

What Your Colleagues Are Saying . . .

As needs, demands, interests, and opportunities for online instruction increase, *Culturally Responsive Teaching Online and In Person* is a book that will assist educators in the complex task of designing essential learning opportunities with students for academic and social success. This book reminds us that culturally responsive teaching practices are potentially transformative in person and online. Indeed, this book helps educators think about the tools, technology, and teaching necessary to build more liberating, humanizing, and just spaces of education.

—**H. Richard Milner IV**

Distinguished Professor, Vanderbilt University
Co-Author, *These Kids Are Out of Control*

For more than 30 years, scholars and educators have advocated for the importance of centering students' cultural frames into the co-learning exchange of all learners, but in particular, Black and Brown students, who have been historically marginalized in educational settings. The distinction of Budhai and Grant's critically important book: *Culturally Responsive Teaching Online & In Person*, is the argument that culturally responsive teaching (CRT) is not just for in-person instruction, but moreover, CRT can also be facilitated within an online modality. Thus, this book is a seminal resource for PK–12 educators who are passionate about reimagining the possibilities of CRT in any learning environment!

—**Ronald W. Whitaker II**

Culturally Responsive Assistant Professor of Education
Director of the Center for Urban Education, Equity, and Improvement, Cabrini University

Budhai and Grant have created a treasure trove of resources for K–12 teachers and teacher educators who are committed to transforming a rapidly changing world for the better. Finally, we have a book that concretizes how to maximize culturally relevant pedagogy in contemporary, HyFlex learning environments in real time. This text helps the reader translate the philosophical into the practical via inquiry-based, reflective exercises. This book will empower educators, leading them to create equitably rich opportunities for deep and dynamic learning across modalities. The cornerstone of this text, the Dynamic Equitable Learning Environments (DELE) model, inspires a new way of teaching and learning in the 21st century, providing new pathways to transform our schools by challenging and changing ourselves. As we shift our mindset to realize that we can change systems by recognizing the barriers to equity and inclusion, we reimagine an education that realizes justice in our classrooms, anti-racism in society, and healing in our homes. You will read and reread the gems of culturally responsive teaching and build your capacity to sustain equitable and thriving learning environments for our students to thrive in a world where their lives truly matter.

—**Angela N. Campbell**

Vice President of Cabrini University

I joyfully offer my endorsement of *Culturally Responsive Teaching Online & In Person*. At this critical moment in human history, scholars need a resource like this to be equipped with the tools that will empower teaching and learning at its fullness. Budhai and Grant prove their scholarship in this work, especially by posing questions that lead to critical thinking. As an educator and a life-long learner, I plan to use this work and invite others to join me.

—**Stephen D. Thorne**

Center for Research and Mentoring of Black Male Students and Teachers
Bowie State University

As teaching and learning environments continue to evolve at a breakneck pace, this wonderfully accessible guide is chock full of practical, useful, and actionable advice to help educators successfully navigate their culturally diverse classrooms, schools, and education communities. With self-guided exercises and reflections, educators are able to address their unconscious biases, make meaningful connections with families and students, and ultimately, effectively incorporate culturally responsive teaching as they build the dynamic and equitable learning environments necessary for all students to thrive. Required reading for every educator!

—Ray Benedici
Managing Editor, *Tech & Learning*

This workbook is a much-needed resource that attracts, engages, and supports teacher candidates, as cultural beings, in their transformation to becoming culturally aware, responsive, and humble educators. The authors position future educators to identify, acknowledge, and reflect on the critical role of their evolving racial and cultural identities and the implications thereof when practicing in the classroom. The book is a resource that transcends theory into practice and will serve teacher candidates in their journey as equity-minded practitioners to effectively implement culturally responsive, relevant, and sustaining pedagogies.

—Omobolade Delano-Oriara
Dean of the Division of Social Sciences, Professor of Teacher Education
St. Norbert College

Our students and their communities need educators who are courageous enough to acknowledge the role race plays as a barrier to learning. Our work is not universally designed if we lack the willingness to address race and racism and the need for culturally responsive teaching, regardless of whether or not we are engaging students virtually or in person. Budhai and Grant, through this text, are pushing us to do better for our young scholars by calling out the fact that our systems, structures, and practices need to be culturally relevant if they are to authentically include and center around our learners who have been historically marginalized. This is a wonderful resource that guides educators step by step through the process of developing and implementing culturally responsive practices, virtually and in person.

