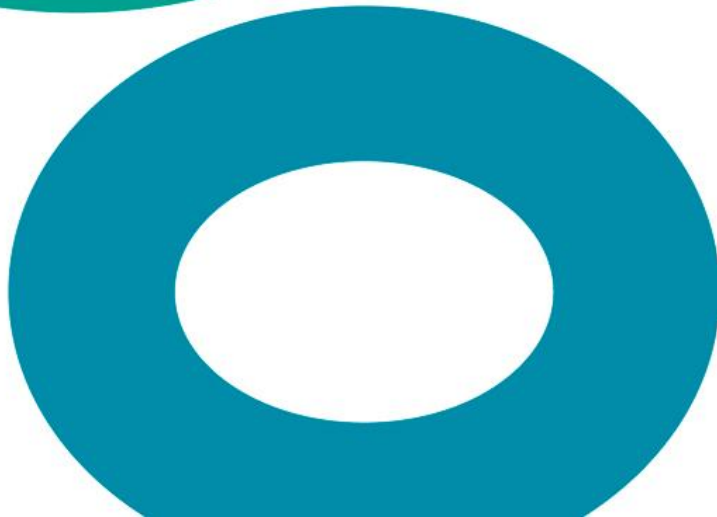# Shifting the Power:
Developing Personal Self-Awareness

