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**Yes, “All Students Can Be Taught How to be Smart”: How
Anti-Bias Teacher Preparation Paired with Scaffolding of
Rigorous Curriculum Can Eradicate the Achievement Gap**

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Abstract

Lauren Resnick, an educational psychologist, claims, “all students can learn to be ‘smart’” through a process called educational nurturing. In this paper, I explore the central question: *Is it feasible that policies can be designed and introduced that will eradicate the achievement gap?* I identify racism as the root cause of the systemic problems in the United States, and name the achievement gap as the most inequitable outcome in the education system. Because the achievement gap is racial between white students and Students of Color, countertheories of cognitive inferiority are debunked. Next I explore previous literature on what has worked in past efforts to close the achievement gap. The research shows that anti-bias training that raises educators’ expectations of Students of Color, followed by detracking homogeneous (racial) grouping are both effective methods to close the achievement gap, but they cannot be sustainably successful alone. A third support structure needs to be in place to tie the strategies together: AVID, a program that complements detracking, aiding students as they transition from less challenging to more challenging classes.

AVID is a program that emphasizes equity, and is beneficial to use while detracking, because while students are tackling rigorous course work, AVID teaches academic skills for students to learn how to “be smart,” as Resnick mentioned. I analyzed the three different programming site options for AVID and uncovered that the schoolwide and district-wide AVID implementations are the most effective, with transformative results in closing the achievement gap in both types.

My conclusion is that the achievement gap can close with the dismantling of institutionalized racist thinking which must happen through anti-bias training for people within the system and for those who will enter it in the future. This training eliminates stereotype threat and raises teachers’ expectations for Students of Color. After anti-bias training has shifted the culture of the school, the school will be prepared to implement a system of detracking with a structure in place, like AVID, to teach academic soft skills. Therefore, my central question is

confirmed, and the title of the paper is explained: “Yes, All Students Can Be Taught How to be Smart”: How Anti-Bias Teacher Preparation Paired with Scaffolding of Rigorous Curriculum Can Eradicate the Achievement Gap.”

For reform efforts to persist when the “groundwater” is still contaminated, there are logical steps to follow in order to overwhelm and shake the system.

- 1. Analyze, influence, write, and change policy
- 2. Train the people within the system
- 3. Train the people about to enter the system

The implications concluding the paper include a policy brief with suggestions to change K-12 policy in the US to include anti-bias training, detracking mandates, with AVID scaffolding.

Furthermore, included are ways to impact the system present-day and in the future: a professional development plan for in-service teachers and a syllabus for pre-service teachers.

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I. Introduction of the Problem

Lilla Watson, an indigenous activist and artist, once said, “If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together” (Watson, 1985). From just watching the nightly news, one would be able to see that race relations in the United States are not healthy. While overt, and sometimes covert, acts of racism populate the news, they are just surface level- only symptoms of something larger: systemic racism. Racism spills into every aspect of American life, and it is clear that a partnership is necessary to work together, as Watson asserted, to be liberated from racism’s grasp. While institutional racism is in every sphere of influence in the United States, the purpose of this thesis is to analyze a solution to the systemic racism that inundates schools.

Policies today often reflect prejudice and bias, and those that do not have consequences, intended or unintended that translate into terrible outcomes for People of Color within the school system. In schools, racial injustice is manifested in many ways. In *Race in the Schoolyard*, Amanda Lewis (2004) analyzes race as a “fixed characteristic that children bring to school with them.” She further argues that race and racial inequality “are reproduced in day-to-day life in schools” (p. 4). These racist practices are significant barriers that are difficult to overcome. In schools, where race is “purported to-supposed to not matter,” teachers and administrators lead policy initiatives with implicit, and sometimes explicit, biases (Lewis, 2004, pp. 3- 13). Exclusionary policies do not only impact schools, they are embedded in every system.

II. Thinking Systemically

The Groundwater is Contaminated

The Racial Equity Institute uses the following analogy entitled “The Groundwater” in order to explain systemic racism:

If you have a lake in front of your house and one fish is floating belly-up dead, it makes sense to analyze the fish. What is wrong with it? Imagine the fish is one student failing in the education system. We’d ask: Did it study hard enough? Is it getting the support it needs at home? But if you come out to that same lake and half the fish are floating belly-up dead, what should you do? This time you’ve got to analyze the lake. Imagine the lake is the education system and half the students are failing. This time we’d ask: Might the system itself be causing such consistent, unacceptable outcomes for students? If so, how? Now... picture five lakes around your house, and in each and every lake half the fish are floating belly-up dead! What is it time to do? We say it’s time to analyze the groundwater. How did the water in all these lakes end up with the same contamination? On the surface the lakes don’t appear to be connected, but it’s possible—even likely—that they are. In fact, over 95% of the freshwater on the planet is not above ground where we can see it; it is below the surface in the groundwater (Hayes-Greene & Love, 2018).

This analogy serves as the basis of ideology in this paper. While it may be easier to look at some of the most difficult issues in the education system as isolated events, they are in fact, interconnected by systemic racism. Therefore, the approach in this paper is to realize that the “groundwater” of all institutions is contaminated; this contamination impacts the school system. The intent is to analyze problems systemically, and to emphasize that the negative outcomes from a system are not, in fact, problems; they are symptoms of a failing system. The symptoms are the many issues in the school system and the ways the students, represented by fish in the analogy, are hindered from succeeding.

The Achievement Gap

The most commonly known and named symptom of systemic racism in schools is the achievement gap. The achievement gap term is defined as the statistically significant difference between the average test scores of white students compared to other groups, such as Black or Latino students. These gaps are traditionally measured at pivotal years, such as 4th, 8th, and

12th grade through End-of-Grade (EOG) tests or End-of-Course (EOC) exams. While the scores vary by state and subject, the gaps exist in essentially every test and geographic area in the United States. Locally, in North Carolina, white students' average proficiency performance on EOG and EOC tests was upwards of 80%, while Hispanic¹ students performed near 38%, and Black students had a proficiency average of 35% in the 2017- 2018 school year (Bauman, 2018). This is just an example of the glaring gap in performance between white students and Students of Color.

Although sometimes labeled the underachievement gap, the achievement gap could better be described as the *miseducation* of Black and brown children. This is a systemic issue, therefore, the blame must be removed off of the students, in order to reframe the problem back onto the system.

¹ Because precision of language is important to honor groups of people, when I use the term "Hispanic," it is because I am pulling data from school districts or studies that label a certain group of students as "Hispanic." When Hispanic or Latino in this paper, it means the students are from, or are descendants from Spanish-speaking countries, likely Latin American countries. While I would categorize the group as "Latino/Latinx," districts and studies have still not changed this terminology.

III. Research Question

Instead of the achievement gap persisting in schools, continually miseducating and leaving Students of Color ill prepared for success and the future, the institutional school system should do an internal audit in order to change. The way that schools function now is not equitable, and it has many areas in need of improvement, which leads to the central question this paper will explore: *Is it feasible that policies can be designed and introduced that will eradicate the achievement gap?*

IV. Addressing Countertheories

Symptoms of the System; Not Culture

There can be quite a bit of backlash when the credibility of a system is questioned. So in this case, there are some countertheories which place the blame on the students for their underperformance. These countertheories must be debunked. Some argue that Black students' underperformance is due to other factors within the students' control. One false idea made widely popular by Fordham and Ogbu in 1986 is that the white-Black achievement gap exists because Black students have an attitude of cultural opposition towards school. However racist the argument, this myth was recently negated in a 2005 study which came to the conclusion that "Black adolescents are generally achievement-oriented and that racialized peer pressure against high academic achievement is not prevalent in all schools" (Tyson, Darity, & Castellino, 2005). This shows that Black students do not oppose higher school performance and are therefore not opposed to school.

In 1995, author Richard Herrnstein used questionable methods to reach his conclusion in his book, *The Bell Curve: Intelligence and Class Structure in American Life*, making the claim that Black students underperform in school due to cognitive inferiority and genetics (Herrnstein & Murray, 1995). Despite the fact of the authors not being very forthright in their research, the central claim has been challenged. Many have refuted its methods and conclusions, but other sociologists believe the "extensive responses to the Bell Curve demonstrate its importance as a useful example of traditional racist intellectual rhetoric" (Crenshaw & Roskos-Ewoldsen, 1999). Both the Cultural Opposition Theory and the Cognitive Inferiority Theory have been used as racist educational ideologies pointing to the Black-white achievement gap, but other challenges are actually to blame.

The Achievement Gap is Racial

Another countertheory necessary to debunk is the idea of the “opportunity gap.” The social class argument claims the achievement/opportunity gap is the “difference in the average achievement of students from disadvantaged and middle-class families” (Carter, 2013, p. 67). A typical argument attributing to the class achievement gap is a lack of opportunities. This argument is often used as an excuse to negate the impact of racism in school institutions, claiming the gap is economic, not racial. In a previous research study, a colleague and I analyzed data to determine if the achievement gap is racial or class-based. Using the National Longitudinal Study for Adolescent to Adult Health, we examined the explanatory power of race on course outcomes while controlling for influential factors such as parental education levels, parental occupational status, household income, and measures of wealth. The conclusion of the data pointed to the fact that schools are racialized spaces. Even when wealth is held at a constant across many different scenarios, Black students still underperform anywhere between half a grade letter to one and a half letter grades lower than their white peers. Therefore, the achievement gap, not synonymous with the opportunity gap², *is racial* (Phillips & Jayaraman, 2017).