—Mirko Chardin
Chief Equity and Inclusion Officer, Novak Education
Co-Author, *Equity by Design*

This guidebook addresses many questions and needs for educators to operationalize culturally responsive teaching across learning environments, in person and online. I appreciate that the guidebook unpacks the work of Ladson-Billings, Gay, and Paris by connecting the theory to practice. I recommend this book for educators who actively engage in anti-bias, equitable, inclusive, and just teaching. The reflection questions, checklists, resources, and exercises are tangible actions for educators to engage in moving toward actions in their environments.

—Robert Q. Berry III
Samuel Braley Gray Professor of Mathematics Education
Associate Dean of Diversity, Equity, & Inclusion
University of Virginia, School of Education & Human Development

Culturally Responsive Teaching *Online & In Person*

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From Stephanie:

To every student whose voice has been silenced in school.

To every student who could not see themselves in the curriculum.

To every student who has never felt like they matter to their teachers.

★ ★ ★ ★

From Kristine:

For my students past, present, and future—

It is my honor to teach and learn with and from each of you.

Culturally Responsive Teaching *Online & In Person*

An Action Planner for

Dynamic
Equitable
Learning
Environments

Stephanie Smith Budhai
Kristine S. Lewis Grant

Foreword by Matthew R. Kay

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Foreword

As recent years have brought an increased awareness of inequities in our world, our nation, and our schools, it's become increasingly popular for many of us to loudly proclaim that we are *doing the work*. While we've always been a culture that celebrates grit and grind, the high-profile nature of recent injustices has made activism much more palatable and resistance more Instagrammable. These trends hold true in education. In many schools, teachers have found attempts to be culturally responsive celebrated for the first time in a long time. In others, efforts that were once ignored face vilification. Either way, *the work* has certainly become an attention grabber.

This attention has come with reduced clarity. The more we opine about the work, the fewer people of good will agree on what it is. For instance, should educators have used the disruptions caused by the Covid pandemic to thoroughly dismantle systems that have been poisoned by racist, sexist, xenophobic, and/or homophobic ideas? Or should we have devised better ways to destabilize such systems from within? To what degree should the Western (read "White, male") literary canon be deemphasized to make room for more diverse voices? How do we best teach truth in our social studies classes, acknowledging that generations have long substituted idolization for historical analysis? *The work* is confusing, even before we educators make it more personal. What right do we have to lead *that* conversation? Are we even *qualified*? Should our students trust us? Do our administrators have our backs as we make mistakes? Considering how damaging these mistakes might be to students' psyche, should they? For educators, the work is no less hard, no less complex, no less frightening simply because it is en vogue.

Stephanie Smith Budhai and Kristine S. Lewis Grant have written a guidebook that not only acknowledges this reality, but then strips away the noise and helps educators get down to business. From the first pages, their prompts for reflection are incisive, their exercises are both challenging and encouraging, and they lead us to create action plans meant to drive us toward concrete goals. Within minutes of picking it up, I was inspired to examine how some of my unconscious biases might have impacted certain students' performance during the 2020–2021's season of virtual schooling. These examinations helped me approach these students more productively than I would otherwise have approached them. This process repeated itself throughout my time with this text; first I reflected alone,

then I did exercises collaboratively with trusted colleagues, and then finally I executed plans that improved my relationships with a variety of my students. I am a better teacher because this book makes *the work* not *easy* but clear as crystal.

Many activities in this text illustrate Budhai's and Grant's commitment to clarity. For instance, early in the book, we are encouraged to collect data on our own everyday teaching practices. This is a hard exercise that takes our heads out of the cloud-realm of high theory and simply asks, "Who do we call on?" "Who do we discipline? For what infractions? Leading to what penalty?" We are asked to find patterns, reflect on them, and address anything untoward that we discover. The most lasting systemic improvements start not with top-down initiatives, but with the uncelebrated *work* of teachers collecting data like this in their own classrooms. Only with this information, rooted in day-in and day-out student experiences, can we see clearly where we should be committing our energies.