Candace Moore| Chicago Lawyers' Committee for Civil Rights

Nina D. Sánchez | Director at Enrich Chicago

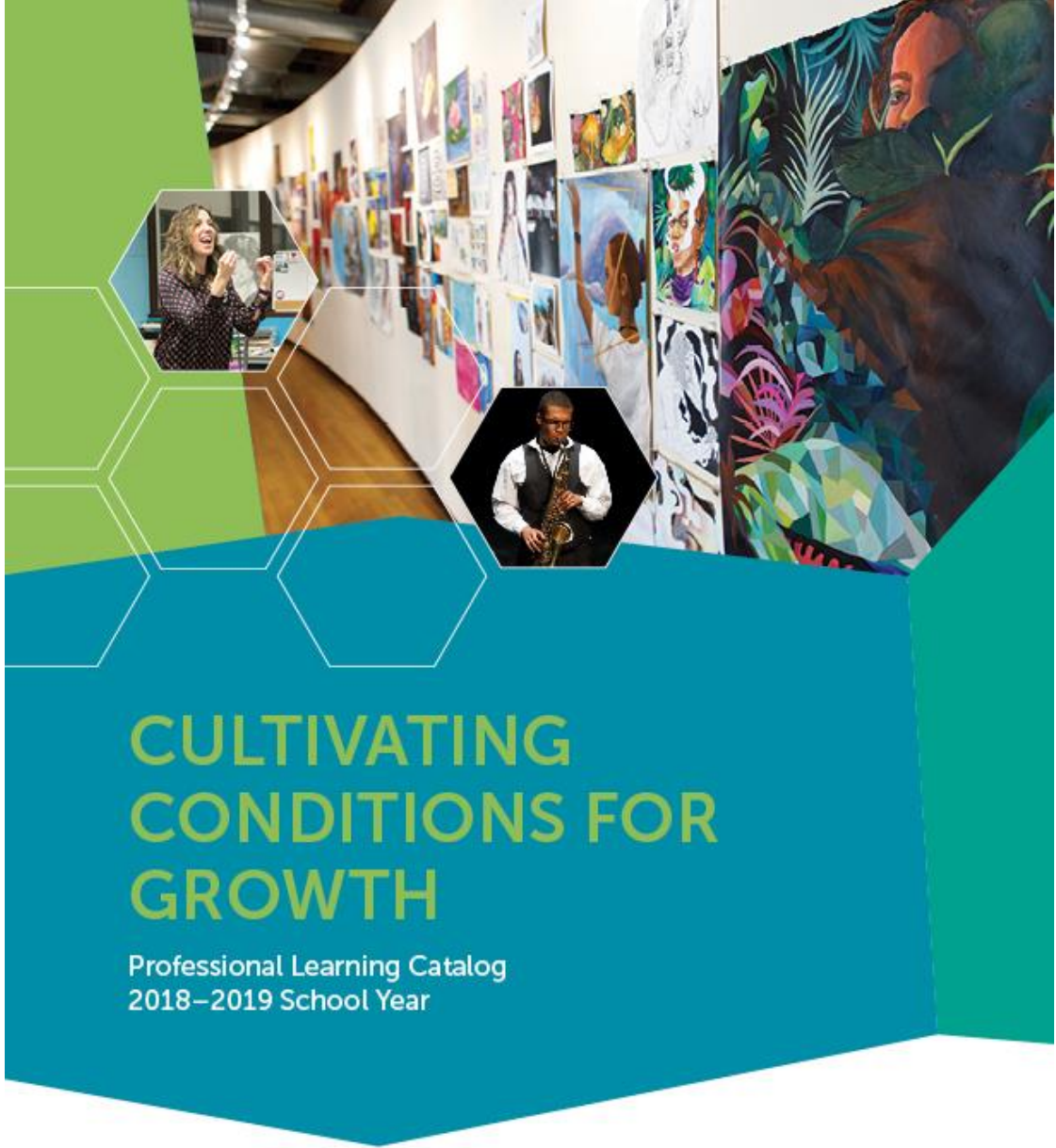*March 7, 2019*

4:30pm - 7:30pm

Welcome and Housekeeping

- Restrooms

- Wi-fi:

    CCT Public

    No password, connect after accepting conditions

CULTIVATING CONDITIONS FOR GROWTH

Professional Learning Catalog
2018–2019 School Year

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DEPARTMENT of ARTS EDUCATION

Upcoming Events

Perform, Present, Produce: Educator as Artist - MEDIA ARTS
March 13, 2019 | 4:30PM—6:30PM

Rules of Engagement: Activating Student Learning
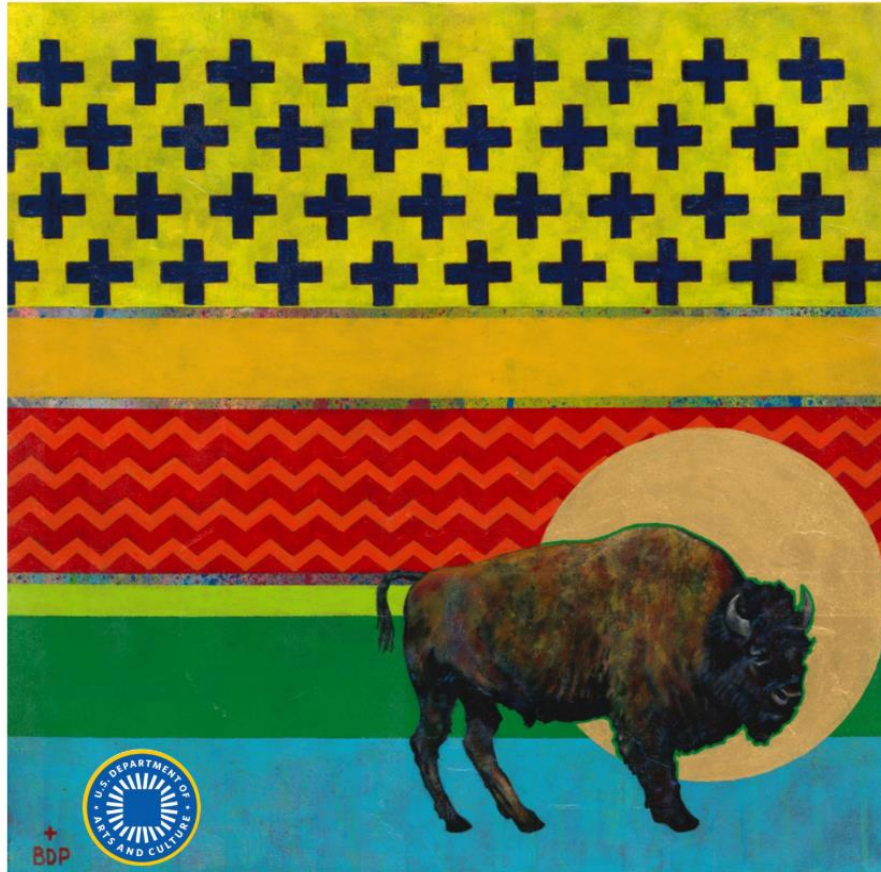**March 19, 2019 | 4:30PM—6:30PM**