There is No Achievement Gap at Birth

Beginning in the first chapter of her book, *Multiplication is for White People*, Lisa Delpit (2012) explains that there is no achievement gap at birth. This is the final counterclaim to address. Although it is often an unspoken assumption, many people believe that Black children are “innately incapable” which explains why the achievement gap shows up in early elementary school (p. 1). To debunk this myth, Delpit explains many different studies conducted by

² It is important to note that one educator, Mike Yates, uses the term opportunity gap instead of achievement gap, and it is used in the proper context. However, he is very careful to explain that the opportunity gap is due to “structural inequities.” In his definition, the cause of the gap is not because the students come from places without opportunities, as the class-based opportunity gap typically suggests. Instead, Yates claims the gap is due to students being systemically withheld from opportunities (Yates, 2018).

scientists in the early years of babies' lives. In the most extensive study of thousands of children, scientists Frankenburg and Dodds found "there were no items that the white children were doing earlier than the Black children in their first year of life... Even by age four, Blacks had an edge in fifteen categories, while whites bested Blacks in only three" (Delpit, 2012, p. 4). Their study shows that not only are Black children innately capable, in many cases, they are superior.

A similar study shows matching results. Even when socioeconomic status is held at a constant, Black and white kindergarteners "achieve at similar levels. However, the raw gap in test scores remains large and both the raw and adjusted gaps grow as students move through school" (Fryer & Levitt, 2004).

The question is, if there is no achievement gap at birth, then why is there a pattern of underperformance of Students of Color as they progress through the education system? Delpit asserts that it is due to educators and students internalizing and perpetuating the stereotype threat. "Stereotype threat is the experience of anxiety or concern in a situation where a person has the potential to confirm a negative stereotype about the social group to which they belong" (Delpit, 2012, pp.17-19). Remembering that both teachers and students are living in the United States with a tainted systemic "groundwater," it is believable that there would be certain buy-in to the beliefs of the inadequacy of Students of Color, unless these ideals have otherwise been challenged. Therefore, Delpit concludes that an expectation gap, from educators and students themselves, is to blame for the achievement gap (Delpit, 2012, p.25).

V. Literature Review

Persisting Ideas from “Desegregated Schools with Segregated Education”

While many ideas have been discovered to temporarily mediate the symptom of the achievement gap, some theories and practices persist over time. Published in 2010, Sandy Darity and Alicia Jolla explored the inequities of schooling dating back to the pre-Civil Rights era. Their conclusions are that schools, although physically integrated, are physically segregated through racialized tracking. The term tracking refers to the grouping of students based on “ability,” beginning with gifted identification and access to rigorous material in elementary grades, and continued throughout high school, translating into technical, honors, and AP/College Preparatory tracks (Ed. Week, 2004).

One could imagine the subsequent life trajectories that begin with tracking. If counselors, teachers, and parents affirm a certain pathway for a student, it is likely that a student would decidedly take that path, be it the military, immediate workforce entry, trade training, community college, or university pathways. Therefore, educational tracking is a way to open a gate of unlimited opportunities for groups of students, while others are denied those same opportunities by being placed in lower tracks.

Racialized Tracking Withholds Students of Color from Opportunities

The gate of opportunity is predictably open for some groups and closed for others. In most cases, educational tracks are not decided upon by students’ interests or ability, but due to their race. In urban and suburban schools, “classroom dynamics contribute to persistent patterns of inequality in academic achievement. African Americans and Latinos are relegated to low track curricula or relegated to near silence in high track classrooms at both the high performing and average performing suburban high schools” (Nunn, 2011).

Some could argue that students are tracked merely upon ability, however, because of the achievement gap and acting upon the “groundwater” thinking of the stereotype threat, it remains a racial issue. Students of Color are rising to low expectations and are being tracked into low-level classes. Lisa Delpit explains the interconnectedness of the stereotype threat, achievement, and tracking below:

What happens when we assume that certain children are less than brilliant? Our tendency is to teach less, to teach down, to teach for remediation. Without having any intention of discriminating, we can do harm to children who are viewed within a stereotype of ‘less than’-those poor little children suffering in low-income communities, with no one to help them with their homework; we can’t expect too much of them (Delpit, 2012, p. 6).

Raising Expectations through Anti-Bias Training

Students understandably rise to the expectations held for them. At Duke University, researchers identified that teachers’ “cultural biases” are excluding children from receiving a more rigorous education, resulting in low expectations and outcomes for Students of Color (REDY, n.d.). In a similar study, *The Power of Teacher Expectations: How racial bias hinders student attainment*, Gershenson and Papageorge make the claim that expectations make all the difference for student outcomes, and those expectations and outcomes are very predictable by race.

Our analysis supports the conventional wisdom that teacher expectations matter. College completion rates are systematically higher for students whose teachers had higher expectations for them. More troublingly, we also find that white teachers, who comprise the vast majority of American educators, have far lower expectations for Black students than they do for similarly situated white students. This evidence suggests that to raise student attainment, particularly among Students of Color, elevating teacher expectations, eliminating racial bias, and hiring a more diverse teaching force are worthy goals (Gershenson & Papageorge, 2018).

As pointed out in the excerpt, one powerful solution to low expectations for Students of Color is anti-bias training for teachers. It improves teachers’ perceptions and expectations, and ultimately, student outcomes. Although sometimes called by different names, like cultural competency training or implicit bias training, anti-bias training has the goal of training teachers

in the system to understand the “groundwater” is contaminated by racism, and the way they were conditioned to think has a serious negative impact on Students of Color. With the understanding of systemic racism being the anchoring principle of the trainings, teachers are guided through multiple modules to understand the impact white-dominant culture has in their classrooms (Griffith, 2007).

After the theoretical knowledge is disseminated in anti-bias trainings, teachers analyze case studies and real-world examples of how racial bias can translate into many different negative outcomes for Students of Color (multiple symptoms of the system). An example of a racial bias school case study is a discipline referral from a teacher saying she was intimidated “due to the threatening approach of the student who “talked back” and “challenged” her “authority.” The student’s actions were described as ‘aggressive behavior,’ as he ‘hulkily stood up from his seat.’ The student was 12 years old.” He, also, was Black (Wright, 2018). Another case, more aligned with the symptom of low expectations, would be reading the real narratives of African American students retelling their experiences navigating different spaces in school. In an ethnographic study in a diverse city, students explained many different scenarios; some “wanted to be in upper-track classes but were told by counselors and teachers that they did not have the skill set to be in those classes. The students who were in upper-track classes but did not have the academic skills were often forced to be in lower-track classes, or were placed in lower-track courses the following year” (Lofton, 2015, pp.122-123). When teachers are able to resonate with the case studies, seeing the same things happen at their sites, they will be able to notice the systemic problem and need for change. Finally, in anti-bias trainings, teachers are equipped with tangible anti-racist solutions to utilize in their classrooms. Not only do teachers need to be equipped with anti-bias training, but they also need to see students excelling in the very things that they thought the students could not do.

Detracking Towards Excellence Yields Equitable Results

Educational detracking's name hints to exactly what it is- removing the track system as an option, and instead offering a highly rigorous curriculum for all. Detracking has been a proven solution to help close the achievement gap for over 30 years, and works at the elementary and secondary levels.

Educational tracks are not as obvious at the elementary level. However, this is the age that students are often nurtured, identified, and prepared for gifted coursework in later schooling years. As early as kindergarten, students are sorted and served by academic ability. Returning to the "groundwater" anchor of this paper, it is easy to determine that the composition of the gifted populations is disproportionately white.

In the early 2000s, the United States' Department of Education funded Project Bright Idea as a remedy to the problematic gifted stratification. The funding contributed to, "regular and intensive training, energizing their profession and their classrooms by weaving together teaching strategies based on the work of national education experts, including Art Costa and Bena Kallick's work on 'habits of mind,' Mary Frasier's on 'traits, attributes and behaviors' and Howard Gardner's on 'multiple intelligences'" (Jackson, 2011). Teachers were trained to teach rigorous curriculum and "gifted" thinking skills to a total of over 10,000 K-2 students in their classrooms, regardless of their race, socioeconomic status, gender or learning ability. With the outstanding principle of the program being "early expectations," more Students of Color were identified as gifted, and teachers were surprised to see all students perform well, making the achievement gap an almost non-issue at Project Bright Idea sites, with one school having a gap as small as 4-6% (Jackson, 2011).

At the secondary level, tracking is much more concrete. As previously mentioned, educational tracking denies opportunities, and subsequently achievement. In a study similar to

Project Bright Idea, The Rockville Centre Reform, a diverse New York school district, detracked by offering its highest-track curriculum for all of its students. The results were successful:

The results of detracking in Rockville Centre are clear and compelling. When all students were taught the high-track curriculum, achievement rose for all groups of students — majority, minority, special education, low-SES, and high SES. This evidence can now be added to the larger body of tracking research that has convinced the Carnegie Council for Adolescent Development, the National Governors' Association, and most recently the National Research Council to call for the reduction or elimination of tracking. The Rockville Centre reform confirms common sense: closing the "curriculum gap" is an effective way to close the "achievement gap" (Burris & Welner, 2005).

The Rockville Centre Reform proves that racialized tracking perpetuates the achievement gap through a systemic racial exclusion of the opportunity for a higher-level education.