But one of the best things about this guidebook is that it does not just ask us to tackle the ugly parts of our nature that, if unchecked, stand to poison our teaching practice. The exercises do not treat us as irredeemable racists but as caring professionals who are honing our craft. This is clearest in Part II, where we are coached on how to make sure that both our students and their families know just how much we value their particular strengths and traditions as well as they know ours; and in Part III, where we are coached in practical approaches to equity-minded, anti-bias instruction. So often, folks teaching you *why* to do the *work* never really get to the *how* part. Budhai and Grant make the *how* their home base throughout, with every reflection, exercise, and action plan in the guidebook. Their respect for educators is clear, frankly, because they don't lean on the crutch of patronizing lectures when the task seems too heavy. This book just guides us through, step by step.

I am simultaneously happy that this guidebook exists *and* happy that you have decided to use it as you start (or continue) *the work* of making your classroom all that your students deserve it to be. It is not easy, but it is necessary. It will not always be attention-grabbing in the larger world, but it will always be what your students pay most attention to, and what they most remember. Take your time with this book, being honest with yourself, your colleagues, and especially your students. Trust me, your humility and effort will pay off.

—Matthew R. Kay
Teacher and author of *Not Light, But Fire*

Acknowledgments

FROM STEPHANIE

Thank you to the Budhai, Smith, and Macon families for the continued support and love. There is no way this book would have been able to come to fruition without you.

I would like to thank my co-author, Kristine, for the mentorship, advisement, and perspective that she has brought to this project. I cannot think of a better person to have engaged in this work with, and I am grateful for her time and talents.

To Sharon, I am beyond beholden to the amount of care and consideration you have given to this project. Your timely responses and substantive suggestions have elevated this project to a level unimaginable.

And to Tori, thank you for not abandoning us and for your continued commitment to see this project to completion. You are one of a kind, and I feel lucky to have had the opportunity to work with you.

To the educators who have shared their stories featured in the vignettes; THANK YOU! Your experiences have provided so rich context for readers as they navigate the contents of this book.

I would be remiss if I did not acknowledge the thought leaders, activists, and educators who have created a pathway for culturally responsive pedagogy to be an integral part of teaching and learning. Many of whom have been cited in this book, and there are too many others whose work lives in other publications and is carried out in classrooms having a direct impact on the schooling experience of students.

FROM KRISTINE

Stephanie, this would not have been possible without you. From the bottom of my heart, thank you.

Jermaine, thank you for supporting and believing in me. I could not have done this without you.

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Corwin gratefully acknowledges the contributions of the following reviewer:

Crystal Wash
School Principal, CERA
Chicago, IL

A Note From the Publisher on Terminology

The grammar conventions in this book follow The Chicago Manual of Style. The authors and publisher did our best to represent current terminology at the time of printing, while recognizing that the English language is ever changing and will continue to evolve after this book's publication. For example, certain terms appear with and without hyphenation across sources, such as "in person" vs. "in-person" and "equity mindedness" vs. "equity-mindedness." Following The Chicago Manual of Style, we've chosen to omit the hyphenation when the term is a noun ("in person" and "equity mindedness") and include the hyphenation when the term is transformed into and used as an adjective ("in-person" and "equity-minded instruction").

About the Authors



Stephanie Smith Budhai, PhD is an associate clinical professor at Drexel University and a certified K–12 teacher. She has spent the past decade as a teacher educator building culturally responsive and anti-racist curriculum. She is on the board of the Pennsylvania Chapter of the National Association for Multicultural Education.



Kristine S. Lewis Grant, PhD is a clinical professor of multicultural and urban education at Drexel University. Her research interests include family engagement in urban schools and the recruitment and retention of teachers of color. She is a board member of the Pennsylvania chapter of the National Association for Multicultural Education.

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Focusing on You

Unmasking Bias and Microaggressions

Vignette: Mr. Malcolm Williams

Media Teacher, Grades K–8

2020 was my second year teaching, but my first year as a full-time teacher. Like many teachers, I started teaching online for the first time because of the pandemic. If I could choose, I would prefer to teach in person, but I know that we'll continue using online settings in some capacity, even beyond the pandemic. We all have to adapt, especially as teachers.