Changing the Dynamic: Creating a Healthy Organizational Culture
March 22, 2019 | 9:00AM—12:00PM

Perform, Present, Produce: Educator as Artist - MUSIC
March 28, 2019 | 4:30PM—6:30PM

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YOU ARE ON TRADITIONAL LAND

Miami, Peoria, Potawatomi, and Ilinois

USDAC.us/nativeland
#HonorNativeLand

Artwork by Bryan D. Parker
(Muscogee Creek/Choctaw/White Mountain Apache)

Agenda

I. Welcome, Introductions, and Goals of the Institute
II. Personal Identity Map
III. Social Identity Map
IV. Understanding and Uncovering Bias
V. Dismantling Bias
VI. Wrap Up, Evaluation, and Next Steps

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Session Objectives

Understand how implicit and explicit biases impact the classroom culture and your relationships with students

Learn how to map your identities to engage with students, colleagues and communities and create a healthy classroom environment

Participate in exercises to understand your biases and to continue self-exploration and personal growth in developing culturally inclusive practices

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Courageous Space Agreement

- Respect
- Listen to understand
- Take space/make space
- Allow ambiguity
- Confidentiality

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Goal: Create a Healthy Classroom Culture that supports quality teaching and learning

Ingenuity Arts Partners Standards of Practice Alignment

Classroom Culture:

- Valuing students for their strengths, desires, self-determined needs

Personal Self-Awareness:

- Developing and reflecting on a personal inventory of self
- Understanding your own cultural identity in the context of the cultural identities of students and communities and challenging their own assumptions

Cultural Inclusion:

- Possessing knowledge and understanding of the community at hand

CPS Framework for Teaching Alignment

Domain 1: Planning and Preparation

1b: Demonstrating knowledge of students. Knowledge of:

- Child and Adolescent Development
- The Learning Process
- Students' Skills, Knowledge, and Language Proficiency
- Students' Interests and Cultural Heritage
- Students' Special Needs and Appropriate Accommodations/ Modifications

Domain 2: The Classroom Environment

2d: Managing Student Behavior

- Expectations and Norms
- Monitoring of Student Behavior
- Fostering Positive Student Behavior
- Response to Student Behavior

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Building Context

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Personal Identity Mapping

Instructions:

- Using the worksheet, complete the Personal Identity Wheel. (5 minutes)
- After completing the worksheet, we will engage in a pair-share about your responses to the Personal Identity Wheel. (5 minutes)
- Following the pair-share, we will share some of their responses to the Personal Identity Worksheet within your small groups. (10 minutes)
- Whole group share out focusing on responses to hidden talents. (5 minutes)

We will repeat using the Social Identity Wheel Worksheet

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Personal Identity Mapping

Debrief Discussion Questions:

- What part of your identity do you see having the most effect on your interactions with students? How does it impact your learning space?

- What part of students' identities do you most often see affecting their interactions with you?

- What part of your identity do you see having the most effect on your interactions with co-workers/peers?

- What parts of the identities of your peers or students do you want to know more about?

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Understanding Implicit Bias

Housekeeping

- May not be your first implicit bias "rodeo"
  - Take what you need from today's presentation
- Will use a race equity lens; this is our focus, not our limitation
  - Most of the research presents a Black-White dichotomy
  - There other lenses we can use including other races, ability, gender, sexual orientation., this is the not the only one
- Ultimate goal: Have a successful conversation
  - Provide tools to support a successful conversations about race
  - Spark curiosity and encourage exploration

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WHAT IS IMPLICIT BIAS?

