Emerging Equity in ABE/Family Literacy Classrooms

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Presentation Agenda

- Warm Up
- Asset vs. Deficit Based Teaching and Learning
- Deficit- based Language
- Stereotypes, Microaggressions, and Implicit Bias
- Ways to Build Asset-Based Mindsets
- Culturally Responsive Teaching
- Moving Forward

Warm Up

For the next 3-4 minutes, think about the students in your classes/programs.

Write down the first words that you think of to describe them.

* We will not ask you to share these- this is just for you.

Reflection

- Read over what you just wrote.
- How many things that you wrote down were <u>positive</u>?
- How many things were <u>negative</u>?

- Reflect on your own practices (teaching practices, conversations with students, grading practices, research practices, etc.)
- How much do the ways you think about your students impact how you interact with them?
- How much do the ways you think about your students impact how they feel about you? How they feel about their own learning?

Who wants to share their reflections?
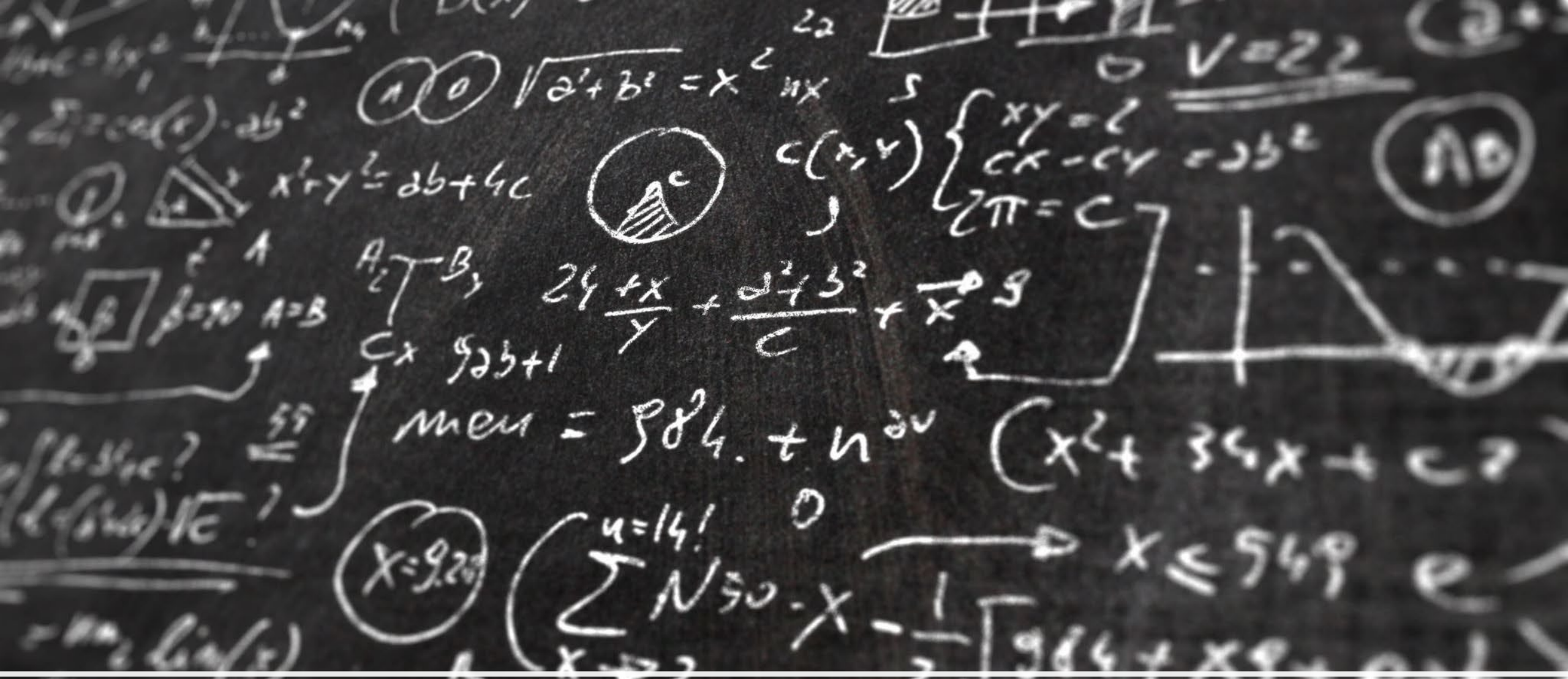
Asset-Based Teaching vs. Deficit-Based Teaching

Asset-Based Teaching

- In the simplest terms, an asset-based approach focuses on strengths of learners. It views diversity in thought, culture, and traits as positive assets. Teachers and students alike are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack.

Deficit-Based Teaching

- Deficit thinking causes educators to lower their expectations based on what their students and schools lack, which leads to lower outcomes. For example, a teacher might assign easier work to a student who's behind and excuse them from grade-level instruction rather than taking strategic action to accelerate their learning.