Like any teacher, I inadvertently bring unconscious bias into both virtual and in-person classrooms, but I have a number of methods for addressing these biases. First, I try to acknowledge unconscious bias by replaying in my head what I said to my students. Reflection allows me to check myself, to think in the moment, and to think afterward. Second, I try to step into other peoples' shoes when I am talking to them. Sometimes I think what I am saying is fine but to the other person, my words can be offensive. If I can try to understand the other person's perspective, I can hear my own biases and work on them. Third, I try to read other people's reactions, both students and other adults. Asking a person directly about their feelings does not always garner a genuine response, but by reading the room for unspoken clues, I can better gauge if I may be causing offense or treating people unfairly.

I have seen many microaggressions take place between teachers and students. Some teachers are sharp with students in a way that is hurtful on a visceral level. I see teachers give feedback like "You should have done it on time," in a way that is degrading. Students do not know how to respond, and it makes them feel stupid. These moments are dangerous because students internalize these messages in a subconscious way, but do not have the correct tools to process them.

I also often see microaggressions take place between colleagues. These are damaging in a different way because adults are perhaps better equipped to handle these

Culturally Responsive Teaching Online and In Person

moments but that does not make them any less painful. Even still, adults also often internalize the aggression with no outlet to direct that pain.

In online settings, I try to check in with my students before instruction starts. It gives everyone an opportunity to get their feelings out so that they don't fester. It also brings students closer together when they're given the space to open up.

In in-person settings, I think it's easier to build community. I think it is important to take time to get to know the students in your environment and to make them feel comfortable. Students do their best work when they feel comfortable, and I think the best way to create comfortable environments is to make sure students know that they are heard, understood, and cared for. You can reduce the occurrence of unconscious bias and microaggression when you get to know your students on an individual, personal level. But it's important to be proactive and to continue working at building space for your students to grow relationships, with each other and with their teachers.

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Acknowledging Unconscious Bias



REFLECTION QUESTIONS

Before delving into Chapter 1's contents, take a few minutes to work through the following reflection questions. There is space provided below for your responses. We revisit variations of these reflection questions at the end of the chapter.

- How do I define unconscious bias?
- What stereotypes do I have about students based on their race/ethnicity, gender, or family income level?
- How can my own bias impact teaching and learning?
- What do I hope to learn from this chapter?

WHY A FOCUS ON UNCONSCIOUS BIAS?

This chapter focuses on acknowledging the unconscious bias that we may bring to the teaching and learning environment. This is the first chapter of this book and provides a foundational understanding of how our ideas, beliefs, and perspectives impact the way in which we educate learners, even without us knowing. As you get into the subsequent chapters of the book, you will likely reflect on the acknowledgment of bias that you uncovered about yourself in this chapter and use this new awareness and knowledge in your future work with students across Dynamic Equitable Learning Environments (DELE).

You may be thinking to yourself, “But I am an educator! I came to this work with a full heart and treat all my students equally.” The reality is, educators are people too and are not shielded from developing bias. According to Starck et al. (2020), “the current research shows that teachers’ racial attitudes largely reflect those held within their broader society” (p. 281). This means that, even though we as teachers believe and want to treat all students equitably, we all bring bias that is learned from a very young age because they are situated within our minds, and unfortunately, they unintentionally impact our behaviors (Fiarman & Benson, 2020). Our bias can permeate into different situations that have long-term effects on our students. For example, research has shown that bias can impact how letters of recommendation for students are crafted, based on biases that the author of the letter has regarding different genders and ethnic backgrounds (Akos & Kretchmar, 2016). Recommendation letters are gateways to special magnet programs, special admissions high schools, elite summer STEM programs, and colleges. Thus, when our bias is impacting the content within the letters, the impact on students can be life changing.

In this chapter, we provide you with the content and practice needed to acknowledge unconscious biases that you may have in an effort to create DELE by:

- Defining unconscious bias and identifying different types of bias that can shape in-person and online learning environments
- Exploring common stereotypes that educators may bring to the classroom and providing ideas on how to stifle them
- Demonstrating how bias can show up in education contexts and discussing this impact on teaching and learning
- Reflecting on one’s own unconscious bias and practicing teacher self-awareness strategies

We ask that you have a willingness to sit with discomfort as you go through the chapter. We encourage you to take advantage of the different

opportunities to reflect and engage through the various anti-bias exercises. The ultimate goal is to leave this chapter with a greater awareness of how your past thinking can impact your teaching and to use culturally responsive teaching practices as a mechanism to fight against bias.