Implicit bias is the "attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner" (Staats, 2015-16).
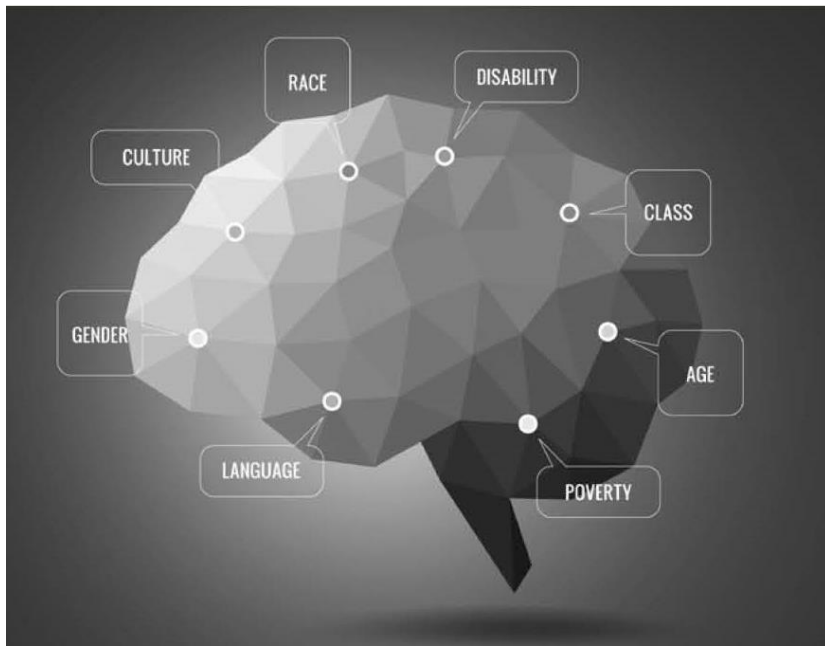
Bias = the evaluation of one group and its members relative to another
- **Expressed directly/explicitly: "I like whites more than Latinos."**
- **Expressed indirectly: E.g., Sitting further away from a Latino than a white individual.**

Explicit = Person is aware of his/her evaluation
Implicit = Person doesn't perceive or endorse evaluation

(Rudd, 2012)

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The Unconscious Mind

- The human brain can take in <u>11 million</u> pieces of information in a single second
  - We're only consciously aware of maybe **40** of these - at best. (Powell, 2014)

System 1: Unconscious Mind	System 2: Conscious Mind
Cognition that occurs outside of your awareness (Staats, 2015-16)	Thinking that we are aware of; the product of effort and deliberate concentration (Staats, 2015-16)
Ex: Walking into a room and taking a seat	Ex: Developing a lesson plan or curriculum

Schemas

- They help us organize information into broader categories and conserve mental resources
  - objects (e.g., "chairs")
  - behaviors (e.g., "ordering food")
  - human being (e.g., "the elderly")
  - Situational cues
- Schemas and the unconscious are social. They exist in and our shaped by our environment.
  - Experiences with other people
  - Perceptions of structures
  - Narratives
    - Stories, books, movies, media, and culture

Key points:

- Schemas don't always align with our values.
- They are most influenced by our daily experiences.

Identifying & Measuring Implicit Bias

Implicit Association Test (Reaction Time Measurements)

- ➢ IAT is an empirical tool developed to measure bias
  - •Measures implicit reasoning
- ➢ Method:
  - •Asked to categorize information quickly
  - •Calculates accuracy
  - •**Calculates reaction time in milliseconds**
    - o Statistically, speed and accuracy difference meaningfully reflects your cognitive process

Say the category that is associated with the word you hear

Bug or unpleasant= **Left**   Flower or pleasant= **Right**

___	Poison	___
___	Tulip	___
___	Cheer	___
___	Damage	___
___	Bedbug	___
___	Vomit	___
___	Enjoy	___
___	Gloom	___
___	Daisy	___
___	Peace	___
___	Ugly	___

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Say the category that is associated with the word you hear

