



**The Messy Truth:  
When Implicit & Explicit Bias Gets in the Way of Leadership  
That is Diverse and Culturally Responsive in your School  
Building & PTA**

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## Goals and Outcomes

- Learn about effective strategies and tools to help develop introspective skills that lead to becoming aware of one's strengths and barriers to becoming culturally proficient.
- Learn about guiding principles, standards, language and behavior necessary to value diversity.
- Learn how culturally responsive leaders create the space for their communities to evolve from a deficit model of thinking and operating to an additive strength based model.
- Understand the importance of PTA-family-school partnerships in student success
- Understanding the role of school and district staff in helping all students and families feel a sense of belonging and connectedness to school
- Learning about culturally responsive strategies for creating positive family and community connections

## What is Implicit Bias?

- Unconscious, automatic
- Based on stereotypes
- We all have it (even those effected by it)
- Generally not an indication of our beliefs and values
- More likely to influence:
  - Snap decisions
  - Decisions that are ambiguous

<http://indianapublicmedia.org/stateimpact/2016/06/20/teacher-implicit-racial-bias/>

## Definitions

- **Overt bias:** conscious belief in superiority of one group
- **Explicit bias:** Conscious belief that some groups aspire to desirable traits more than other groups
- **Implicit bias:** Unconscious associations regarding some groups

## Implicit Bias and Race

“The challenge is not a small number of twisted White supremacist but something more infinitely more subtle and complex: People who believe in equality but act in ways that perpetuate bias and inequality .”

-Nicholas Kristof, The New York Times

## How does implicit bias work? By relying on the same cognitive processes that make us efficient learners and ensure our survival when facing threats

- We learn through patterned repetition. When two concepts become associated with one another in memory – we create automatic scripts in our brains such that the presentation of one of those concepts facilitates the recall or recognition of the other
- These automatic scripts mean that the association and related recall operates super-efficiently without our awareness or intent
- The brain's threat detection center – the amygdala – the part of the brain that triggers the flight/fight response also plays a prominent role in implicit bias.

Ignore the word and simply name the color that the word appears.

RED

GREEN

BLUE

YELLOW

PINK

ORANGE

BLUE

GREEN

BLUE

WHITE

GREEN

YELLOW

ORANGE

BLUE

WHITE

BROWN

RED

BLUE

YELLOW

GREEN

PINK

YELLOW

GREEN

BLUE

RED

Ignore the word and simply name the color that the word appears.

RED	GREEN	BLUE	YELLOW	PINK
ORANGE	BLUE	GREEN	BLUE	WHITE
GREEN	YELLOW	ORANGE	BLUE	WHITE
BROWN	RED	BLUE	YELLOW	GREEN
PINK	YELLOW	GREEN	BLUE	RED

## Does this type of Bias Really Impact Our Behavior?

- Police Officers use force when arresting African-American children as opposed to arresting White children
- Arbitrators decide grievances in favor of men over women
- Pediatricians recommend less pain medication for African-American children than White children with identical symptoms
- Hiring Managers in order to get a call back for an interview, applicants with typically Black names had to send out 50% more resumes than did applicants with typically White names.

## Do you know where you are going to?

Leaders need to know where they are in order to know where to go.

Culturally competent leaders are individuals who develop and enact a vision of schooling that truly addresses the needs of all students. They work to eradicate distorted notions and stereotypes about students of color, and create specific conditions and practices to address the needs of diverse students. (Smith, 2005, p. 28)

## “YOU set the “STANDARDS”

- Standard 1 – Assesses Culture: **Name** Your Differences,
- Standard 2 – Values Diversity: **Claim** the Differences,
- Standard 3 – Manages the Dynamics of Difference: **Re-Frame** the Conflicts Caused by Differences,
- Standard 4 – Institutionalize Cultural Knowledge: **Train** About Differences
- Standard 5 – Adapts to Diversity: **Change** to Make a Difference.

## Standard I – Assesses Culture: [Name](#) Your Differences

The first standard requires that a leader examine his/her own culture and how that culture affects others as well as learning about the cultures of others in the school.

Assess Culture-[Name](#) It Actions

### **Essential Element Role of Teachers**

Assess own culture and its effect on students

Assess the culture of the classroom

Support students in discovering their own cultural identities

### **Essential Element Role of PTA Leaders**

Openly assess beliefs and practices to assure inclusiveness and guard against discrimination

Educates its leaders and members to the needs, cultural beliefs, traditions and family structures of the populations they serve

Communicate or create resolutions that address bias faced by families and communities

### **Role of Site Administrators**

Assess the culture of schools or the district

Articulate the cultural expectations to all who interact there

## Standard 2 – Values Diversity: Claim the Differences

Value Diversity- Claim It Actions!!!

