

**KAPPA DELTA PI CRP WEBINAR:**

***HELPING KDP MEMBERS TO BECOME  
CULTURALLY RESPONSIVE EDUCATORS***

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## WELCOME AND ACKNOWLEDGEMENTS

YOU

All Webinar Participants

KDP Counselors

KDP Headquarters and  
Staff



humanity



love



respect

## WEBINAR EXPECTATIONS

Open minds

Respect

Technology Use

Questions?

# OBJECTIVES

Participants will learn what culturally responsive teaching and leading entails, and how to engage in culturally responsive practices in their current and future classrooms.

- Major Concepts:
- Privilege
- Implicit Bias,
- Stereotype Threat

We will discuss how these phenomena impact our students, our classrooms, and our schools.

# CULTURALLY RESPONSIVE PEDAGOGY (CRP)

- CRP involves: academic achievement, socio-political consciousness, and cultural competence. Because CRP seeks to identify, problematize, and ultimately transform institutions and society with the goal of ending all forms of oppression, culturally responsive teachers must not only possess the will to end oppression but the *knowledge* to inform their choices and actions. Culturally responsive educators take the time needed to learn the experiences, individuality, and learning styles of all of their students in order to better reach them (Ladson-Billings, 2009).



## PRE-WORK: DEBRIEF

Anderson Cooper's version of the "doll test" created by Kenneth B. Clark. (2012). Retrieved from <https://www.youtube.com/watch?v=FSdKy2q6pEY>

Discussion.

# ***BROWN V. BOARD***



# PRE-WORK: DEBRIEF AND CONTEXTUALIZATION

## Goff et al., Review

- **Dehumanization defined:** seeing persons as animalistic/not essentially human
- **Infrahumanization defined:** seeing persons as essentially different in their human characteristics – seeing them as “biologically less than” others
- **Discussion**
  - **How does the doll test reflect both dehumanization and infrahumanization?**



# PROGRESSION OF IDEAS

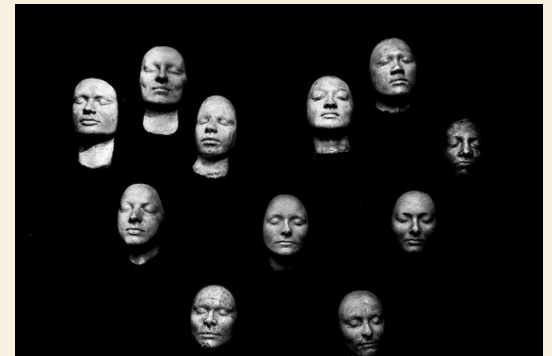
- **Culturally deprived**
- **Deficit approaches**
- **Difference approaches**
- **Resource pedagogies**
- **Third space**
- **Critical Race Theory**
- **Culturally relevant pedagogy**
- **Critical multiculturalism**
- **Culturally sustaining pedagogy**

# INFORMATION



# EXPLORING DIVERSITY THROUGH MULTICULTURALISM

- **ASSIMILATION THEORY:** CONFORMITY TO DOMINANT CULTURE  
-  $A+B+C=A$
- **AMALGAMATION THEORY:** “THE MELTING POT”  
BIOLOGICAL AND CULTURAL BLENDING -  $A+B+C=D$
- **ACCOMODATION THEORY (Multiculturalism/Pluralism):** THE PERSISTENCE OF RACIAL AND ETHNIC DIVERSITY IN SOCIETY -  
 $A+B+C=A+B+C$



# EXPLORING DIVERSITY: THE MULTICULTURAL MODEL

- Ancestral Culture
- Historical Culture
- Types of minority groups



# ***BANKS: MULTICULTURAL EDUCATION***

- Stage 1: Curriculum of the Mainstream
- Stage 2: Heroes and Holidays
- Stage 3: Integration
- Stage 4: Structural Reform
- Stage 5: Multicultural, Social Action, and Awareness

# PRIVILEGE, DEFINED

According to McIntosh, privilege is the “Knapsack of unearned assets” that is given to individuals based on their racial category, ethnic identity, sex, gender identity, sexual orientation, ability, age, and other characteristics defined as “normal” in our society.