Bug or pleasant = **Left**   Flower or unpleasant = **Right**

___	Orchid	___
___	Love	___
___	Wasp	___
___	Lily	___
___	Stinky	___
___	Centipede	___
___	Beautiful	___
___	Fly	___
___	Peony	___
___	Evil	___
___	Happy	___

HOW CAN YOU LEARN MORE?

https://implicit.harvard.edu/implicit//

http://kirwaninstitute.osu.edu/
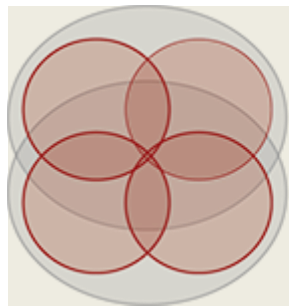
https://www.youtube.com/watch?v=nFbvBJULVnc

HOW ARE OUR STUDENTS IMPACTED BY _OUR_ BIASES?
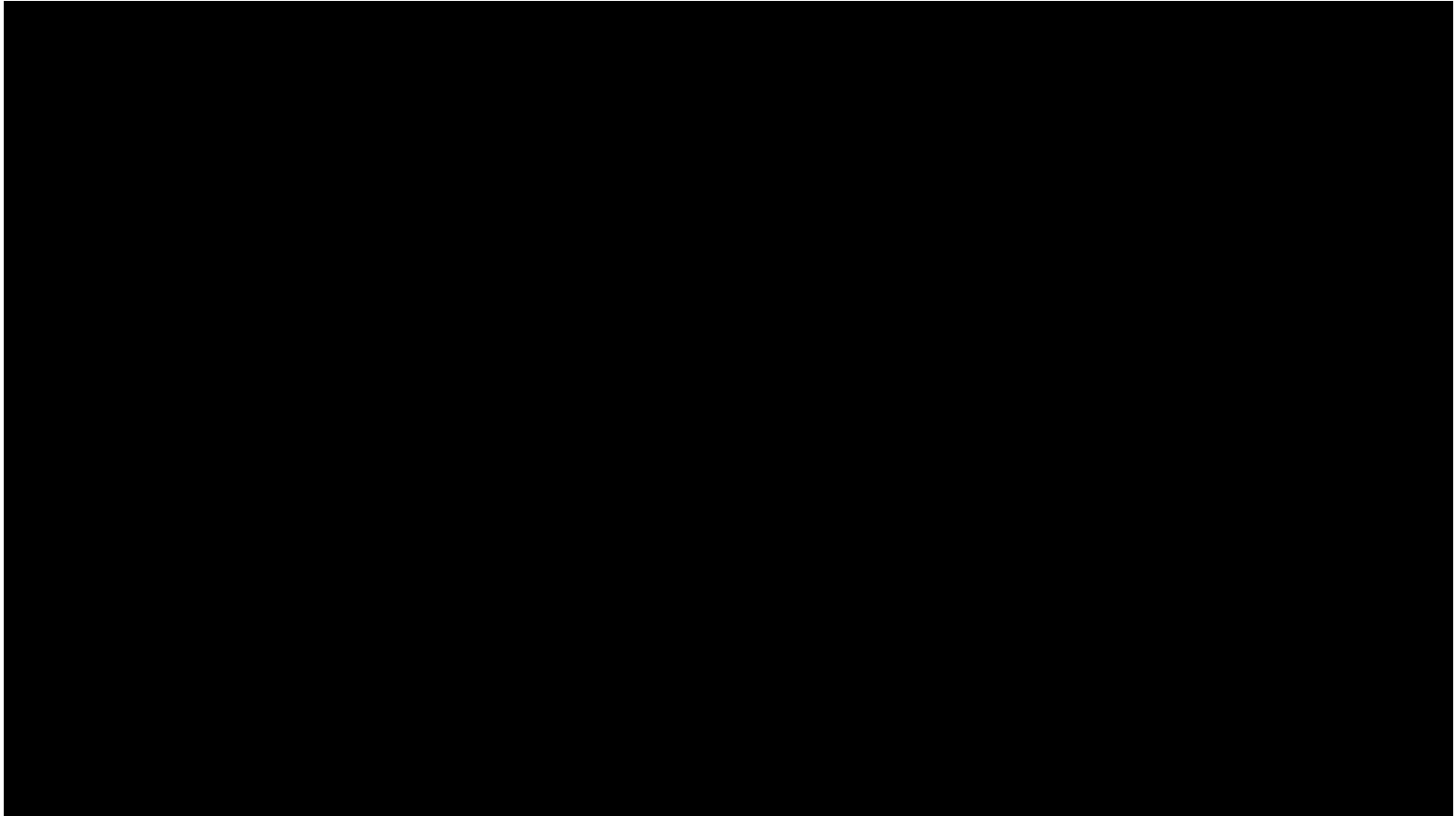
https://www.youtube.com/watch?v=ezZn_N43Jdw

