

New York State



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

NYS PTA Summer Leadership Conference 2017

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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 it 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

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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.

Student suspensions in 2013-14 by race

Black, multi-racial students and students with disabilities are disproportionately suspended compared to their white peers statewide.



One out of 20 white students were suspended



One out of 15 Hispanics students were suspended



One out of 12 Hawaiian Island and Native American students were suspended



One out of 8 multi-racial students were suspended



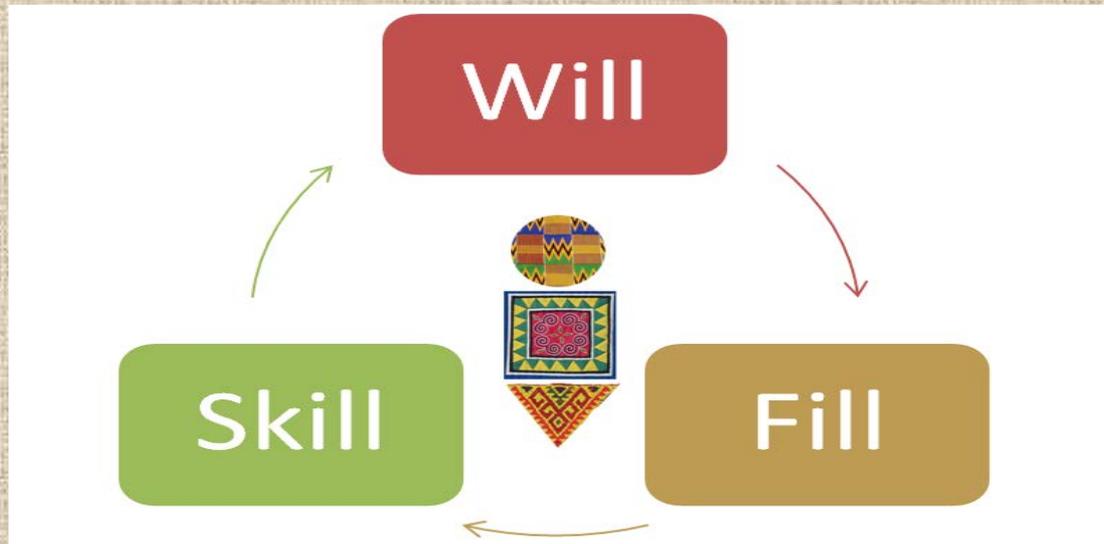
One out of 7 students with disabilities were suspended



One out of 5 black students were suspended

GRAPHIC: Lauren Chapman

SOURCE: U.S. Department of Education



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)

To become a Culturally Responsive Leader one must adopt:

Behaviors that align with standards that move an organization or an individual towards culturally proficient interactions/relationships.

Lindsey, Robins, Terrell, 2009

“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.

SELF REGULATION

“Be the change that you wish to see in the world.”

Gandhi



Standard 1 – 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. “To begin with yourself is an inside-out process of self-examination, evaluation, and awareness. In such a process you become self-conscious in the best sense” (Lindsey et al, p. 54).

“Will Building”

What’s my motivation?

Showing interest, confidence and drive to adapt cross culturally

Profile of a leader
with high “Will Building”
skills:

Leaders with high “Will Building” skills are motivated and move to learn to adapt and lead in new and diverse cultural settings.



Leading with Cultural Intelligence, Livermore

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

Leadership Implications/Actions

- Seek to understand the degree to which academic research is valued as compared to conventional wisdom in the ways you motivate and negotiate staff, students and families in this work.
- When seeking to advance a new idea or challenge a misconception, understand the primary source of socialization in a culture (e.g.. sage/elder wisdom versus academic research).
- Identify places in the formal educational setting where values, themes, precepts and customs can be incorporated into the educational process
- Develop a plan for professional development opportunities and training programs for staff with an understanding of the educational systems and preferences of people from various cultures.
- Some teaching methods may be very different or uncomfortable to individuals from certain cultures. Include strategies for developing a range of teaching strategies traditional, responsive and culturally responsive in the professional development plan.

Respect Others: Identify and respect multiple points of view by discovering commonalities and embracing differences amongst each other.

Standard 2 – Values Diversity: Claim the Differences



Value Diversity- Claim It!!!

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

Leadership Implications/Actions

- Ensure bulletin boards, displays, instructional materials, and other visuals in the classroom/school reflect the racial, ethnic, abilities and cultural backgrounds represented by students.
- Determine whether the color schemes and representations in your school/classrooms, literature need to be altered to validate and affirm various cultures.
- Do students and families see representations of themselves and their work in various environments?
- Learn about and use cultural icons (appropriate in a school setting) that are revered.
- Beware of assuming that symbols or logos can be universally applied in all cultural contexts and understand that they may have various meanings.

Re-Frame The Conflicts caused by Differences

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



“Skill Building” plan

Strategizing and making sense of culturally diverse experiences

- Profile of a leader with high “skill building” skills:
- Leaders with high “skill building” methods develop ways to use cultural understanding to develop a plan for new cross-cultural situations. These leaders are better able to monitor, analyze, and adjust their behaviors in different cultural settings. They are conscious of what they need to know about an unfamiliar culture.

