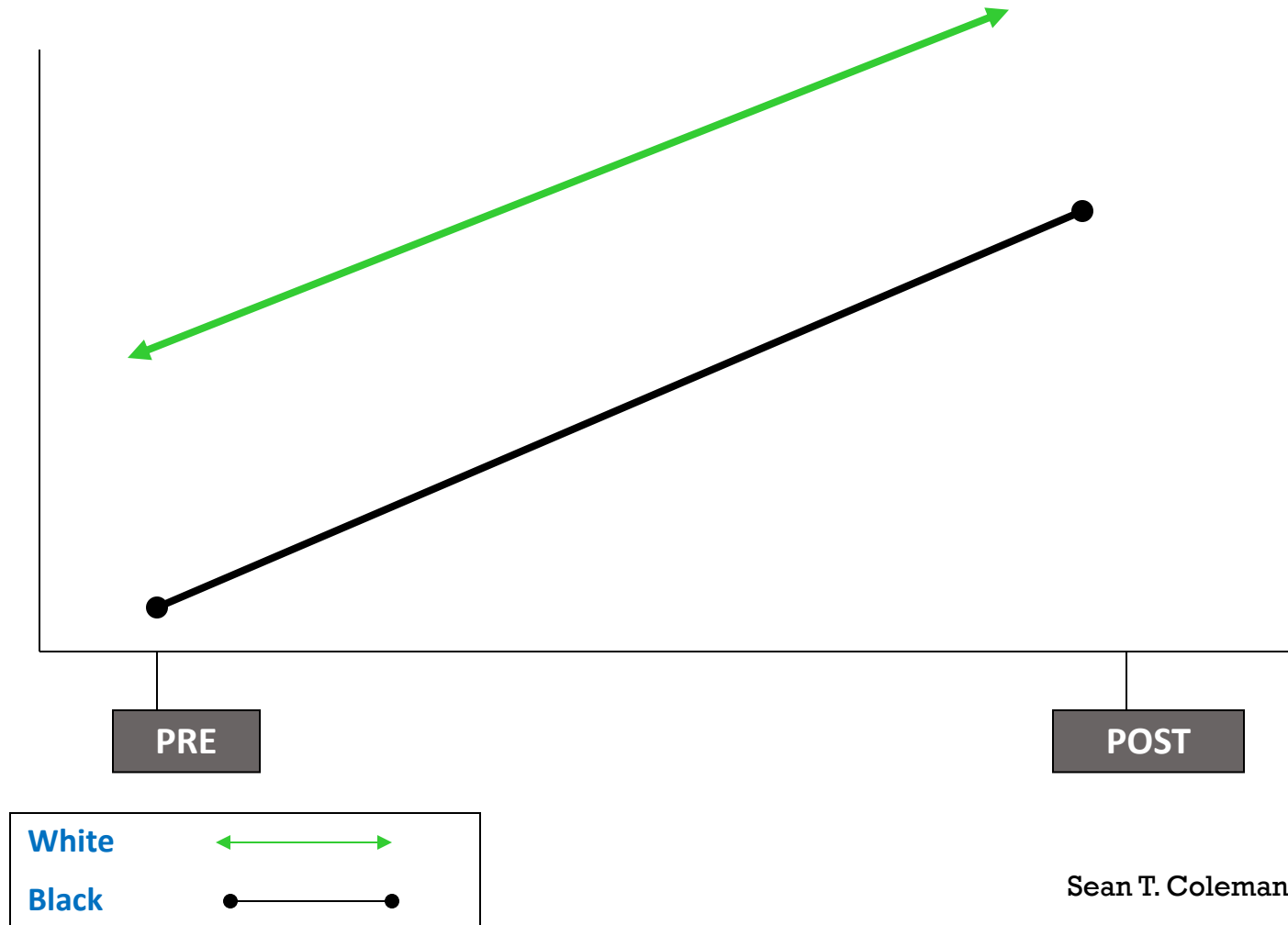
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TREND IN FOURTH-GRADE NAEP READING AVERAGE SCORES AND SCORE GAPS FOR WHITE AND BLACK STUDENTS

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NORMALIZATION OF FAILURE

PRE   POST

White
Black

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RESPONSE: BLAME THE "VICTIM"

- Biological (Arthur Jensen (1969), Bell Curve (1994)
  - Unfounded in genetic testing

- Increased Mental Health Issues
  - Debunked by Grace Carroll (MEES) and Howard Stevenson—Family, community, and spirituality/religion are mechanisms that support mental health

- Low Motivation
  - Blacks are intrinsically motivated especially as they learn more about their culture and history (Margaret B. Spencer)

- No or low Parent Support
  - Voluntary and involuntary immigrant families care about school and have high aspirations for their children (Cynthia Garcia Coll)

- Poverty/Lack of Resources/Low SES:
  - NAEP reports that the academic achievement gap is wider between Blacks and Whites in middle/High SES brackets, and Middle SES Blacks outperform low SES Whites.