TYPES OF BIAS

The word *bias* may be a term that you are familiar with. Having a bias is often associated with racial bias; however, a person can have a bias based on someone's gender, sexual orientation, intellectual and/or physical ability, culture, occupation, income, language, and other demographics. The University of California, San Francisco Office of Diversity and Outreach (2019) defines bias as:

Prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences. (para. 1)

There are different categories of bias: implicit and explicit. We tackle both implicit and explicit bias in Chapter 2; however, in this chapter, our core focus is on acknowledging unconscious bias. There are dozens of types of bias that exist. However, for our purposes in this book focused on culturally responsive teaching in person and online, Table 1.1 details five types of bias that are common. Please note that this list is not exhaustive. Additional information on why those five types of biases are particularly problematic within DELE is also shared in Table 1.1.

Table 1.1 • Types of Bias

TYPE OF BIAS	OVERVIEW	WHY IS IT PROBLEMATIC?
Affinity	Favoring others who have the same perspectives, experiences, and background. As teachers, we may be kinder to students who come from the same neighborhoods as us or those whose parents attended the same college as us.	Teaching in diverse classrooms means that there may be a student whose parents did not attend college at all or who is not from the same or similar type of neighborhood. Giving certain students favor because of affinity bias will be unfair to the other students.
Confirmation	An unwillingness to take in new ideas and understandings; seeking out information that will support preconceived beliefs.	We all have unconscious biases that have shaped the way we think about issues. As we learn and receive new knowledge, confirmation bias can prohibit us from growing and using the newly learned knowledge to think about issues in other ways.

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TYPE OF BIAS	OVERVIEW	WHY IS IT PROBLEMATIC?
Gender	Preferring one gender over others. Teachers may have different expectations for their male students, encouraging them to take an interest in STEM fields, while leading female students toward nursing and education. Female students may be encouraged to sit quietly while male students are rewarded for their outgoingness.	Part of teaching involves mentoring students and helping them leverage their own strengths to be successful in the future. If teachers are holding low expectations for their students because of their gender, or not recommending them for certain careers, then their future occupations, salary, and quality of life will be impacted.
Name	Avoiding people based on their names being perceived as different, difficult to pronounce, or too unique or against the norm.	The students may not get called on to answer questions because the teacher may be uncomfortable pronouncing their names. Teachers may not choose students based on their names to apply for competitive scholarships or be part of after-school clubs. When hiring students for internships and service-learning projects, those with more White American-sounding names may receive more callbacks.
Racial	Treatment of others based on their racial and ethnic backgrounds. As teachers, the way in which we speak to students, the knowledge we believe they bring to the classroom, and thoughts about their families and communities can all be impacted by racial biases that we may hold.	Racial bias can affect the way in which we discipline students. Pipeline to prison routes start at a very young age in early childhood education. We may call the police on Black and Latinx students after they are involved in a fight, whereas we may call the parents of White students for the same behaviors that the Black and Latinx exhibited by fighting. We may believe certain racial groups do not have higher education, and thus, it will be difficult for certain students to be successful in college preparatory programs.

ANTI-BIAS EXERCISE 1.1



Now that you have read about some of the different types of bias, think about how they could be present within education contexts and how they can affect the learning experiences of your students. Jot down your thoughts in the space provided below.

Regardless of whether the bias is unconscious, the impact it can have on our students and their future is enormous. Watch this short, but powerful TED Talk Live video, on the impact that teacher bias can have on their students, from the students' perspective.



Scan this QR code to watch a TED Talks Live Short on unconscious bias.