LET'S TALK ABOUT IT!

After watching this video, what people or situations come to mind?

- Take a few minutes to draw a picture to reflect the person or situation you are thinking of.
- Share with your group why you are thinking of this person or situation.

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DEVELOPING A STRATEGY FOR COMBATTING IMPLICIT BIAS:

Evaluate, Focus, Act

EVALUATE:
When are we most vulnerable to implicit bias??

- Situations that involve ambiguous or incomplete information
  - Situations where we have to have discretion or make subjective observations and analyses
- The presence of time-constraints
  - Especially prevalent in situations of crisis and or high pressure
- Circumstances in which our cognitive control may be compromised
  - Ex. Fatigue, having a lot on our minds

EVALUATE:
How can implicit bias impact our work?

- **Affinity bias:** The tendency to warm up to people like ourselves.

- **Halo effect:** The tendency to think everything about a person is good because you like that person.

- **Perception bias:** The tendency to form stereotypes and assumptions about certain groups that make it impossible to make an objective judgement about members of those groups.

- **Confirmation bias:** The tendency for people to seek information that confirms preexisting beliefs or assumptions.

- **Group think:** This bias occurs when people try too hard to fit into a particular group by mimicking others or holding back thoughts and opinions. This causes them to lose part of their identities and causes organizations to lose out on creativity and innovation.

Price, S. (n.d.). Think slow. BCCJacumen.com. Retrieved from http://www.priceglobal.com/media/documents/603778102_BCCJ%20UCB-SP.pdf.

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FOCUS:
Where is implicit bias showing up for you?

- Identify examples where you have seen implicit bias impact your work.
  - In working with students?
  - In the workplace/among colleagues?
- What kind of biases are most prevalent?
  - Affinity bias
  - Halo effect bias
  - Perception bias
  - Confirmation bias
  - Group think
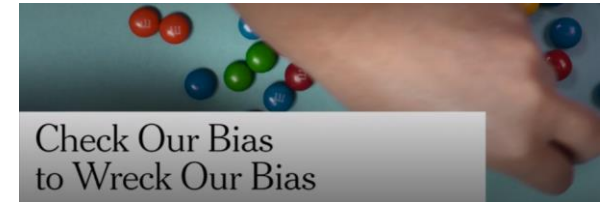- How did negative bias impact the work, relationships, and/or outcomes?

ACT:
What can we do to address implicit bias?

Check Our Bias to Wreck Our Bias

- **Become aware of our own biases**
  - Project Implicit → Implicit Association Test
    - IAT is an empirical tool to measure bias
    - Statistically, speed and accuracy difference meaningfully reflects your cognitive process

- **Data Collection and Analyses**
  - Collecting meaningful data → Identify trends and root causes → Solutions

Sources:

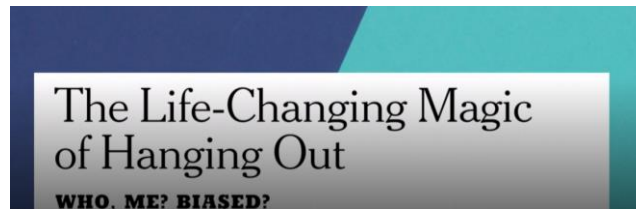Staats, *Understanding Implicit Bias: What Educators Should Know*. American Educator. 2015-16.