Deficit-Based vs. Asset Based Approaches

Deficit-Based Approaches	Asset-Based Approaches
Starts with deficiencies and needs	Starts with strengths and assets
Responds to problems	Identifies opportunities
Provides service	Emphasizes partnership and mutual benefit
Focuses on individuals	Focuses on communities and structural conditions
Focuses on "fixing" people	Focused on addressing inequity and developing potential
Focuses on expertise of service provider	Recognizes community expertise

Examples of deficit-based language

- "At Risk"
- "Language Barriers"
- "Vulnerable populations"
- "Learning disabilities"
- "Low income"
- "Remedial"

- What other deficit-based language do you hear in ABE/FL classrooms, curriculum, and policy?

"

JUST LIKE MOST SOCIAL JUSTICE ISSUES, OUR HISTORICALLY MARGINALIZED STUDENTS CONTINUE TO BEAR THE BRUNT OF THE IMPACTS OF DEFICIT THINKING

Take 5 minutes to discuss with those around you

Share **your** thoughts

Judgements or characteristics attributed to specific groups of people – races, genders, age groups, etc. – that may or may not be true for any one specific individual within that group.

STEREOTYPES

MICROAGGRESSIONS

Subtle verbal or nonverbal insults, indignities, or denigrating messages directed toward an individual due to their marginalized identity. Often committed by well-intentioned people who are unaware of the hidden messages conveyed or the impact of their statements.

Implicit Bias

Subconscious attitudes, perceptions and stereotypes that influence our understanding, actions, and behavior when interacting with various identities.

Unconscious/Implicit Bias

- The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

- These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.

- Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness.

Microaggressions

- A **microassault** is a "verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory actions."
  - *Example: Students wear Confederate flag clothing.*
- A **microinsult** is insensitive communication that demeans someone's racial identity, signaling to people of color that "their contributions are unimportant."
  - *Example: A teacher corrects the grammar only of Hispanic students.*
- A **microinvalidation** involves negating or ignoring the "psychological thoughts, feelings, or experiential reality of a person of color."
  - *Example: An Asian American student from the U.S. is asked where she was born, which conveys the message that she is not really an American.*

Video on microaggressions in the classroom

- https://www.youtube.com/watch?v=2Ji8Qae9keY

- As you are watching, think about the following:

  - Have you seen/experiences microaggressions in your own classrooms and programs? If so, how?

  - Have you unintentionally performed any microaggressions towards your students (or vice versa)? If so, how?

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Five Ways to Build an Asset-Based Mindset in Education Partnerships

1

1. *Build the relationship with your classroom on a foundation of mutual benefit, respect, and power.*

2

2. *During planning and learning experiences, start with questions rather than assertions.*

3

3. *Get students involved in recognizing deficit mindsets when they emerge, and in strategizing ways to flip the paradigm.*

4

4. *Lean into discomfort when inequities emerge or conversations become* controversial.

5

5. *Beware of orienting solutions toward solving problems; instead, build classrooms in which students solve for the world they know and learn from the world they don't controversial.*

Klein, 2017

Culturally Responsive Teaching and Learning as an Asset-Based Approach

Culturally Responsive Teaching and Learning

- What makes classroom or program "**Culturally Responsive**"?

- Basic tenets of culturally responsive (or "culturally relevant" or "culturally sustaining") pedagogy/andragogy include:

  - attention to the achievement of adults, children, and families who have been minoritized and marginalized

  - constructing curriculum and instructional practice in ways that draw on and include the knowledge, histories, and communicative styles of those outside and within "dominant" cultures

  - developing adults', children's, and families' already established abilities to use learning to affect social change

(Goodman & Hooks, 2016)

Figure 1 | Eight Competencies for Culturally Responsive Teaching

Reflect on one's cultural lens

Recognize and redress bias in the system

Communicate in lingusitically and culturally responsive ways

Draw on students' culture to shape curriculum and instruction

8 Competencies for culturally responsive teaching

Collaborate with families and the local community

Bring real-world issues into the classroom

Promote respect for student differences

Model high expectations for all students

Culturally Responsive Competencies

Culturally Responsive Programming: What the Research Says

Use an asset-based approach to instructional design (Yosso, 2005: Larrotta & Yamamura, 2011; Luna and Martinez, 2013)

Incorporate the cultural characteristics, experiences, and perspectives of ethnically diverse students into lessons (Gay, 2002)

Focus on learners' cultures, racial or ethnic identities, and their ways of constructing knowledge to help learners feel safe and ready to learn (Hammond, 2015)

Use universal design for learning guidelines to allow for flexibility and choice to keep learners engaged and provide opportunities to build on strengths, needs, and interests (Evmenova, 2018).

Provide multiple means of representing information (media, graphics, animation); choices for learning (projects, videos, writing); and stimulate interest in learning by allowing for choice in engagement with materials (CAST, 2018)

Culturally Relevant Programming Resources

Culturally Responsive Education

Zaretta Hammond's (2015) Ready for Rigor Framework

Culturally Responsive Teaching

Culturally Relevant Pedagogy

Culturally Responsive Design for English Language Learners

Culturally Responsive Instructional Planning

Culturally Relevant Programming Resources

Universal Design for Learning

CAST UDL guidelines

UDL & The brain

Key Questions to Consider When Planning Lessons (2020)

UDL Tips for Designing Learning Experiences (2020)

UDL Checklist

UDL Guidelines with Equity in Mind

UDL and Virginia's Disability Employment Initiative

What are some ways that you can address issues of deficit-based teaching and learning in your classrooms and programs?