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EARLY RESPONSE TO THE "PROBLEM"

- Compensatory Programs
  - There was initial success that prompted more programs across the country, for example:
    - Head Start
    - Title I Act
    - Parenting Courses and Seminars
  - Ultimately, compensatory programs initially failed to show progress.

- The premise of these type of initiatives MAY still be rooted in earlier claims of inferiority.

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EDUCATION SYSTEM INTENT

- Education System Built for socialization of current White populations,

- Socialization of new European immigrants

- Industrial workforce development (tracking)

Note: African Americans were not considered in the planning and implementation

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SOME INSTITUTIONAL CHALLENGES: WHEN THREE FINGERS POINTING BACK

- Teacher Quality—newer teachers often placed in low SES Black communities—troubled teachers as well

- Culturally sensitive learning environments—learning environment founded on Anglo Saxon climate—devoid of cultural diversity taking into account traditional, functional, environmental culture

- Teacher and student relationship quality—Low expectations are placed on Black students. Punitive, curt, and closed positive interactions with Black students

- Representation of community characters—Almost 80% White teachers, 9% were Hispanic, 7% were Black (almost 2% Black men), 2% were Asian,

- Exclusionary discipline
  - Inequitably harsh discipline is a tool that has been historically used to deny equitable education to Black students (Darby & Ruby, 2017)
  - Black students are suspended and expelled at higher rates and for minor infractions compared to White students (U.S. Department of Education, 2014)

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THE POWER TO DEFINE!

Another approach lends to the self Identification and self-defining of a group(s) of people.

- Power in Defining groups by integrity or assets instead of current and historical ways of inferiority or deficiency.

- Embrace Integrity Through Assets

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CULTURAL ASSETS

Children from diverse cultural backgrounds acquire and practice skills and competencies in contexts characterized by themes divergent from mainstream cultural ethos.

Integrity, meaning, and competence producing potential is referred to as cultural capital or assets.

Cultural assets held by children can be capitalized on in academic environments.

(Boykin, 1986; 1994; 2000; Boykin & Ellison, 1995; Boykin & Allen, 2000)

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SO WHAT DO WE MEAN BY ASSETS?

❖Interests and Preferences

❖Motivational Inclinations

❖Passions and Commitments

❖Personal, Family, and Cultural Values

❖Family Traditions and Practices

❖ Attitudes, Beliefs and Opinions

❖ Self-Perceptions and Personal or Collective Identities

❖ Prior Experiences

❖ Prior Knowledge

❖ Existing and Emerging Understanding

❖ Existing and Emerging Skills and Competencies

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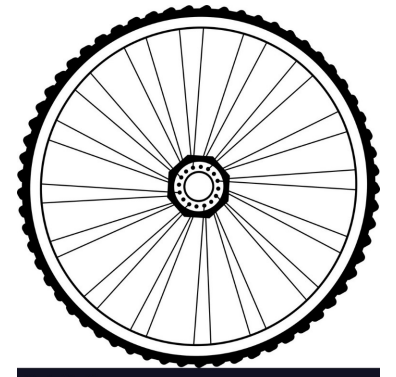
TACIT SOCIALIZATION

- Early learning occurs at home and within communities

- The schooling institution based on European-American cultural values.

- Tacit learning may yield contradictions to ways of being as students enter formal education and older children and adults negotiate mainstream institutions

(Strogilos, et al, 2012; Hilliard, 2000).

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HUMANISTIC APPROACH

Supportive school environments, transactions, and interactions yield enhanced cognition and learning…Opportunity Gap closing agent.

Transactional Approach

Technocratic Approach

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ALL ROADS LEAD TO QUALITY INSTRUCTION

Practical Application: Building on Assets

- **Meaningful Learning**

- **Learning Community**

- **Constructive Social Relationships**

- **Cultural Resources**

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MEANINGFUL LEARNING

Building on students' past experiences and prior knowledge, and making connections to significant events in their lives.