Reshamwala, *Check Our Bias to Wreck Our Bias?* Who, Me? Biased?, https://nyti.ms/2kDY2YF.

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ACT:
What can we do to address implicit bias?

- **Intergroup contact** = opportunities to meaningfully engage with individuals whose identities differ from you

- **Counter-stereotypical exemplars** = examples of individuals who contradict widely held stereotypes
  - Ex. Male nurses, female scientist, Black judges, etc.
  - Visually shift the narrative with images (photos, posters, décor) and stories (books, movies)

The Life-Changing Magic of Hanging Out

WHO, ME? BIASED?

Sources:

Staats, *Understanding Implicit Bias: What Educators Should Know*. American Educator. 2015-16.

Reshamwala, *The Life-Changing Magic of Hanging Out*. Who, Me? Biased?, https://nyti.ms/2lko1nA .

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ACT:
What can we do to address implicit bias?

- **Slowing down/taking more care to process decisions**
  - Ex. Checklist, Protocols, Guidelines
  - Periodically auditing hiring practices and procedures and identifying opportunities for bias

Snacks and Punishment

Source:
Staats, *Understanding Implicit Bias: What Educators Should Know*. American Educator. 2015-16.
Reshamwala, *Snacks and Punishment.* Who, Me? Biased?, https://nyti.ms/2jSzSoX .

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Key Takeaways about Implicit Racial Bias

- We are all impacted by our implicit biases; no one person and or group is exempt and we can all benefit from thinking about how this applies to us and our work.

- We unconsciously think about race even when we do not explicitly discuss it.
    - You can't avoid bias by avoiding race; it does not work.
- Conversations about race are not easy, but they are vital.
- Environments & narratives matter

Works Cited

Presentation created by: Staff Attorney Candace Moore, Chicago Lawyers' Committee for Civil Rights

Works

1. Staats, Cheryl; *Understanding Implicit Bias: What Educators Should Know,* American Educator. 2015-16.

2. powell, john; *Implicit Bias - Equity & Inclusion_March_19 jp2.pptx*, University of California, Berkeley. Haas Institute for a Fair and Inclusive Society. March 20, 2014.

3. Rudd, Tom; *Implicit Bias & Education: A Presentation to the National Association for the Education of African American Children with Learning Disabilities*, Kirwan Institute for the Study of Race and Ethnicity. August 11, 2012.

Special acknowledgement:

- Dr. Pamela Fenning, Loyola University Chicago School of Education

- Professor Miranda Johnson, Loyola University Chicago School of Law

- Illinois Community of Advocates for Race Equity ("ICARE")

- Racial Justice Training Institute

PLAN:

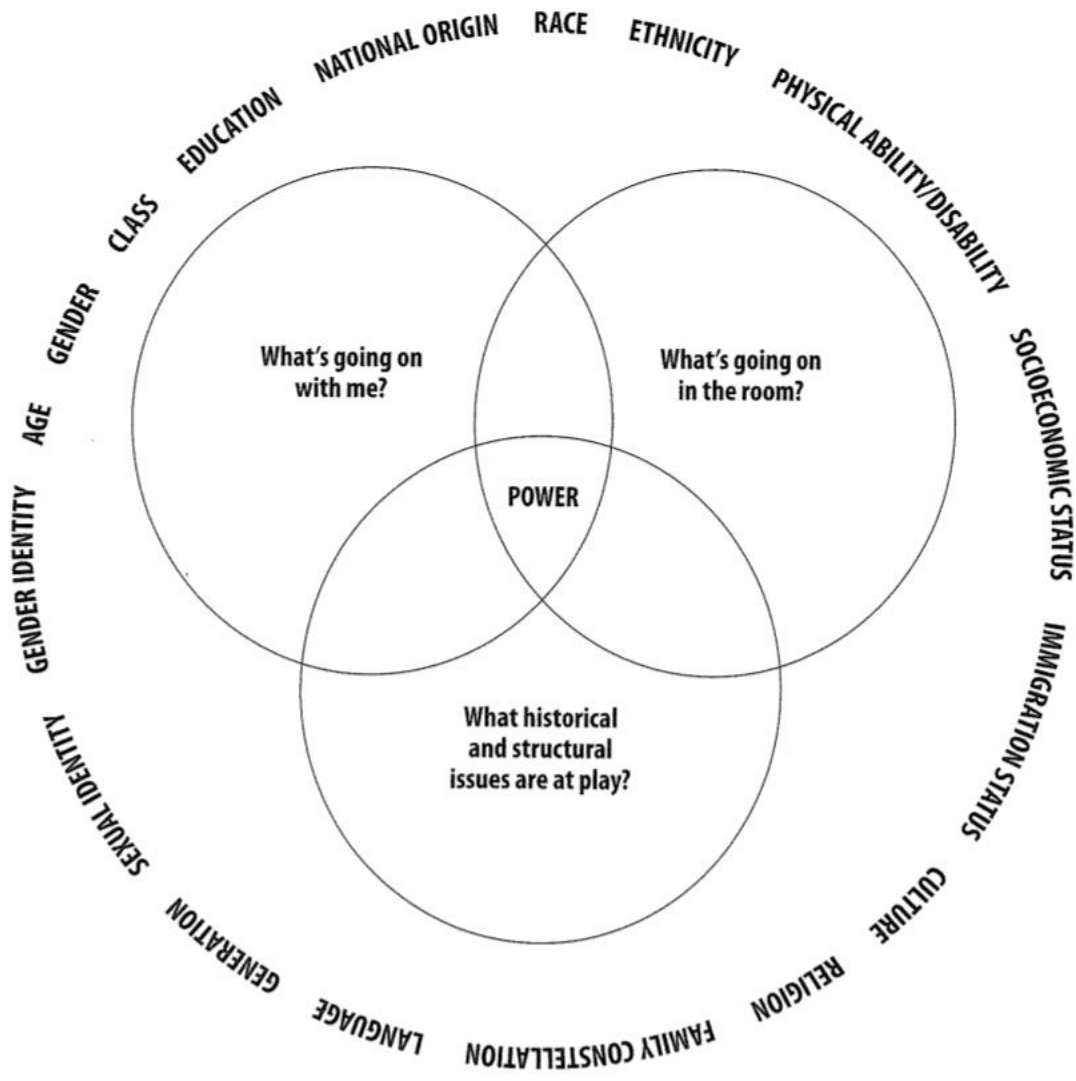**What can we do to address implicit bias?**

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How can implicit bias impact our work?

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Price, S. (n.d.). Think slow. BCCJacumen.com. Retrieved from http://www.priceglobal.com/media/documents/603778102_BCCJ%20UCB-SP.pdf.

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EVALUATE:
How are we sharing space?

NATIONAL ORIGIN · RACE · ETHNICITY · EDUCATION · PHYSICAL ABILITY/DISABILITY · CLASS · SOCIOECONOMIC STATUS · GENDER · AGE · IMMIGRATION STATUS · GENDER IDENTITY · CULTURE · RELIGION · SEXUAL IDENTITY · FAMILY CONSTELLATION · GENERATION · LANGUAGE

What's going on with me?

What's going on in the room?

POWER

What historical and structural issues are at play?

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EVALUATE:
How can implicit bias impact our work?

- Identify one example of where you think implicit bias negatively impacts your work.

- Name potential ways you/your organization/your school could work to mitigate negative outcomes.
  – What can you accomplish in 30 days?
  – What could you accomplish in 90 days if you had a team?
  – What could you achieve in one year with the support of your institutional leadership and resources?

CONTACT US

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Nina D. Sánchez, Director

Enrich Chicago

Email: nina@enrichchi.org

Session Objectives

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Learn how to map your identities to engage with students, colleagues and communities and create a healthy classroom environment

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EVALUATION

Please complete a paper evaluation.

Housekeeping

- Recycle Name Badges
- Please clear trash