Education policy expert, Anne Wheelock, uncovers many case studies in her book, *Crossing the Tracks: How "Untracking"³ Can Save Americas Schools*. Wheelock's examples are from the middle and high school levels, with each study producing positive results. In quantitative interviews, with qualitative reviews, Wheelock analyzes the purpose for each school's decision to detrack, what other systems were in place while the school removed tracks, and what the results were at each site (Wheelock, 1993, p.127).

One of Wheelock's examples is the case of Willard Junior High in Berkeley, California. With a diverse, urban population of "five hundred students, half African-American and one-third white," Willard had district leadership point out the large achievement gap, and the need for the school to make changes in order to solve the problem. An organic team made up of building leaders took the following steps to address inequities in their school by making a plan to eliminate the four learning tracks they were operating:

The group studied Goodlads' *A Place Called School*, Jeannie Oakes's *Keeping Track*, and the state department of education's report *Caught in the Middle* and slowly developed a plan for eliminating tracking at Willard. By 1991, except for three remaining math sections, the school had heterogeneous grouping in all core subjects. Also, grouping decisions were consistent with the schools' statement of educational philosophy which emphasizes teachers' commitment to equitable classes in regard to race, sex, and academic achievement (Wheelock, 1993, p. 127).

³ Untracking can be used synonymously with detracking.

One heterogeneous grouping was established, with “improved curriculum and instruction,” and the results were unquestionable. In a qualitative interview, the principal said the following to highlight the untracking’s success: “achievement has ‘improved a lot’ for average students, ‘a little’ for high-achieving students, and is ‘way up’ for other students— and differences in achievement by race have narrowed. The number of graduating eighth graders enrolling in college-preparatory English classes in high school has doubled” (Wheelock, 1993, p. 128). What is important in the Willard study is the sharing of the purpose to the staff, creating an equity statement in which all staff were held accountable, raising expectations for all students with rigorous curriculum and instruction, and following the protocol to detrack heterogeneously.

Singular Solutions Are Likely to Fail

In isolation, the efforts of anti-bias training and detracking two efforts are likely to fail. Anti-bias education needs to be coupled with other strategies to see an actual change (Rickert, 2019). In the case of detracking without anti-bias training, Students of Color are given the opportunities of higher level courses, and may even be succeeding in them, but they are still seen as academically inferior by the teachers and students themselves. “African Americans and Latinos are given the same encouragement and curriculum as their White classmates; however, as a low performing school, this equality does not yield high academic achievement for these students [because] racialized classroom dynamics in high school serve to perpetuate the problem” (Nunn, 2011).

When detracked, the achievement of Students of Color may not be as successful and sustainable as that from the Rockville study. Given the contaminated “groundwater,” students may not attain high academic achievement because of having to navigate through racialized systems. Even if a student is able to succeed in secondary school, it does not translate into succeeding at the college or university level. Making up over half the population of first generation college students, Students of Color are “exposed to higher risks of departure through

college years than their counterparts were.” Students of Color do not only need teachers who believe in them and high academic intensity. A need also exists to develop “academic attributes,” or academic skills that allow students to succeed in college and beyond (Ishitani, 2006).

VI. Hypothesis

Utilizing a non-conservative soft systems methodology approach, sometimes referred to as Liberating Systems Theory, I have identified there is a problem in the education system. However, when using the “groundwater” approach, I realize that problem is actually just a symptom of a larger, systemic problem (soft systems methodology, 2006), (Flood, 1990). With the goal of having a common language, the aforementioned problem is then named as the achievement gap. Next, I identify the root cause as racism that contaminates the “groundwater” of every system, including the school system. Subsequently, I look at how the root cause is intertwined with many other symptoms, like teachers having lowered expectations for Students of Color, placing them into less-rigorous educational tracks, and withholding them from opportunities to succeed in their current lives and futures. Countless research studies have shown that raising teacher expectations through anti-bias trainings and detracking students towards excellence are effective solutions in closing the achievement gap. However, these two methods are not sustainable, because with both approaches students are still lacking skills needed to persevere in college. My hypothesis to remediate the symptom of the achievement gap, while still working towards the goal of changing the system is as follows:

1. Anti-bias educator training to raise teacher expectations for Students of Color; and
2. Detracking towards excellence; and
3. Scaffolding of academic skills to be able to sustain success.

The literature review and previous studies show that Students of Color can rise to high expectations, and they can succeed when detracking towards excellence, but in order to sustain success, both must be ongoing with scaffolding and supports.

VII. Methods

Since underachievement for Students of Color and first-generation college students is not a new concept, programs already exist that attempt to remedy the symptom. AVID, Advancement Via Individual Determination, a well-known scaffolding and success program, “fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms” (AVID, n.d.). The goal of the program is to infiltrate more Students of Color into gifted and advanced courses, therefore detracking them out of remedial tracks. Although Advancement Via Individual Determination hints at a “grit” mindset because of its name (blaming the fish while ignoring the groundwater), AVID’s mission aligns with equity, asserting that systemic barriers are in place, and hoping to change inequities in a multifaceted approach. The approach is as such:

1. “Help educators identify and change practices that keep students with potential out of advanced courses by examining selection criteria and requirements. Then, AVID-trained teachers provide the additional help students need to believe in themselves and handle the school’s most rigorous classes.”
2. “AVID provides practical training for teachers to help them better and more authentically connect with their students. Through AVID, teachers leverage their students’ backgrounds and experiences to master content in a more personal way.”
3. “With AVID’s help, students gain the soft skills and confidence to take on a college- and career-ready path” (AVID, n.d.).

Since AVID has all key components I have analyzed in the literature review to eradicate the achievement gap, and their program also makes the claim to close the gap, I plan to analyze the implementation and effectiveness of AVID programming across the United States in many different settings. AVID programming comes in many variations, such as partial-school models, schoolwide models, and nearly whole-district models. When looking at these differing models, I will ask the following questions:

- Were they effective in closing the achievement gap?;
- What were their drawbacks?;
- Can they be produced at a larger scale?

VIII. Results

With a 30+ year impact, AVID's programming extends to 47 states across the country, serving almost 2 million students (AVID, n.d.). This provides a multitude of data to analyze. AVID programming is available in different site formats: partial-school models, schoolwide models, and district-wide implementation. If programming is successful in a site, it can be scaled in a breadth or depth manner (Hubbard, 1999, p. 224). If moving towards breadth growth, more school sites are adopted, moving from a schoolwide model to a district-wide model. If depth growth occurs, a partial-school model transitions into a schoolwide model, where the program expands within the school.

Partial-School Models

In the partial-school models, AVID is strictly an elective course. Students sign up for the elective, with one or more of the following criteria being preferred: a first-generation college student, descendent from a historically underrepresented group, academically average with promise (UW Madison, 2015). In the AVID electives, students are tutored and learn skills like how to organize and take notes, how to prepare for the SAT and ACT, and how to be successful on college applications (San Mateo, 2018). In a partial-school model, it is as if all of the high-yield practices are being hoarded and saved for AVID only students. Teachers do not incorporate the methods of AVID into their lessons or classrooms. Only the AVID site coordinator and the elective teacher(s) (who may also be the site coordinator) know the strategies and mission of AVID. Students are taught how to adjust their learning from class to class, based on the teacher's instructional style.

In a case study in a district in North Carolina, Lea Hubbard studied the reasoning, attempts, and implications of two schools who introduced partial-school AVID programming because of their blaring achievement gaps. Below is an excerpt of her analysis of

what the district needed to enforce in order for the attempt to close the achievement gap to be successful:

Educational reformers [in the North Carolina school district] realized that improving educational opportunities for African American students required structural changes, such as establishing the AVID untracking program... They also realized that tracking practices had become so entrenched in [their school and district] that instituting a reform aimed at untracking students would require more than technical changes... Core beliefs about intelligence, ability, and success would have to be challenged (Hubbard, 1999).

However, Hubbard encountered that because, of “deep-seeded cultural beliefs about race and intelligence” that remained unchecked, the growth and success of the sites remained stagnant because AVID “had not penetrated deeply into the schools it had entered,” (Hubbard, 1999).

In conclusion, it appears that partial-school adaptations of AVID are not effective enough to close the achievement gap of school sites. Partial-school models do not have enough impact to change the culture of a school; the information needs to be disseminated across the staff, so biases and low expectations can be disputed.

Schoolwide Models

Schoolwide models are an example of a means of growing in depth. If an elective is effective for the small number of students in the program at a school site, the school administrators may choose to expand the programming principles to the whole school. “School-based AVID teams, including a designated administrator, AVID coordinators, and AVID elective teachers, maintain the school-level AVID program and work with students directly and behind the scenes to foster student growth” (UW Madison, 2015). With adults sharing the workload, teaching other teams of teachers the AVID principles and encouraging them to incorporate it into their lessons, an “AVID effect” occurs. AVID boasts of the “AVID effect” in its marketing materials, stating that if the AVID principles and programming becomes entrenched in the methodology and culture of the school, there are transformative results. In case studies from

schools in Texas to California to Wisconsin, these claims are validated with data, showing large surges in graduation rates and university acceptances (UW Madison, 2015), (Guthrie & Guthrie, 2002), (Nelson, 2018).

Whole-District Models

When schools have success in a schoolwide model, they often become “demonstration schools” (AVID, n.d.). In this case, AVID grows in breadth and depth. Traditionally once success is established, districts want to expand that success, so they spend the money to extend programming to multiple secondary school sites.