### **Essential Element Role of Teachers**

Teach all subjects from a culturally inclusive perspective

Insist on classroom language and behaviors that value differences

Help students understand why things are done in a particular way when appropriate

Use a variety of visual aids and props to support student learning

### **Essential Element Role of PTA Leaders**

Diversity Chair a part of your board to provide leadership, support, and encouragement at all levels of PTA

Become acquainted with leaders of diverse groups in your community & collaborate with them to increase parent, family and community involvement

Understand the NPTA Diversity & Inclusion Policy and Initiatives

### **Role of Site Administrators**

Articulate a culturally proficient vision/mission for the site

Establish standards for holding teachers and staff accountable for the vision and success of all students

Create a leadership team to support the work

Analyze data to identify “underserved” student populations

## Standard 3 – Manages the Dynamics of Difference: Re-Frame the Conflicts Caused by Differences

Manage the Dynamics of Difference-Re-Frame It Actions!

### **Essential Element Role of Teachers**

Use conflicts as object lessons

Teach students a variety of ways to resolve conflicts

### **Essential Element Role of PTA Leaders**

Encourage that all PTA activities at the school be planned by a committee which is representative of the population

Foster programs and practices that eliminate bias, prejudice and misunderstanding within their communities

Propose change wherever discriminatory practices are perceived.

### **Role of Site Administrators**

Provide training and support systems for conflict management

Help faculty and staff members learn to distinguish between behavioral problems and cultural differences

## Standard 4 – Institutionalize Cultural Knowledge: **Train** About Differences

### Institutionalize Cultural Knowledge: **Training** Actions

#### **Essential Element Role of Teacher**

Teach students appropriate language for asking questions about other people's cultures and telling other people about theirs

#### **Essential Element Role of PTA Leaders**

Sponsor members to attend Emerging Minority Leader of Diversity and Inclusion Conferences at the National or State Levels

Have members who complete PTA training sessions such as male engagement training, special needs trainings, cultural competence training (including e-Learning), Spanish language training, turn-key information back to our unit, region, or council

Host diversity summits, town halls or community gatherings devoted to children's educational success and overall well-being

#### **Role of Administrator**

•Model and monitor culturally responsive practices for school wide and classroom practices

Standard 5 – Adapts to Diversity: **Change** to Make a Difference.

Adapts to Diversity: **Change** Actions

### **Essential Element Role of Teacher**

Learn own instructional and interpersonal styles

Develop processes to enhance your styles so that they meet the needs of all students

Help students to understand why things are done in a particular way

### **Essential Element Role of PTA Leaders**

Conducting PTA outreach, networking and events designed to engage multicultural communities

Create alliances with organizations and networks to support with translation of materials or interpretation at meetings, provide outreach, and provide opportunities of leadership identification

Partner with organizations that specialize in supporting diverse communities

### **Role of the Administrator**

\*Examine policies and practices for overt and intentional discrimination and work to change current practices when appropriate

**PTA &  
Schools**

# Transcending Barriers

Establishing a welcoming and family friendly school community

Creating opportunities for collaboration

Becoming skilled in intercultural communication

Increasing families' accessibility to information

## Standard 4: Speaking Up for Every Child



### What Parents and Parent Leaders Can Do

1. Plan workshops on how to ask the right questions about children's progress and placement.
2. In collaboration with school staff, provide information sessions about programs for gifted and talent students. Reach out to under-represented populations to ensure access and equity for all students.
3. Involve parents in ongoing training on topics such as being an effective advocate, identifying and supporting learning styles, resolving difficulties, and fostering student achievement.
4. Match new families at the school with a buddy family to show them the ropes.

### What School Leaders and Staff Can Do

1. Frequently share the school's policy and procedures for resolving parent concerns.
2. Cover how to define the problem, whom to approach first, how to develop solutions, and so forth. Encourage parents to address problems early.
3. Develop a Parent Bill of Rights.
4. Provide a school handbook, workshops, and/or Web-based materials to explain all school policies and procedures to families.
5. Publicize any successful changes in the school that resulted from parent initiation and involvement.
6. Facilitate parent participation in school committees and other community groups, such as the city council

# Any Questions?

**FAMILIES**



**SCHOOL  
STAFF &  
ADMIN**

**STUDENTS**



**PTA**