WHAT UNCONSCIOUS BIAS “LOOKS” LIKE IN ONLINE AND IN-PERSON EDUCATION CONTEXTS

In both in-person and online classes alike, our unconscious bias is present in the ways that we teach and facilitate learning. An unconscious bias may also be known as an *implicit bias*. These are the types of biases that we unintentionally have. In Chapter 2, we get more into how to reduce implicit and explicit bias, but first we need to work through acknowledging our unconscious bias. Lavy and Sand (2018) found that, due to implicit biases related to gender, math teachers tend to call on boys more than they do girls. Similarly, Baker et al. (2018) found that online instructors were more likely to respond to discussion board posts submitted by White male students than all other student groups. Below, Table 1.2 provides examples of how unconscious bias can show up across learning contexts in the ways that we interact with students, develop lessons, discipline students, grade student work, and communicate with families. It is important to understand what unconscious bias *looks* like, as we continue our journey in recognizing it in our own actions, beliefs, and perspectives.

Table 1.2 • Examples of Unconscious Bias in In-Person and Online Learning Environments

UNCONSCIOUS BIAS	IN-PERSON LEARNING ENVIRONMENTS	ONLINE LEARNING ENVIRONMENTS
Interaction with students	When a boy who is significantly taller than the rest of the students walks into his seventh-grade classroom, the teacher thinks he is over 13 years of age and is repeating the school year, as opposed to having a taller than average height for his age.	After hearing the recorded accented greetings of the Latinx and Asian students in their first day of class discussion posting, the teacher surmises that she has a large number of English Language Learners in her class.
Lesson plan development	A teacher assumes that the Asian students in his class are Chinese and makes a concerted effort to integrate cultural content about and by Chinese authors. He later learns that his students are, in fact, Korean.	In a virtual small group activity, the teacher intentionally places the Black students in separate breakout rooms to keep them on task and not distract the other non-Black students.

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UNCONSCIOUS BIAS	IN-PERSON LEARNING ENVIRONMENTS	ONLINE LEARNING ENVIRONMENTS
Student discipline	An interracial group of boys is disrupting the class, and the teacher singles out the only Black boy and sends him to the principal's office.	The teacher places a student who has an IEP for emotional disturbance in a separate breakout room to complete their work independently as punishment for making a joke and disrupting class.
Grading assignments	A teacher is surprised to receive a well-written paper by a Latinx student and wonders if they plagiarized his assignment.	A teacher uses online track changes to grade assignments by Black students, with greater scrutiny than White students in the class, highlighting simple errors that they do not highlight on their White students' papers.
Interacting with the families	A teacher asks an Iranian mother to participate on a panel about the immigrant experience and does not believe the mother when she explains that she is an American citizen.	A teacher concludes that a Native American mother does not care about her child's education because she is not available at home during the virtual school day to assist the student with classwork.

ANTI-BIAS EXERCISE 1.2



Stop and Reflect: Identify and reflect on an instance when your unconscious bias influenced your teaching. Jot down in the space below what the bias was and how you think it may have impacted your students.

IMPACT OF BIAS ON TEACHING AND LEARNING

As teachers, we have a significant impact on the students entrusted to our care. Our unconscious biases shape the way that we see our students, what we believe about our students, and how we treat our students. Finnerty (2018) identified myriad of research studies that “identify the potential effects of unconscious bias when White teachers interact with Black boys” (p. 56) regarding how they look at the expectations of classroom behavior, perceptions of hostility and violence, assumptions of innocence and accountability, and expectations of intelligence and academic performance. For students of color, our actions based on our biases whether it be discipline referrals, letters of recommendations, or placement into special gifted programs, have a direct impact on their opportunities (Schwartz, 2019). Whether learning takes place in person or online, the impact of our unconscious biases play out within and extend beyond our classrooms. How we treat our students and the decisions we make concerning our students can influence what our students believe about themselves, shape their academic trajectories, and influence their life chances.

A substantial and growing body of research links teachers’ unconscious bias in teaching and learning with student outcomes and life chances (Finnerty, 2018). For example, implicit bias about students’ intelligence and capacity to learn shapes teachers’ expectations for students’ academic performance, how teachers engage students in class, and how teachers grade their assignments. If students do not achieve reading proficiency by fourth grade, their likelihood of academic achievement, successful completion of ninth grade, taking advanced math courses, and completion of high school are all greatly reduced. Teachers’ early assessments of student learning determine how students are tracked in school, as well as their educational opportunities.