Demonstration Schools undergo a rigorous validation process and are required to be revalidated every few years to ensure high levels of implementation, with quality and fidelity to AVID strategies schoolwide... Schools and districts interested in implementing AVID, or expanding AVID in their districts or at their schools, can arrange to visit a National Demonstration School and experience a highly successful AVID System in action (Los Angeles County of Education, n.d.).

In Los Angeles, California, interested parties could visit ten different demonstration school sites. In Los Angeles County of Education, “AVID serves over 33,000 students in more than 294 secondary sites and 34,000 students in 142 elementary sites.” The entire district boasts the following data for their Senior class in the 2017-2018 school year: “99.7% Graduated from high school, 92% Complete four-year college requirements, 96% Submitted the FAFSA or State Financial Aid, 90% Applied to a four-year college, and 79% Accepted at a four-year college” (Los Angeles County of Education, n.d.). The data from Los Angeles proves a district-wide culture model of AVID produces results that close the achievement gap.

The Need for a State Model

Noting a trend in the implementation data, AVID performs as designed when it is growing in terms of breadth and depth. When resources are minimal and not shared to the staff, a whole school transformation cannot take place, therefore impacting the data minimally. When AVID is

schoolwide, the resources and strategies are shared and are expected to be implemented into the lessons. Even if students are not enrolled in the AVID elective, they still benefit and grow from the culture of the school that follows AVID principles. Finally, whole-district models of AVID have proved to be most effective, due to district expectations influencing school expectations. Even if teachers are not able to attend out-of-state AVID trainings, trainers and professional developments are offered at the district and school level to be able to help teachers learn and implement AVID methodologies. In this case, Students of Color have the best outcomes because of the longevity and buy-in support of the programming.

Keeping in mind all of these site models can be counteracted by suppressed racial bias, with no trainings to eliminate said biases, the data show AVID eliminates the achievement gap most efficiently in a large-scale model with supports at the school and district level. Because of this successful data, I would like to propose a future study:

In my study, I would propose to scale AVID programming to a state level. This could effectively be conducted in the state of Delaware, who has a small, yet diverse student population. The demographics of the State of Delaware's schools are diverse, with a population of 45% white, 30% African American, 17% Hispanic, and 8% other minorities (Rodel, 2018). Although diverse, the state has a large achievement gap, beginning as early as 3rd grade, with 66% of white students, 39% of Hispanic students, and 36% of African American students performing at proficiency on the end of grade assessments (Rodel, 2018). The need for AVID-like programming is clear.

With a start-up cost of year one being roughly \$20,000 per school site, with 218 schools, the cost of year one would be \$4,360,000, with that price decreasing slightly in subsequent years (Avid, 2016), (Delaware, 2018). With a total enrollment number of 139,144 as of September 30, 2018, that cost would equate to \$31.35 per pupil. With the per-pupil spending in Delaware being \$12,669 in 2014, less than \$32 more for each student is a cost Delaware should be willing to spend (Delaware Focus, 2014).

IX. Discussion

While I have made the case that AVID is a program well worth the money, there can also be negative costs to the program if not implemented with fidelity. Like in a partial-school model, schools can experience null achievement results if the AVID coordinator has only received training, and there is no training at the school level for other staff members (Clark, Stringfield, Dariotis, & Clark, 2017). A similar issue in AVID programming can be turnover of program leadership. Also, if a program is in year one or two of implementation, and only the site coordinator has gotten the training, the results and excitement of the program can fizzle out (Hubbard & Ottoman, 1997).

Another important factor to consider is the staff buy-in. In a mandate, teachers were required to implement AVID at their school site. These teachers were not given adequate training on the purpose behind the programming, and that lack-of-training theme continued throughout the implementation year when teachers should have been receiving constant professional development and coaching (Hubbard & Ottoman, 1997). Teachers did not feel excited about the program, and therefore, the program did rise up to AVID program expectations.

The negative AVID reviews show that educators need time to reflect upon and change their own perceptions of students (preferably through anti-bias training), preparing them to buy into a much-needed school implementation system and stick to it with fidelity. As the research above shows, when AVID becomes schoolwide, and seeps into the school culture, the results are transformative.

A final thing to consider when introducing AVID is the potential backlash of “predominantly white, middle-class parents of high-achieving students” (Kohn, 1998). When undergoing the process of detracking, affluent parents feel (artificially) threatened that something is being taken away from their students, as if there is scarce amount of “benefits [only available] to those who have the power to get them” (Kohn, 1998). Also known as the zero-sum

mindset, parent hold the belief that if a pedagogical decision benefits all students, then something is being taken away from their students, who are historically accustomed to receiving the benefits. This scenario occurred in the aforementioned study conducted by Hubbard, where AVID programming was not as successful as it could have been and was not expanded because of the influence of white parents (Hubbard, 1999).

A suggestion to combat the deep-seeded beliefs of a zero-sum mindset is to offer information. Parents need to know that detracking education does not mean “teaching to the middle,” their students will be challenged, well-rounded, and will be receiving the same rigorous education they were in the past; it will just be offered to all. If the mindsets of the majority parents do not change, another alternative is to “organize the less-powerful parents... to advocate for an equitable agenda for their students” (Kohn, 1998). If one group of parents is informed and the other is empowered, a favorable outlook towards equity is likely.

X. Conclusion

The achievement gap is a persistent, named symptom of systemic racism in the United States- a symptom that needs us all to work together in order to have liberation. Many strategies have been proven to eradicate the achievement gap, but the efforts cannot be completed in isolation. In order for equitable sustained success, the dismantling of institutionalized racist thinking must happen through anti-bias training for people within the system, and for those who will enter in the future. This will eliminate the stereotype threat and raise teachers' expectations for Students of Color. After anti-bias training has shifted the culture of the school, the school will be prepared to implement a system of detracking with a structure in place, like AVID, to teach academic soft skills.

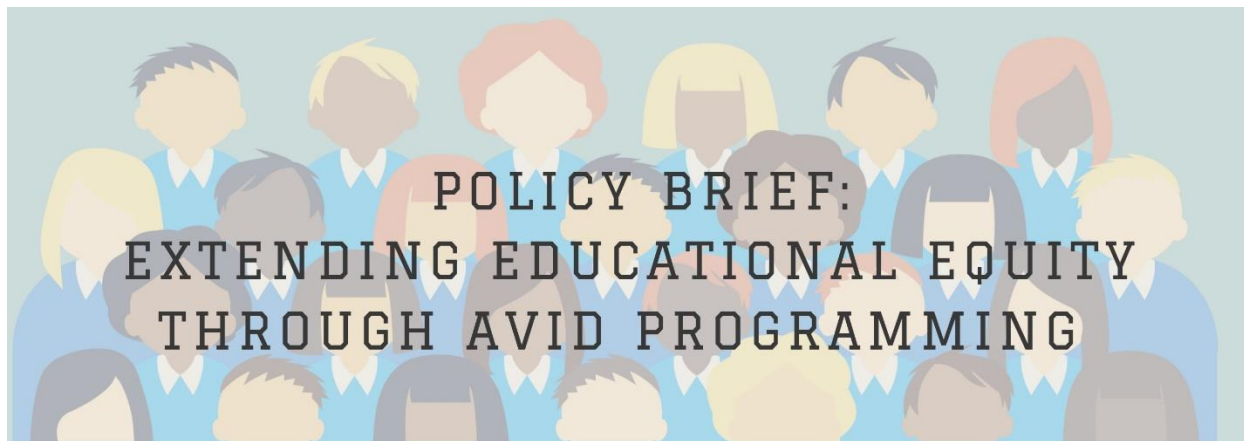
For reform efforts to persist when the "groundwater" is still contaminated, there are logical steps to follow in order to overwhelm and shake the system.

1. Analyze, influence, write, and change policy
2. Train the people within the system
3. Train the people about to enter the system

The implications below include a policy brief with suggestions to change K-12 policy in the US to include anti-bias training, detracking mandates, and AVID scaffolding. Also included are two ways to impact the system present-day and in the future: a professional development plan for in-service teachers and a syllabus for pre-service teachers.

XI. Implications

Policy Brief



Executive Summary

The racial achievement gap in the United States is a persistent problem. For 30+ years, data has proven that educational tracking exacerbates the gap, providing rigor for some, and denying opportunities for other groups. The educational tracks are predictable and exclusionary based upon race. Detracking, or removing educational tracks has been proven to help close the achievement gap, but not without certain structures in place. Detracking, combined with anti-bias training and teaching academic soft skills through AVID programming will sustainably close the achievement gap.

Context of the Problem

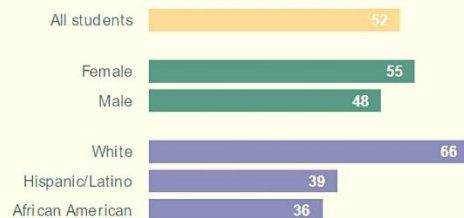
The Achievement Gap is a Systemic Form of Racism

The most commonly known and named symptom of systemic racism in schools is the achievement gap. The achievement gap term is defined as the statistically significant difference between the average test scores of white students compared against other groups, such as Black or Latino students. These gaps are traditionally measured at pivotal years, such as 4th, 8th, and 12th grade through End of Grade (EOG) tests or End of Course (EOC) exams. While the scores vary by state and subject, the gaps exist in essentially every test and geographic area in the United States. In Delaware, 66% of white students, 39% of Hispanic students, and 36% of African American students performed at proficiency on the 2018 end of 3rd grade assessments (Rodel, 2018). This is just one example of the glaring gap in performance between white students and Students of Color.