- Relevance

- Personal Connections

- World Connections

- Subject Matter Connections

- Importance

- Prior Knowledge, Competencies, and Understanding

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LEARNING COMMUNITY

Enabling collaborative intellectual exchanges among students, and insuring that all students are actively involved in the learning process.

- Collaboration and Collaborative Learning
- Student Accountability, Ownership and Responsibility
- Student Voice and Choice

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CONSTRUCTIVE SOCIAL RELATIONSHIPS

Providing a socially supportive learning environment, that is still academically demanding and rewards excellence, effort and improvement.

- Encouragingly High Expectations
- Effort and Improvement Emphasis
- Constructively Prosocial Behaviors and Communications
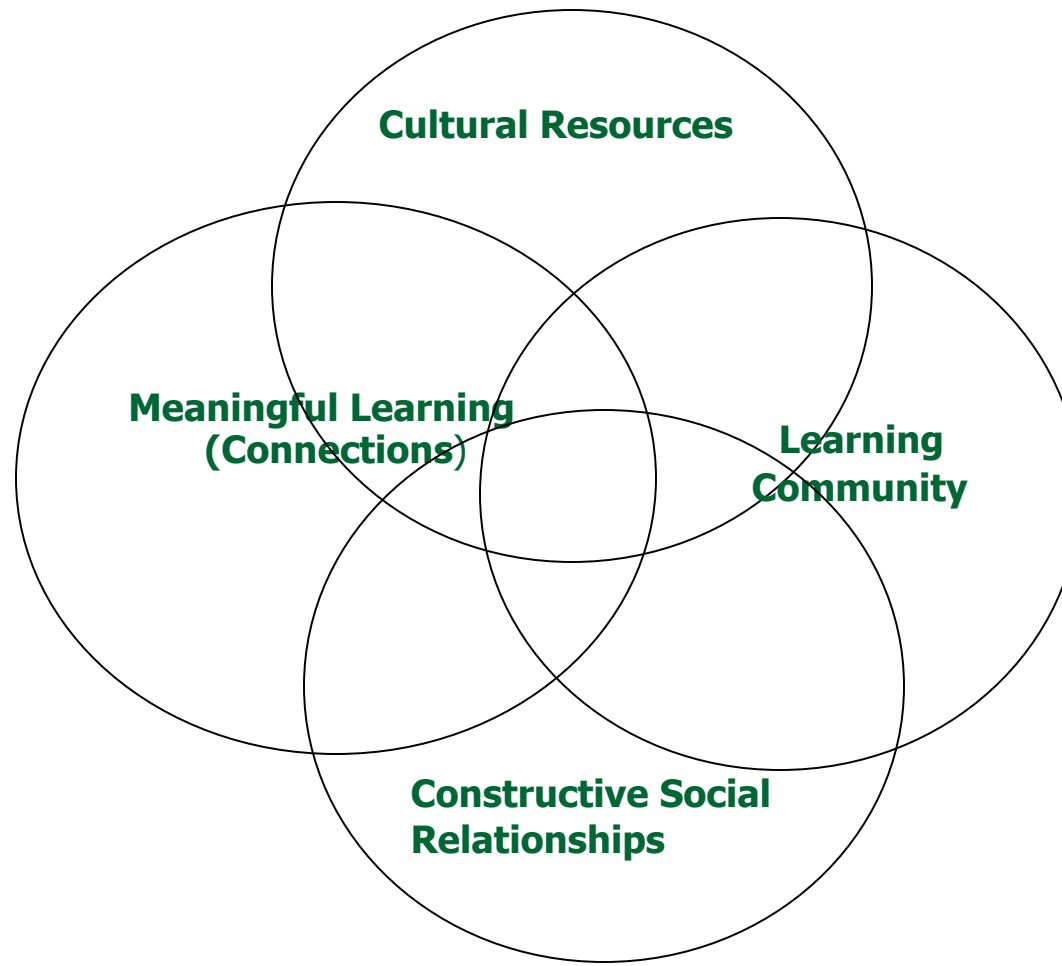
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CULTURAL RESOURCES

Building positively on the cultural, family, and community assets and practices that students bring with them to the classroom.

- Family, Peer, Community Socialization
- Traditions, Rituals, and Practices
- Fundamental Core Values
- Culturally Salient Learning Structures
- Popular Culture

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Connecting Asset Facilitation

Cultural Resources

Meaningful Learning (Connections)

Learning Community

Constructive Social Relationships

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How do we get there?