Unconscious bias has also been linked to the school-to-prison pipeline. For example, early childhood educators are more likely to interpret the behavior of children of color, particularly Black boys, with aggression. Boys of color are more likely to be disciplined, suspended, and expelled from daycare and preschool than other children (Gilliam et al., 2016). The same pattern continues in elementary and high school. Students of color are less likely to be seen as innocent children and more likely to be attributed a level of maturity and knowledge beyond their years and therefore punished more severely. They are more likely to be suspended and expelled from school. School infractions involving children of color are also more likely to involve the police. With the increased absences from school, students of color are less likely to read on grade level or finish high school.



Scan this QR code to watch Helen Turnbull's TEDx Talk titled "Inclusion, Exclusion, Illusion and Collusion."

After high school, young men of color are more likely to go to prison than to college.

Culturally responsive teaching can help mitigate the impact of unconscious bias on teaching and learning. It begins with teacher self-awareness and reflection. Let's stop here, scan the QR code, and take some time to watch this TEDx Talk by Helen Turnbull titled "Inclusion, Exclusion, Illusion and Collusion" to prepare for completing Anti-Bias Exercise 1.3.

ANTI-BIAS EXERCISE 1.3

In the "Inclusion, Exclusion, Illusion and Collusion" TEDx Talk, Turnbull discusses how unconscious bias and blind spots can undermine our efforts to be inclusive. She asserts that "[t]he unchallenged brain is not worth trusting." She closes the talk by asking us to consider what it is we do to exclude others, and what we could pay more attention to, in order to widen our ingroup. These lessons extend to our teaching and learning.

Use the space below to capture your thoughts as you watch the TedTalk.

TEACHER SELF-AWARENESS AND REFLECTION

Culturally responsive teaching requires us to develop self-awareness and engage in self-reflection to acknowledge, identify, and address our unconscious biases. Gay (2018) contends that teachers need to perform "careful *self-analyses* of what they believe about the relationship among culture, ethnicity, and intellectual ability; the expectations they hold for their students from different ethnic groups; and how their beliefs and expectations are manifested in instructional behaviors" (p. 81, emphasis in original). Through increased self-awareness and critical reflection, we can mitigate the impact of our implicit biases on teaching and learning. Becoming more self-aware can improve our interactions with students and families. Increased self-awareness can help us identify and address our blind spots,

such as colorblindness, and examine the unconscious biases that unwittingly influence how we (mis)understand and (mis)interpret our students and their families. In Anti-Bias Exercise 1.4, we look at why it is important to engage in self-awareness and critical self-reflection.

ANTI-BIAS EXERCISE 1.4

Let's spend time thinking about the importance of self-awareness and critical self-reflection for teachers and what potential impacts it can have on shaping our biases. Consider the biases you have already started to acknowledge and complete the following sentences.

- 1) Self-awareness means to _____
- 2) Critical self-reflection is the process of _____
- 3) It is important to engage in self-awareness and critical self-reflection because _____

STIFLING STEREOTYPES

Stereotypes are those oversimplified ideas, thoughts, and beliefs about entire groups of people based on shared characteristics such as race or ethnicity, gender, sexual orientation, and family income. Research has shown that stereotypes and negative attitudes toward students based on their race are not only concerning, but also can create lower expectations for students, impacting their motivation to do well in school (Clark & Zygmunt, 2014).

In addition to the negative consequences of stereotyping our students, they also will have to deal with stereotype threats. Stereotype threat describes the situation in which there is a negative stereotype about a person's group, and he or she is concerned about being judged or treated negatively on the basis of this stereotype (Spencer et al., 2016, p. 416). For example, "women's math performance is disrupted under threat not because of insufficient talent in women but because women feel threatened by the possibility that their performance will confirm the negative

stereotype associated with their social group” (Tomasetto et al., 2011, p. 943).

For girls in school, a stereotype threat such as this may impact how well they do on STEM assessments because they will be consumed with the thought that poor performance on their individual assessment will be seen as a result of them being a female and not that they individually did not do well on the test. There are many different stereotypes that we may bring to the classroom. To stifle them, we must acknowledge what they are. Take a moment to engage in Anti-Bias Exercise 1.5.

ANTI-BIAS EXERCISE 1.5



Before we can work toward stifling stereotypes, we must acknowledge the stereotypes we may already have about our students, their families, and communities. In the space below, share stereotypes that you have and want to address. Remember, this book serves as your own personal action planner, and no one will see what you write unless you choose to share it. By being honest with ourselves, we can start thinking about students, their families, and communities based on their individual merits and qualities. An example is provided in the first box.