Although sometimes labeled the underachievement gap, the achievement gap could better be described as the miseducation of Black and Brown children. This is a systemic issue; therefore, the blame must be removed from the students, in order to place the responsibility for the problem squarely back onto the system.

Percentage of third grade students scoring proficient or advanced on the Smarter Assessment

Research indicates that third grade is a critical turning point for students. A child who can read on grade level by third grade is four times more likely to graduate by age 19 than a child who does not read proficiently by that time.

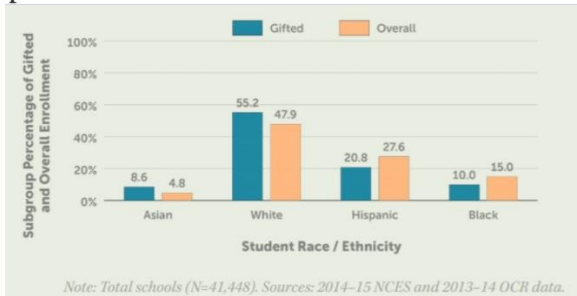


Source: Rodel Foundation of Delaware

Low Expectations Create the Achievement Gap

Students understandably rise to the expectations held for them. At Duke University, researchers identified that teachers' "cultural biases" are excluding children from receiving a more rigorous education, resulting in low expectations and outcomes for Students of Color (REDY, n.d.). Students of Color are forced into underperforming due to biases creating low expectations, resulting in remedial coursework.

"Black and Hispanic Students Participate in Gifted Programs at Lower Rates than their Asian and white peers"



Source: Fordham Institute

Racialized Tracking Expands the Achievement Gap

Although physically integrated since *Brown v. Board*, schools are physically segregated through racialized tracking. The term tracking refers to the grouping of students based on “ability,” beginning with gifted identification and access to rigorous material in elementary grades, and continued throughout high school, translating into technical, honors, and AP/College Preparatory tracks (Ed. Week, 2004). Therefore, educational tracking is a way to open a gate of unlimited opportunities for groups of students, while others are denied those same opportunities by being placed in lower tracks.

The gate of opportunity is predictably open for some groups and closed for others. In most cases, educational tracks are not decided upon by students’ interests or ability, but due to their race. In urban and suburban schools, “classroom dynamics contribute to persistent patterns of inequality in academic achievement. African Americans and Latinos are relegated to low track curricula or relegated to near silence in high track classrooms at both the high performing and average performing suburban high schools” (Nunn, 2011).

Detracking Towards Excellence Yields Equitable Results

As a remedy to the problematic gifted stratification, a study was conducted called The Rockville Centre Reform in a diverse New York school district. They detracked by offering its highest-track curriculum for all of its students. The results were successful:

“The results of detracking in Rockville Centre are clear and compelling. When all students were taught the high-track curriculum, achievement rose for all groups of students — majority, minority, special education, low-SES, and high SES. This evidence can now be added to the larger body of tracking research that has convinced the Carnegie Council for Adolescent Development, the National Governors’ Association, and most recently the National Research Council to call for the reduction or elimination of tracking. The Rockville Centre reform confirms common sense: closing the “curriculum gap” is an effective way to close the “achievement gap” (Burriss & Welner, 2005).

The Rockville Centre Reform proves that racialized tracking perpetuates the achievement gap through a systemic racial exclusion of the opportunity for a higher-level education.

Critiques

Singular Solutions are Likely to Fail

In isolation, the efforts of anti-bias training and detracking are likely to fail. When detracked, the achievement of Students of Color will not be as successful and sustainable as those from the Rockville study because anti-bias education needs to be coupled with work like detracking to see an actual change (Rickert, 2019).

Students of Color do not only need teachers who believe in them and high academic intensity. A need also exists to develop “academic attributes,” or academic skills that allow students to succeed in college and beyond (Ishitani, 2006).

The following three approaches are needed to remediate the achievement gap:

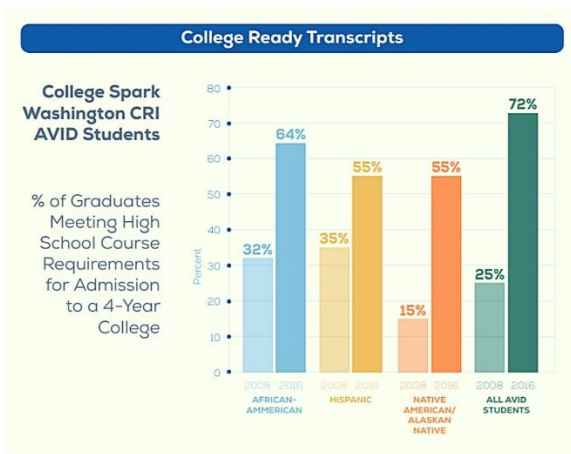
1. Anti-bias educator training to raise teacher expectations for Students of Color; and
2. Detracking towards excellence; and
3. Scaffolding of academic skills to be able to sustain success through a program like AVID.

Programming Solutions

Since underachievement for Students of Color is not a new concept, programs already exist that attempt to remedy the symptom. AVID, Advancement Via Individual Determination, a well-known scaffolding and success program, “fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms” (AVID, n.d.). The goal of the program is to infiltrate more Students of Color into gifted and advanced courses, therefore detracking them out of remedial tracks. AVID’s mission aligns with equity- asserting that systemic barriers are in place, hoping to change inequities in a multifaceted approach. The approach is as such:

1. Help educators identify and change practices that keep students with potential out of advanced courses by examining selection criteria and requirements. Then, AVID-trained teachers provide the additional help students need to believe in themselves and handle the school’s most rigorous classes.
2. AVID provides practical training for teachers to help them better and more authentically connect with their students. Through AVID, teachers leverage their students’ backgrounds and experiences to master content in a more personal way.
3. With AVID’s help, students gain the soft skills and confidence to take on a college- and career-ready path (AVID, n.d.).

The graph below shows AVID's success in closing the achievement gap for college preparedness in Washington State:



Source: Getting Smart

Policy Recommendations

The Need for a State Model

Noting a trend in the implementation data, AVID performs as designed when it grows in terms of breadth and depth. When resources are minimal and not shared with the staff, a whole school transformation cannot take place, therefore impacting the data very minimally. When it is schoolwide, the resources and strategies are shared and are expected to be implemented into the lessons. Even if students are not enrolled in the AVID elective, they still benefit and grow from the culture of the school that implements AVID principles. Finally, whole-district models of AVID have proved to be most effective, due to district expectations influencing school expectations. Even if teachers are not able to attend out-of-state AVID trainings, trainers and professional developments are offered at the district and school level to help teachers learn and implement AVID methodologies. In this case, Students of Color have the best outcomes because of the longevity and buy-in support of the programming.

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In-Service Teacher Professional Development Plan⁴

Session I: Implicit Bias

- Welcome, the why, & introduction of norms
 - Name & how many years each have been in education
 - Ask the group with the 5 to fist, “How much do you think our education system needs to change?”
 - Norms (**anchor chart**)
 - Step up wisely
 - Lean-In -- getting proximate to the problem
 - Respect and Support Facilitation
 - Respecting Time
- Activating strategy- Individual
 - [Harvard IAT](#) (Implicit-Association Test)
- Teach- Group
 - Watch [this video](#) that explains the IAT test, system 1 and system 2 thinking, and the way our brains make decisions
 - System 1 and 2 thinking is beneficial in fight or flight situations, but not when it comes to maintaining a healthy school environment
 - Stereotyping= a cognitive process
- Participate- Group
 - [Anchoring system 1&2 activity](#)
 - Denmark, Kangaroo, Oranges
- Summary
 - We are programmed in a way to think by Eurocentric teachings and culture
 - We will go more into culture next time
- Homework: look out for ways that system 1 and 2 thinking is happening in your lives in the next month and write them down to share next time

⁴ Full school year PD plan: 1.5 hour sessions x 9 months.

Session II: Culture & Socialization

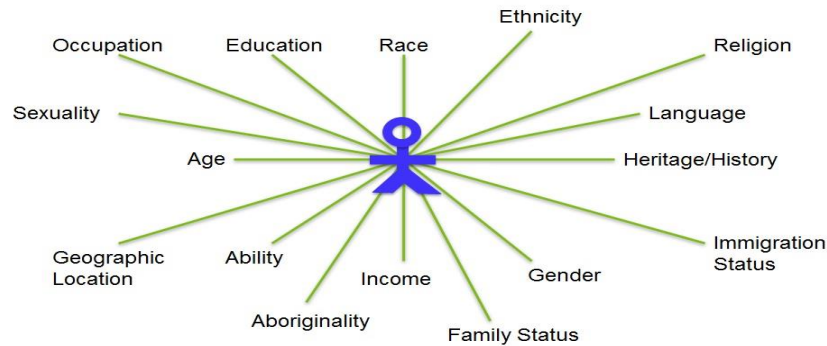
- Welcome, review from last time, & reminder of norms
 - Name & have you noticed any ways that you were thinking in system 1 or 2? Did you challenge yourself and your automatic thinking in any ways?
 - Last time we talked about implicit bias, the dangers of thinking automatically because they can stereotype groups
 - Norms **(anchor chart)**
 - Step up wisely
 - Lean-In -- getting proximate to the problem
 - Respect and Support Facilitation
 - Respecting Time
- Activating Strategy⁵- individual
 - Fill in the following chart:

Answer each prompt, by highlighting the cell with the color from the following list below:					
White	African American	Asian/ Pacific Islander	Latino/ Hispanic	Native/ First Nation American	Biracial
My race					
My teachers were mostly					
My children's (or family members') teachers are mostly					
My closest friend is					
My spouse/partner is					
My colleagues at work are mostly					
My doctor is					
My dentist is					
My neighbors are mostly					
People who visit my home are mostly					
People whose homes I visit are mostly					
My favorite musicians are					
My favorite actor/actress is					

⁵ Idea from Dr. Sheldon Lanier's Equity 101 module.