If you don't  
have to think about it,  
**it's a privilege.**

## **THINK, REFLECT, SHARE**

**REFLECT:** discuss the questions below with those around you.

What is privilege and do you have it?

How might issues of privilege arise in your classroom?

**SHARE:** share your thoughts with the larger audience.

# ETHNIC GROUPS

- **Ethnic Groups:** groups that are set apart on the basis of cultural traits and nationality
- **Ethnic Group Identity:** identification with, and feeling part of an ethnic group and exclusion from certain other groups
  - Group emphasizes cultural or national ties as basis for:
    - their primary (group)
    - social interactions and sense of self
    - distinct and different because of their ethnicity





# RACE

- Race: Biological and physiological categorizations that are used to determine difference and social ranking
- Race is a *cultural* category rather than a biological reality. *WE* decide what race is.

# CONSEQUENCES OF THE SOCIAL CONSTRUCTION OF RACE

- Outcomes associated with the social construction of race:
  - Race to rank human beings
  - Race to discriminate against specific groups
  - Race as a basis for group inclusion, identity, and unity
- Jane Elliott's Brown Eye/Blue Eye Experiment:  
<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>

# PREJUDICE AND DISCRIMINATION

## Prejudice (Parillo, 2012)

Negative attitude that rejects an entire group

Cognitive

Affective

Action Orientation

## Discrimination (Parillo, 2012)

Behavior that deprives a group of certain rights or opportunities

Individual

Organizational

Structural

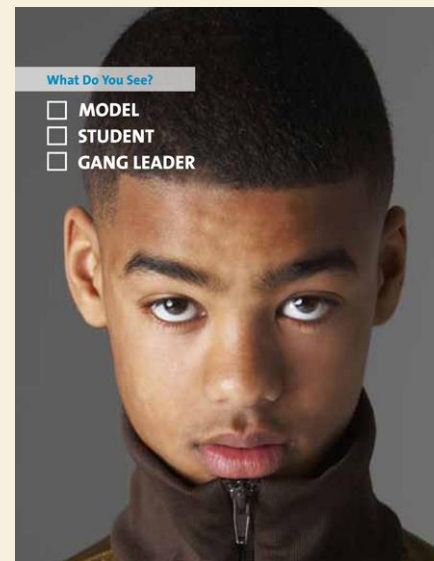
Social



# IMPLICIT BIAS

## A FEW KEY CHARACTERISTICS OF IMPLICIT BIASES:

- Implicit biases are **pervasive**. Everyone holds them, even people with stated pledges to neutrality -personally and professionally.
- Implicit and explicit biases are **related but separate mental paradigms**. They are not mutually exclusive and may even reinforce each other.
- The implicit biases that we hold **do not necessarily align with our professed views** or even reflect attitudes we would explicitly sanction.



# MINORITY CONFLICT/MICROAGGRESSIONS

**Microaggressions** - indirect and oftentimes knee-ierk digs, jabs, and attacks aimed at minorities.

Three types:

- a) Microinsults
- b) Microinvalidations
- c) Microinequities



# STEREOTYPE THREAT & MICROAGGRESSIONS

## STEREOTYPE THREAT

Being at risk of corroborating, through one's own actions, a negative stereotype or label about a group or category to which one is associated

Stereotype threat and microaggressions impact minority students, particularly those attending predominantly white schools (Penner & Saperstein, 2013; Steele & Aronson, 1995)

## IMPACT





**DISSECT:  
THINK, PAIR, SHARE**

# REFLECTION





# CLOSING

- What did you learn from today's workshop?
- Turn to the person next to you and share.
- What do you still need to know in order to make positive change toward culturally responsive pedagogy in your classroom or school?



## THANK YOU

Thank you for your participation in today's workshop.

We look forward to your continued participation in this Culturally Responsive Pedagogy series.

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