CATEGORY	STEREOTYPE
Gender	Boys are more hyperactive and will come to the classroom with more behavior issues than girls.
Race/Ethnicity	
Family Income	
Student's Neighborhood	

Thank you for being honest with yourself and sharing stereotypes that you may have about students. How do you feel about what you wrote above? Where do you feel those stereotypes developed from? What do you want to do to ensure that these stereotypes do not impact teaching and learning?

WHAT'S NEXT?

Now that we have explored how to acknowledge the unconscious biases that we may unintentionally bring into the classroom, we can use our new understanding to work on stifling them. In the next chapter, we will focus more on the nuances specific to both implicit and explicit bias. We encourage you to explore the responsive resources scattered throughout the book which provide more examples of unconscious bias in education, as well as complete this chapter's culturally sustaining checklist and action plan.



REFLECTION QUESTIONS

You have worked through Chapter 1 and explored the importance of focusing on the unconscious bias that is learned through family, society, and life experiences that we unintentionally bring into educational settings. Take a few minutes to read through and reflect on the questions below. They may seem familiar because they are variations of the ones you completed prior to reading this chapter. Once you have recorded your responses, go back to the beginning of the chapter to see how your knowledge, awareness, and skills surrounding unconscious bias have expanded.

- How do I define unconscious bias?
- What stereotypes have I held about students based on their race/ethnicity, gender, or family income level?
- How has my own bias impacted teaching and learning?
- What did I learn from this chapter?

Appendix 1.1

Culturally Sustaining Checklist: Addressing Unconscious Bias

On a scale of 1–4, please select how much you agree or disagree with the following statements:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

ON A SCALE OF 1–4, INDICATE YOUR LEVEL OF AWARENESS.	AWARENESS	NOTES FOR FURTHER DEVELOPMENT:
	I am aware that teachers can have bias against students.	
	I am aware that unconscious bias should be acknowledged.	
	I am aware of my unconscious bias.	
ON A SCALE OF 1–4, INDICATE YOUR LEVEL OF KNOWLEDGE.	KNOWLEDGE	NOTES FOR FURTHER DEVELOPMENT:
	I know that stereotypes can be hurtful to students and families.	
	I understand that there are different types of bias.	
	I know the impact that self-reflection can have on addressing bias.	
ON A SCALE OF 1–4, INDICATE YOUR LEVEL OF SKILL.	SKILLS	NOTES FOR FURTHER DEVELOPMENT:
	I can state some of the stereotypes that I have about students, their families, and their communities.	
	I can effectively engage in self-reflection.	
	I can teach my students as individuals and not based on group stereotypes.	

Appendix 1.2

Action Plan: How will I work toward addressing my unconscious biases?

What are three actions you can take to use what you have learned in this chapter to address any unconscious bias that you may bring to the teaching and learning environments?

1.

2.

3.

What supports or information do you need to successfully complete the three actions you listed above?

1.

2.

3.




What challenges and barriers do you expect to be faced with in carrying out the three actions you listed above, and what ideas do you have for addressing them?

CHALLENGES/BARRIERS	IDEAS TO ADDRESS THEM
1.	
2.	
3.	

How do you expect your students to benefit from you taking the three actions listed above?

Appendix 1.3 Responsive Resources

Scan the QR codes below to access the following resources as you continue to learn about acknowledging unconscious bias.

RESOURCE TYPE	TITLE	QR CODE
Article	<p>"5 Things Educators Can Do to Address Bias in their School"</p> <p>(NEA EdJustice)</p>	
Book	<p><i>Unconscious Bias in Schools: A Developmental Approach to Racism</i> by Tracey A. Benson and Sarah E. Fiarman</p> <p>(Harvard Education Press)</p>	
Podcast	<p>"Unconscious Bias in Schools with Dr. Tracey Benson" by the Center for Racial Equity in Education (CREED)</p> <p>(On The Margins Podcast)</p>	
Video	<p>"How to Check Your Unconscious Bias - Dr. Jennifer Eberhardt"</p> <p>(The Global Goals)</p>	