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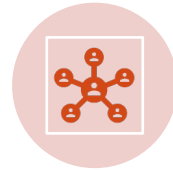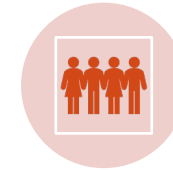
PRE-SERVICE, TEACHER, AND LEADER CAPACITY DEVELOPMENT

Methods: Pedagogical AND Content Focus Factors

Ongoing Support (Coaching, Demonstrations, Constructive Feedback)

Learning Communities

Practice Reflection

Effective Use of Planning Time

Multi-Dimensional Instructional Knowledge & Skill Enhancement

Asset-Based Focus (Integrity Based Approach)

Teacher Belief Change

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ADDRESSING THE WHOLE CHILD

Affective Outcomes

- Motivation/Affective Tone

- Sustained Task Engagement

- Efficacy & Resilience

- Academic Identity

Cognitive (Performance/Mastery)

- Attentional deployment

- Concept Webbing

- Conditionalized Knowledge

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ADDRESSING THE WHOLE CHILD

First Order

- Knowledge & Skill Accumulation
- Long Term Retention
- Retrieval Mechanisms

Higher Order

- Knowledge Transfer
- Knowledge Production & Application
- Knowledge Reflection & Judgment
- Knowledge Communication

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HOW DO WE KNOW IT WORKS?!

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LET'S LOOK AT DATA
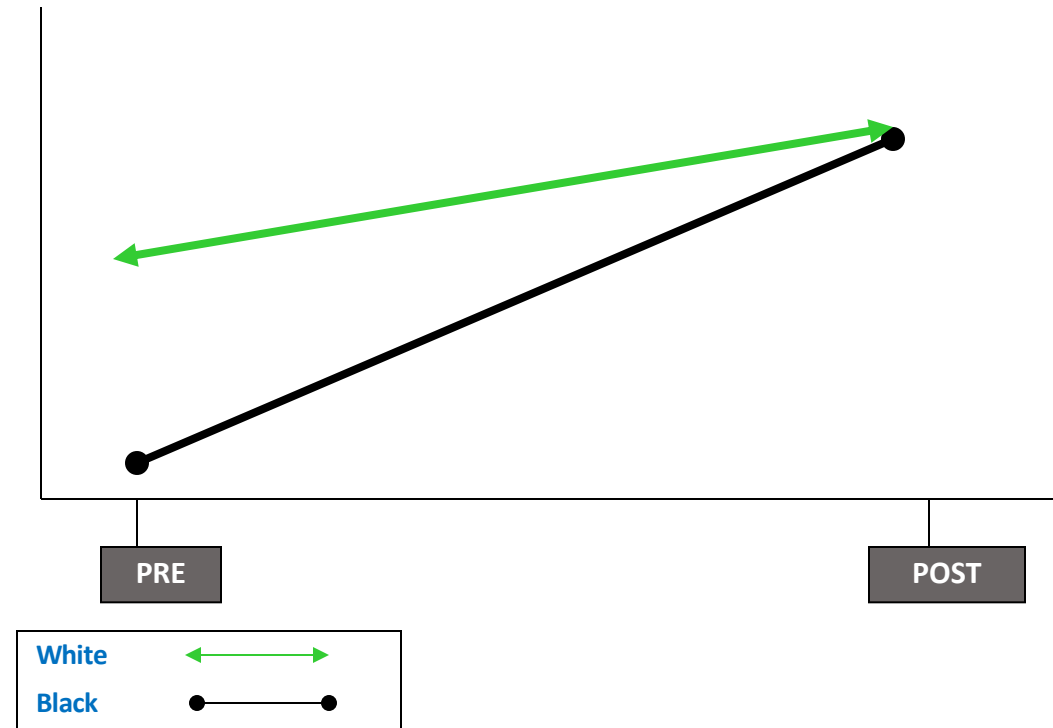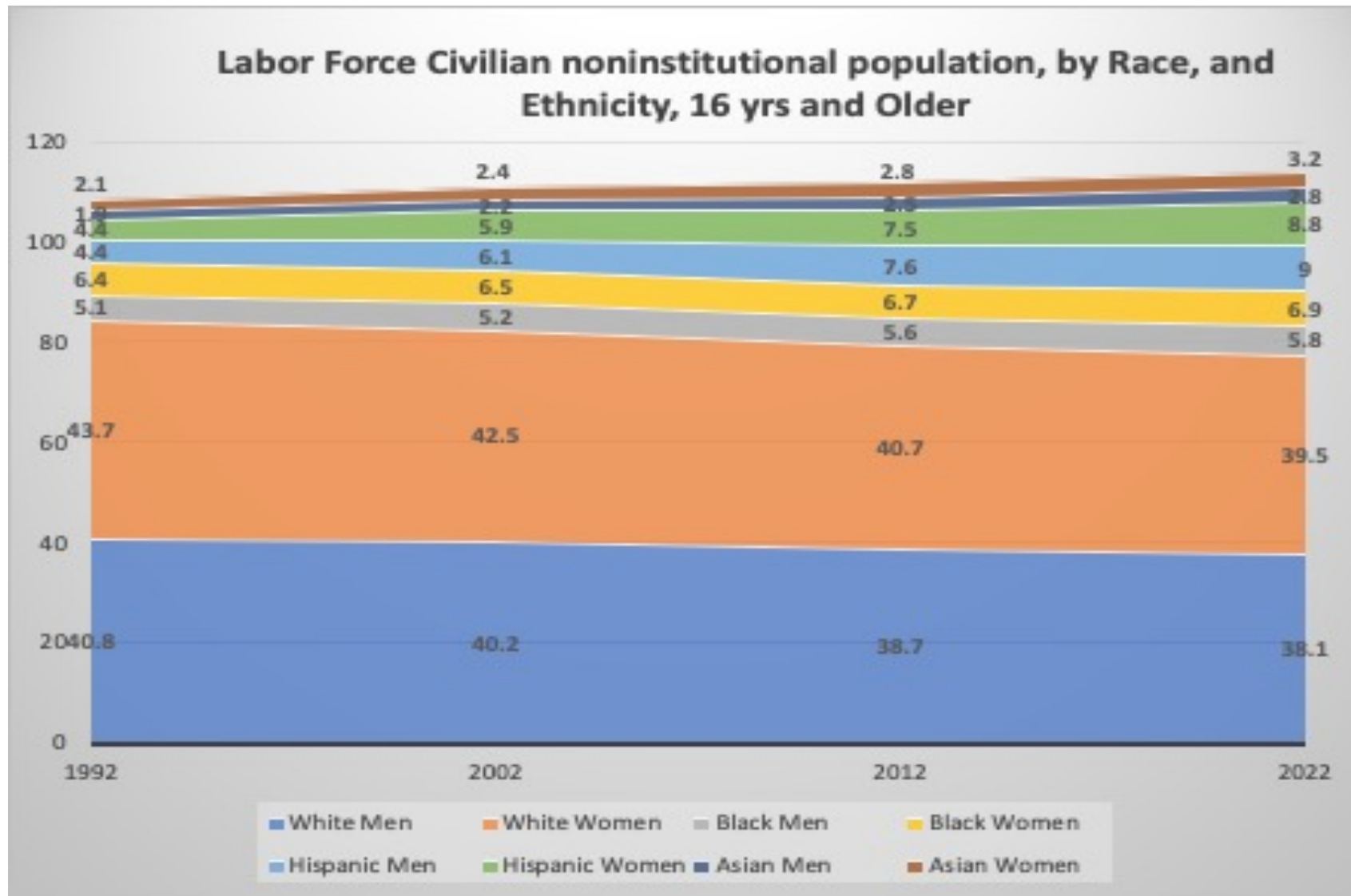