The shows I watch on TV portray mostly
Authors I read are mostly
My students are mostly

- Teaching point 1- Whole group
 - Pose the following question to the group and ask: What shapes our identity?
(draw the responses on an anchor chart)



6

- Culture: spoken or unspoken conditioning through media, books, etc. on norms, how to interact and behave, how to think, how to act
- School has a huge impact on the culture- we are taught what is acceptable and worth knowing in school
- Teaching point 2- independent read
 - Article: [EUROCENTRIC EDUCATION BIASES STUDENTS' PERSPECTIVES](#)
- Summary
 - Discussion: How does accepting eurocentrism as the norm impact our school?
- Homework: Look out for eurocentrism in your curriculum, read alouds, and lesson plans this month and write them down to share next month

⁶ Identity activity and image from Dr. Kelvin Bullock's equity champions session.

Session III

- Welcome, review from last time, & reminder of norms
 - Name & have you noticed any examples of eurocentrism in your curriculum, read alouds, and lesson plans this month?
 - Last time we talked about culture and the way we are influenced by the people and ideas around us, and specifically how school reinforces Eurocentric ideals.
 - Norms (**anchor chart**)
 - Step up wisely
 - Lean-In -- getting proximate to the problem
 - Respect and Support Facilitation
 - Respecting Time
- Activating strategy
 - Whole group- watch the video: [Allegories on Race and Racism](#)
 - Individual- Fill in this worksheet⁷ to be able to refer back to it in our work:

Allegories on Race and Racism: Dr. Camera Phyllis Jones

Japanese Lanterns: Colored Perceptions

_____ : a _____ classification, not _____ descriptor. The social interpretation of how one looks in a “ _____ - _____ ” society.

How did/do you learn about your **race**? What messages are our students receiving about **race**?

⁷ Worksheet constructed by Student U Durham.

Dual Reality: A Restaurant Saga

Racism: a _____ of structuring opportunity and assigning value based on the _____ of how one looks (which is what we call "race"). The consequences of racism are that it:

- Unfairly advantages some individuals and communities
- Unfairly disadvantages other individuals and communities
- Saps the strength of the whole society through the waste of human resources

What **opportunities** do we as a community open/close to people as a result of their race?

Levels of Racism: A Gardener's Tale

_____ **racism:** the differential access to the goods and services and opportunities of society by race. _____ racism is _____, sometimes _____, and often manifests as inherited disadvantages. It is structural, having been codified in our institutions of custom, practice, and law so there need not be an _____ perpetrator. Institutionalized racism is often evident as inaction in the face of need and explains the association between class and "race."

Examples:

-
-
-
-

Personally mediated racism: prejudice and discrimination, where prejudice means differential assumptions about the abilities, motives and intentions of others according to their race and discrimination means differential actions towards others according to their race. It can be intentional and unintentional.

_____ **racism:** the acceptance by members of the stigmatized races of negative messages about their own abilities and intrinsic worth. The acceptance of the limitation of one's full humanity based on the box in which we've been placed. Examples:

-
-
-

What does the soil/rock represent? What are the flowers?

Life on a Conveyor Belt: Moving to Action

When have you moved along the conveyor belt? What are the challenges/risks of walking backwards?

What tools do you need to walk backwards as a teacher? (**List at least three**)

- Discussion- Whole Group
 - How does *Allegories of Race and racism* apply to our work in school?
 - What is the institutional historical insult and structural barriers in schools?
 - How is racism personally mediated in schools?
 - How is racism internalized in schools?
 - Who is the gardener in schools?
- Summary & Homework
 - If we do not know the full answers to these questions today, we will be uncovering more throughout our work together. Hypothesize the answers to these questions and jot them down to share next time.

Session IV: The Construction of Race and Racialized Policies

- Welcome, review from last time, & reminder of norms
 - Last time we watched *Allegories of Race and racism* and discussed how the allegories apply to our work in school
 - Norms (**anchor chart**)
 - Step up wisely
 - Lean-In -- getting proximate to the problem
 - Respect and Support Facilitation
 - Respecting Time
- Teaching point I: The construction of race
 - Activating strategy- give a quote about post-racial America, or not seeing race. Have people (of all races) share out their feelings on that.
 - Whole group- watch an excerpt from the video: [Race: The Power of An Illusion](#) (What Is Race?) PBS
 - Brief discussion afterwards with the key takeaway being: “In terms of biology, race is not real. Those of us in the human race are 99.9% alike. There is more genetic variation within “race” than across race. But the idea of race, as it has been constructed, is socially and politically very real.”⁸
 - Summary- Group creates the following definition of race (**anchor chart**):
 - Race can be defined as “a specious classification of human beings, created during a period of worldwide colonial expansion, by Europeans (whites), using themselves as the model for humanity for the purpose of assigning and maintaining white skin access to power and privilege.”⁹
- Teaching point I: The construction of race
 - Activating strategy- Give a scenario of the common misconception of reverse racism, something along the lines of a person of color “takes up a spot” at a university or workplace. The person of color was maybe less qualified than the white person. Have you ever heard that before? That affirmative action is reverse racism? Let’s delve deeper into a longer timeline of affirmative action.
 - Whole group- watch an excerpt from the video: [Race: The Power of An Illusion](#) (The House we Live in) (PBS)

⁸ Based on [REI core lesson #5](#).

⁹ Based on [REI core lesson #9](#).

- Explicit teaching and showing of these timeline slide of racialized policies, with a special focus being on school-based policies:

When did Affirmative Action begin?

REI

- 1705 - VA law, white indentured servants get 50 acres of land, 30 shillings, musket, & 10 bushels of corn
- 1785 - Land Ordinance Act, 640 acres offered at \$1 per acre to white people
- 1800 - Land Ordinance Act minimum lot was halved to 320 acres
- 1830 - Act prohibiting "the teaching of slaves to read" in NC & other states
- 1830 - Indian Removal Act authorized President Johnson to take Native land and remove them
- 1848 - Treaty of Guadalupe Hidalgo signed
- 1862 - Homestead Act, 160 acres of western (Native) land to farm
- 1863 - Emancipation Proclamation (Did not outlaw slavery nor grant citizenship)
- 1865 - 13th Amendment & re-enslavement
- 1868 - 14th Amendment-Equal Protection of Laws
- 1870 - 15th Amendment right to vote
- 1933 - New Deal; Home Owners Loan Corp. created to help owners & stabilize banks; considered racial composition of neighborhoods



When did Affirmative Action begin?

REI

- 1934 - FHA redlining
- 1935 - Social Security Act; not extend coverage to farm or domestic worker
- 1944 - GI Bill-Education, housing, job training (98% white)
- 1954 - Brown v. Board
- 1969 - Swann v. Charlotte-Mecklenburg BOE
- 1978 - Proposition 13 (The People's Initiative to Limit Property Taxation)
- 1991 - BOE of Oklahoma City v. Dowell
- 1994 - Zero Tolerance policies
- 1996 - Personal Responsibility & Work Opportunity Reconciliation Act
- 2000 - The Williams Case
- 2009 - The American Recovery & Reinvestment Act (the Stimulus) (91% white)
- 2010 - NC's State Board of Community Colleges; undocumented students; out of state tuition.
- 2014 - NC undocumented and DACA students are not eligible for in-state tuition.



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- Summary- Group creates the following definitions of racism (**anchor chart**):
 - "Racism is defined as "social and institutional power combined with race prejudice. It is a system of advantage for those considered white, and of oppression for those who are not considered white. It is a white supremacy system.
 - Racism = social and institutional power plus race prejudice

¹⁰ Based on Dr. Ronda Bullock's WE ARE summer camp.

- Racism = a system of ADVANTAGE based on race
- Racism = a system of OPPRESSION based on race
- Racism = a white supremacy system
- Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the major institutions of society. Racism is a system.”¹¹
- Homework: With these new definitions in mind, look out for examples of racism in and out of your school this month and write them down to share next month

¹¹ Based on [REI core lesson #10](#).

Session V: The Groundwater Approach

- Welcome, review of last session
 - Review anchor charts of the definition of race and racism
 - Norms **(anchor chart)**
 - Step up wisely
 - Lean-In -- getting proximate to the problem
 - Respect and Support Facilitation
 - Respecting Time
- Activating strategy- whole group proposal: expanding upon our definitions into changing the way we look at things:
 - We have a set of key points that we are working from- the first is really defining what we are talking about:
 - Race Analysis **(anchor chart)**- the systematic application of tools and historical and cultural analysis to understand the social and economic circumstances facing blacks and other racial minority people. Race and Racism Analysis is not about mean spirited people; it is about structural racism that exist in every institution. If you collected all the mean spirited people and sent them to the moon, this race analysis would identify the racism that still permeates the institutions we interact with on a daily basis.¹²
 - Structural/Institutional Racism **(anchor chart)**- the many factors that work to produce and maintain racial inequities in our culture today. The institutional development and practices that maintain a racial distribution of power
- Discussion- Whole group
 - When you view Race and Racism through an individual lens, you view things as a fish problem.
 - Lake vs Fish Analogy
 - [Groundwater approach](#) to thinking about individuals vs. systems
 - 1 dead fish, blame the fish (individual)
 - Half the fish are dead, look at the groundwater (system)
 - This goes back to our system 1 and 2 thinking
 - Can be an individual problem when it comes down to language

¹² Based on REI principles and consultation with local organizer, Symone Kiddoo.