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

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

Leadership Implications/Actions:

- Recruit local expertise to aid you in negotiating and learning from community members, families and students about cultural norms/behaviors.
- Take time to learn how to bridge and translate similarities/differences in rules and traditional ways of being.
- Find out what unwritten practices should be used or avoided with school/district personnel(e.g.. overlap in voices when explanations/discussions are held).

Standard 4 – Institutionalize Cultural Knowledge: Train About Differences

“A culture seeks an identity and strives to maintain its individuality and distinctiveness while recognizing the fibers that connect them to other cultures in more subtle ways” .

“Fill Building”

What do I need to know?

Understanding cross-cultural issues and differences

Profile of a leader with high “Fill Building” skills:

Leaders high in “Fill Building” have a rich well organized understanding of culture and how it affects the way people think and behave. They possess a repertoire of knowledge in knowing how cultures are alike and different. They understand how culture shapes behavior.

Institutionalize Cultural Knowledge: Train About Differences

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

Leadership Implications/Actions

- Learn how to motivate your colleagues, students and families. Those coming from an individualist culture are likely to be motivated through individual incentives whereas those from collectivist cultures will be more motivated by seeing their work team succeed.
- Those from individualist cultures need to understand the importance of long-term relationships and third-party connections when working with individuals from collectivist ones.
- Those from collectivist cultures need to understand that a partnership with a family who operates from an individualist culture may well be developed primarily through one of two individuals.

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

A school leader promotes continuous learning with his or her school and community colleagues to mitigate issues arising from differences in experiences and perspectives. The school leader changes the current way of doing things that acknowledge the differences that are present in the staff, students and families. They develop skills for intercultural communication and institutionalize cultural interventions for conflicts and confusion caused by the dynamics of difference.

Adapts to Diversity: Change to Make a Difference

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

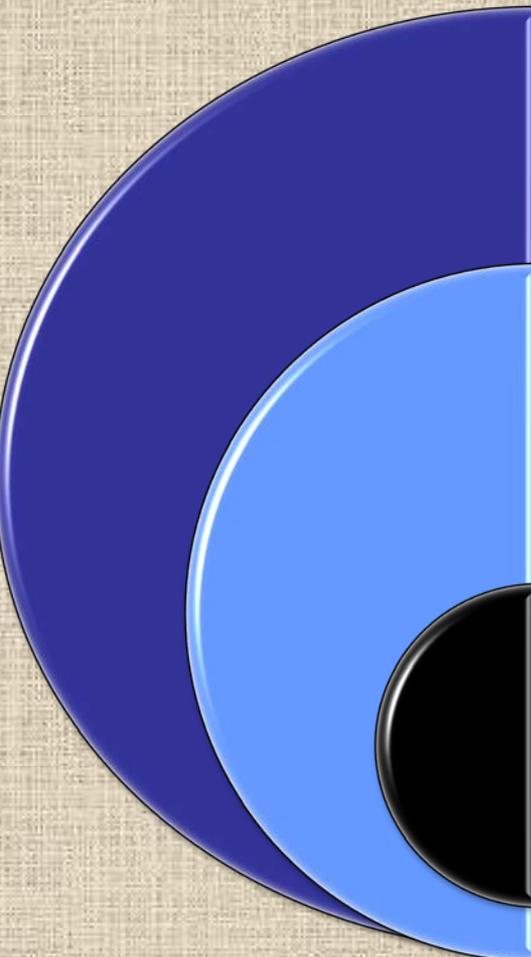
Role of the Administrator

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

Leadership Implications

- Change of policies, practices and procedures that marginalize various groups with a well communicated strategy.
- When working with individuals with high uncertainty and avoidance, avoid being highly rigid. Invite staff, students and families into the “adventure” and in exploring the unknown.
- Develop goals and implementation steps and deadlines for achieving them (who can do what, when, and how?).
- Commit to an ongoing evaluation of progress (measuring outcomes) and be willing to respond to change (what does progress and success look like? What are the signs that will tell you that the organization is on the right track?).

Family-school connections and partnerships are important



Education is at the core of all vital communities.

Family-school partnerships are at the heart of culturally responsive schools.

Families often play a critical role in student success.

Barriers to School-Family Partnerships



Families' disconnection to the school community



Communication differences



Lack of information about school expectations, programs and resources



Family isolation

Challenges Facing Schools and Families

Achievement Disparities

Opportunity Gaps

Meaningful Home/School Engagement

Societal Pressures

Non or Low Existence of Diverse Perspectives

Transcending Barriers

Establishing a welcoming and family friendly school community

Creating opportunities for collaboration

Becoming skilled in intercultural communication

Increasing families' accessibility to information

FAMILIES



**SCHOOL
STAFF &
ADMIN**



STUDENTS



PTA



Cultural Proficiency

Cultural
Destructiveness

Cultural
Incapacity

Cultural
Blindness

Cultural
Precompetence

Cultural
Competence

Cultural
Proficiency

See the difference,
stomp it out.

See the difference,
make it wrong.

See the difference,
act as if
you don't.

See the difference,
respond inadequately.

See the
difference, understand
the difference that
difference makes.

See the difference,
respond positively and
affirmatively.