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CLOSING THE OPPORTUNITY GAP—IT'S POSSIBLE

Example of Asset-Based Findings	Additional Outcome Interpretations
When students were in the high meaningful connections condition overall relatedness/belongingness was significantly higher than when in the low meaningful connections condition (Griffith & Coleman, 2019).	Meaningful connection lends to **belongingness**
Including home and community concept artifacts in learning leads to Master over Performance and Increased Academic Efficacy (Tyler, Burrell, Coleman, 2017).	Mastery focus, depth of learning, belief in success and ability to grow (**ability is not fixed**)
Using culture, community, and interdependence in learning environment enhances learning and performance (Coleman, et al, 2018; Coleman et. al, 2021).	**Sharing and buy-in—leads to enhanced capability in learning.** **For the teachers too!**
Expressive and demonstrative high expectation enhances learning outcomes, Conversely expressing low expectations reduces performance (Ivy-Jackson, Coleman, Lee, 2018).	Increase in **cognition and learning, effort, and persistence.**
Incorporating integrity (Asset)-based strategies in STEM learning yields to critical thinking and increases efficacy in learning STEM (Coleman & Davis, 2020).	Higher order thinking operations and increased efficacy yielding to **resiliency in rigorous learning settings**

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Labor Force Civilian noninstitutional population, by Race, and Ethnicity, 16 yrs and Older

THANK YOU

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