- How do we mask racism in different systems? We give racist symptoms different names
 - Different identifications of Institutionalized Racism in different systems (allow for answers)
 - Health Care: infant mortality rate
 - Criminal Justice System: school to prison pipeline, the war on drugs, more touchpoints and heavy watching if you are a POC
 - DSS: “A number of state and federal surveys show that communities of color are involved with the domestic violence, child welfare, and juvenile justice systems at rates that are disproportionately higher than their population size (Crane & Ellis, 2004; Race Matters in Child Welfare, 2005).”¹³
 - Money: Disproportionate loans & Wealth gap
 - Education: achievement gap
 - Each system has different language which makes it difficult to have conversations about race and racism when people are calling it different things
 - Groundwater approach (data)
 - From now on, we will ask: *How is racism present here? In schools?*
- Symptom 1- presentation of data:
 - Whole group construction of achievement gap definition
 - Be sure to be clear to explain that it is race based, not opportunity based
 - Show national, state, district, and school achievement gaps
- Summary- Whole group questions:
 - 1. Why is it important to end racism?
 - In our schools?
 - 2. What is equity and why is it important?
 - In our schools?
- Homework
 - Journal: What is one instance where you blamed a fish instead of the groundwater? Knowing what you know now, how would you have approached the situation differently?

¹³ From REI Phase I workshop.

Session VI: Symptom 2: Low Expectations

- Welcome, review of last session
 - Review of the groundwater approach and remind the group we are now focusing on the symptoms of institutional racism in schools
 - Norms (**anchor chart**)
 - Step up wisely
 - Lean-In -- getting proximate to the problem
 - Respect and Support Facilitation
 - Respecting Time
- Activating strategy: independent reading
 - 40 minutes to read excerpts from part 1 and Ch. 6 of *Multiplication is for White People* by Delpit
 - 5 minutes to debrief with neighbor
- Whole group restorative circle
 - Students rise to the expectations we give them
 - If we have low expectations for our students of color, they rise to them
 - Reminder of Eurocentric teachings and the way we measure intelligence
- Solution & summary
 - Charge for educators to try some of the advice given by Delpit and check their biases if they realize they are acting inequitable due to their biases or expectations

Session VII: Symptom 3: Gifted exclusion and racialized tracking

- Welcome, review of last session
 - Asking educators to mention if they had any instances in the past month where they had to check their biases and see if they were acting inequitably due to their biases or expectations
 - Norms (**anchor chart**)
 - Step up wisely
 - Lean-In -- getting proximate to the problem
 - Respect and Support Facilitation
 - Respecting Time
- Activating strategy: independent reading
 - 40 minutes to read:
 - Darity and Jolla: [Desegregated Schools with Segregated Education](#)
 - Atlantic Article: [Modern-Day Segregation in Public Schools](#)
 - 5 minutes to debrief with neighbor
- Whole group- presentation of data
 - Pie chart of the demographics of students in the US, state, district, and school vs. the population of identified gifted students
 - District and school data based on level of course in middle and high school and the demographics in each level (tracked by race?)
- Whole group restorative circle
 - How can we change the policies and practices of identifying and serving students so that all students can receive a high quality, rigorous education?
- Solution & summary
 - Charge for educators to ask questions and make suggestions at the school and district level on identification and serving procedures
- Homework: Try to teach a rigorous lesson to all of your students and see who rises to the occasion, and think what supports do I need to put in place to ensure all of my students can understand this?

Session VIII: Symptom 4: Disproportionate Discipline Data

- Welcome, review of last session
 - Asking educators to mention if they advocated for equitable gifted policies or if they taught a rigorous lesson?
 - Norms (**anchor chart**)
 - Step up wisely
 - Lean-In -- getting proximate to the problem
 - Respect and Support Facilitation
 - Respecting Time
- Activating strategy- Whole group- watch the video: [School Suspensions are an Adult Behavior](#)
 - Whole Group discussion:¹⁴
 - 1) “What resonates with you?”
 - 2) “What do you agree and disagree with?”
 - 3) “What do you aspire to?”
 - 4) “What do you think would happen if we focus on our behaviors and behaviors of adults in our schools?”
- Teaching point:
 - Independent reading
 - [Black kids are way more likely to be punished in school than white kids, study finds](#)
 - 5 minutes to debrief with neighbor
 - Group discussion-
 - What is discipline?
 - What is the goal of discipline?
 - What have the outcomes of discipline produced?
 - (Remember our question: *How is racism present here?*)
- Whole group- presentation of data
 - Pie chart of the demographics of students in the US, state, district, and school vs. the numbers and demographics of students disciplined
 - District and school data based on infraction, was the action subjective?
- Solution & summary

¹⁴ Based on Dr. Kelvin Bullock’s equity champions sessions.

- Read this short article: Restorative Practices in the Classroom: [Powerful Strategies that Build Better Relationships and Manage Student Behavior More Effectively](#)
 - Choose 2 strategies that you are going to try this month and share them with an accountability partner
- Charge for educators to:
 - analyze who are the students they are “overwatching”
 - rethink their ideas of discipline
 - utilize discipline/consequences as a means to support students be accountable to repair harm, re-establish relationships, and problem solve strategies to ensure the same harm does not happen again

Session IX: A Commitment to Equity

- Welcome, review of last session
 - What restorative strategies did you implement? Did you notice a shift in the feel of your classroom?
 - Norms (**anchor chart**)
 - Step up wisely
 - Lean-In -- getting proximate to the problem
 - Respect and Support Facilitation
 - Respecting Time
- Whole group:
 - A review:
 - jigsaw review of all sessions this year
- A charge: When we know better, we do better
 - From now on, our school commits to do the following (and will have equity coaching and feedback from here on out):
 - Designing rigorous, inclusive curriculum and lesson plans
 - Lessons where students can see themselves and outside of their understanding of the world
 - Culturally responsive teaching practices
 - [Required framework for CRT](#)
 - Checking biases
 - Inclusive gatekeeping
 - ensure that policies are inclusive for identifying and serving all students, especially students of color
 - provide scaffolding for all students to be able to succeed in rigorous coursework
 - Shift in discipline towards restoring relationships
 - [strategy resource](#)
 - Teamwork and accountable partnerships in anti-racist work
 - [Speak up at School](#) Teaching Tolerance strategies in how to be an interrupter if you see racism on the job or in life

Session X+: An Equitable Future

- Administration and accountability partners will utilize an equity coaching plan and an observation guide, [like such from NCPMI](#), after the year of Equity PD is completed to be able to assess future needs
 - future needs may be:
 - assisting beginning teachers in the processes of culturally relevant teaching
 - restorative practice training
 - social justice curriculum planning
 - Like identity caucusing, to be able to have safe spaces to talk about inequities still perpetuated in the workplace
 - Whole-staff, or PLC-level book studies, possibly choosing from the following books:
 - For White Folks Who Teach in the Hood by Edmin
 - Multiplication is for White People by Delpit
 - Despite the Best Intentions by Lewis and Diamond
 - Teaching for Black Lives by Watson, Hagopian, and Au

Pre-Service Teacher Syllabus

Course Name: *Equity and Diversity 101: Thinking Systemically*¹⁵

Prerequisite: Sociology 101

Maximum cap space: 30

Class meetings: once per week for 2.5 hours for 15 weeks

Coursework	Explanation	% of grade
Participation/ Demonstration of reading:	Participating at least twice in class, and providing additional information (not repeating the same information from another classmate).	15%
Weekly charting of 4 i's:	More information given at week 2 class period. It is the way we will take notes in week 3-9 by analyzing structures.	20%
6 assignments:	Week 1: 4 key takeaways, Week 2: 1 page summary, Week 9: Venn Diagram, Week 11: Timeline, Week 12: Timeline, Week 13: 2 page essay, Week 13: Response	20%
Preparation and facilitation for sphere teaching week:	Along with weekly readings and assignments, in groups of 4-5, students will lead approximately a 1.5- 2-hour discussion of one "sphere of influence in weeks 3- 9. Rank your top 3 choices. <i>(Example of a student-led discussion is in week 5).</i>	15%
Final essay:	In lieu of a final exam, you will be responding to the following essay prompt: <i>How has my self-concept been influenced by the racialization of my "self", my culture, and by institutions?</i>	30%

¹⁵ This course is based upon The Racial Equity Institute Phase I Training, Dr. Eduardo-Bonilla Silva's Social Stratification course, Dr. Sandy Darity's Global Inequality Research Institute course, Dr. Ronda Bullock's WE ARE summer camp, Dr. Daniel Kelvin Bullock's equity champions sessions, with consultation with local racial equity organizers Symone Kiddoo and Lexus Walker.

Week 1	
Theme:	<i>Thinking Systemically</i> ¹⁶
Guiding questions:	<ul style="list-style-type: none"> • <i>When thinking about people, how can the wiring of the brain be beneficial?</i> • <i>How can it be problematic?</i>
Student does before class:	<p>Read: <u>Nudge</u> by Richard H. Thaler and Cass R. Sunstein: Ch. 1 Biases and Blunders</p> <p>Note: Four Key takeaways.</p>
Class Activities:	<p>Activating Strategy: Nine dots</p> <ul style="list-style-type: none"> • Think outside the box • This class will stretch your brain, the ways you have traditionally been taught, and the things you have been taught in school previously <p>Introductions & class norms:</p> <ul style="list-style-type: none"> • Step up wisely • Lean-In -- getting proximate to the problem • Respect and Support Facilitation • Respecting Time <p>“Warm up activity”: Anchoring system 1&2 activity</p> <ul style="list-style-type: none"> • Denmark, Kangaroo, Oranges <p>Literature Review:</p> <ul style="list-style-type: none"> • 5 min to individually review • Share 4 key takeaways with partner • Whole group share out of: <ul style="list-style-type: none"> ○ Key takeaways ○ Guiding questions: <ul style="list-style-type: none"> ▪ When is system 1 beneficial/ not? ▪ Examples of when you have used system 1 brain? ▪ When is system 2 beneficial/ not? ▪ Examples of when you have used system 2 brain? ○ (Make sure my key reading takeaways are discussed) <p>Whole Group Activity:</p> <ul style="list-style-type: none"> • Groundwater approach to thinking about individuals vs. systems <ul style="list-style-type: none"> ○ 1 dead fish, blame the fish (individual) ○ Half the fish are dead, look at the groundwater (system) <p>Summarize key takeaways:</p>

¹⁶ This class session is based off of The Racial Equity Institute Phase I training.

	<ul style="list-style-type: none"> • Fast thinking, paired with Anglo-centric teachings condition our brain to think the “white way” same, “traditional” way <ul style="list-style-type: none"> ◦ Socialization and Cultural conditioning make people look at the fish as the problem, but not to look at the system • In this class, we will be analyzing systems, not the fish <p>Exit ticket: Answer these two questions:</p> <ol style="list-style-type: none"> 1. This week: When thinking about people, how can the wiring of the brain be beneficial? How can it be problematic? 2. Looking ahead to next week: Why do you think people are poor? (You can give your system 1 answer and infer your system 2 answer, if you would like :).
<p>(Teacher version only) Key takeaways:</p>	<ul style="list-style-type: none"> • “Our understanding of human behavior can be improved by appreciating how people systematically go wrong”-p. 19 • Two system thinking <ul style="list-style-type: none"> ◦ fast and slow- p. 19 • “Status quo bias can get us into trouble”- p. 34 <ul style="list-style-type: none"> ◦ Exploited due to Lack of attention- p. 35 • Framing- so that people don’t feel like they are losing something- p. 37

Week 2	
Theme:	<i>Identifying Spheres of Influence</i>
Guiding questions:	<ul style="list-style-type: none"> • <i>What influences my identity?</i> • <i>What creates a culture?</i>
Student does before class:	<ul style="list-style-type: none"> • Review and define: the following terms from your Sociology 101 course: structuration theory, institutional theory, socialization theory, and personal agency theory • Read: Article (summary of Clash!) • Write: 1 page double-spaced summary, comparing and contrasting the different theories of what influences individuals and how that relates to our discussion last week of individual fish versus groundwater issues
Class Activities:	<p>Activating Strategy:</p> <ul style="list-style-type: none"> • Talk with the people around you about all of the components of a city. You can think about the city where you grew up, this town, or a big city you have visited. <p>Whole Group Activity:</p> <ul style="list-style-type: none"> • Drawing of a city on the board or an anchor chart • Think of the city in which the college is located, or the next biggest city near there where most students can contribute and picture the city. <ul style="list-style-type: none"> ○ Students should be contributing things like: banks, schools, laundromats, check cashing spots, grocery stores, dollar generals, courthouse, etc. ○ (It may be beneficial to do a large-scale drawing of a city with something like railroad tracks that divides the city to be able to differentiate between the different types of resources in different parts of town). • After most of the systems are identified, do a power analysis of each institution with the following questions: <ul style="list-style-type: none"> ○ “Who has the power?” ○ “Who is deciding what programs and services are needed?” ○ “Who is creating these programs?” ○ “To whom are these programs accountable?”¹⁷ <p>Summarize key takeaways:</p> <ul style="list-style-type: none"> • “Poor communities and communities of color are under siege by systems and institutions that give them programs, but deprive them of power. In work with communities, it is important to always assess who has the power” (REI, 2015). • Explain the way that we will analyze structures from now on by taking notes in the following format:

¹⁷ Based on [REI core lesson #3](#).

	<u>System:</u> _____			
	I's (Self: mind, preferences, thoughts, feelings, actions)	Interactions (Culture: spoken or unspoken conditioning through media, books, etc. on norms, how to interact and behave, how to think, how to act)	Institutions (Public Policy: real rules and laws that determine how a society acts)	Ideas (Root causes: hidden ideas that create the ways our institutions, interactions, and, our I's are formed).
	Exit Ticket: <ul style="list-style-type: none"> • Add any additional notes to your summary before, and turn it in. 			
(Teacher version only) Key takeaways:	<ul style="list-style-type: none"> • Key takeaways will be explicit and not pulled from students this week. See summary section above. 			

Week 3	
Theme:	<i>Money: Wealth, Income, & Banking</i>
Guiding questions:	<ul style="list-style-type: none"> • <i>Why are people poor?</i> • <i>Is poverty a choice?</i>
Student does before class:	<ul style="list-style-type: none"> • Ongoing: <i>While reading, fill in your systems chart for the System: MONEY</i> • Read article: Here's why the wealth gap is widening between white families and everyone else • Read research study: Wealth inequality has widened along racial, ethnic lines since end of Great Recession • Read report: What We Get Wrong About Closing the Racial Wealth Gap
Class Activities:	<ul style="list-style-type: none"> • 1. Student-led discussion activities • 2. Professor will spend the final 30 minutes of class discussing the money system chart and will allow students time to add in anything they did not have before. Students will turn this in at the end of class.
(Teacher version only) Key takeaways:	<p><u>Intergenerational wealth, 2. income gap, and 3. wealth gap-</u> Oliver, Shapiro, and other scholars make a strong case that wealth can provide or hinder opportunities. Therefore, it is not a character flaw of Communities of Color who have no work ethic; it is the racial wealth gap that is creating an accessibility issue to social assets (The Washington Post, p. 2017).</p> <p>a. In the text, <i>Black Wealth/ White Wealth</i>, authors Melvin Oliver and Thomas Shapiro argue the cause of social stratification in the United States is a wealth gap between African Americans and whites. They claim, "The best indicator of the sedimentation of racial inequality is wealth. "Wealth is one indicator of material disparity that captures the historical legacy of low wages, personal and organizational discrimination, and institutional racism" (Oliver & Shapiro, 2006, p. 5). This book presents a case against politicians and people who may claim that monetary differences are minor, since income for African Americans is steadily increasing, with a gap of earnings between African American and Whites at 77 cents per 1 dollar earned. However, when one looks at wealth, only 19 cents per one dollar is owned. "A focus on wealth, by contrast, alerts one to persistent dimensions of racial inequality" (p. 25).</p> <p>b. In chapter 6, Oliver and Shapiro get to the meat of their argument. They assert three factors and structures are behind the racial wealth gap. The first is "human capital and sociological and labor markets" (p. 139). Wealth gaps can mostly be contributed to these social factors: "schooling, jobs, and family life" (p. 172). The second main structure behind the racial wealth gap is "institutional and policy discrimination" (p.130). Since most people's routes to wealth are through gaining equity in housing, (p. 112) institutional and policing issues get in the way of African Americans' accumulation of wealth through things like racial segregation and "denial of access to mortgage and housing markets on equal terms [which] severely</p>

constrains blacks' ability to accumulate assets" (p.130). The third factor behind the wealth gap is the "intergenerational transmission of inequality." Things like inheritance and beliefs of social accomplishments contribute to "the reproduction of inequality generation after generation" (p. 130).

c. According to the Pew Center,

i. Since the Great Recession, which began in December 2007, the racial wealth gap has grown wider. In an analysis of data from the Survey of Consumer Finances of the Federal Reserve, the Pew Research Center found that in 2007, White families had an average net worth of \$192,500. This was 10 times the average net worth of Black families in 2007, which stood at \$19,200 (Pew, 2014).

ii. Derrick Hamilton, Sandy Darity, and others challenge this claim by exploring this idea in depth:

- Before the Great Recession the typical black family had a little less than a dime for every dollar in wealth of the typical white family. After the recession, the barrier to wealth for the typical black family was made twice as high —with them having about a nickel for every dollar in wealth as the typical white family. In the economic recovery period between 2009 and 2011, the race-based impediments to wealth accumulation have only slightly improved. The typical black family now has about six cents for every dollar in wealth held by the typical white family (Hamilton, Darity, Price, Sridharan, & Tillet, 2015)

d. Oliver, Shapiro, and other scholars make a strong case that wealth can provide or hinder opportunities. Therefore, it is not a character flaw of Communities of Color who have no work ethic; it is the racial wealth gap that is creating an accessibility issue to social assets (The Washington Post, p. 2017). No matter how it gets done, I tend to agree with Oliver and Shapiro who finish the book by saying, "Racial wealth inequality is the hidden fault line of American democracy... what is necessary is no less than a civil rights movement for the twenty-first century that focuses on economic inclusion and closing the racial wealth gap" (p. 268)

Week 4	
Theme:	<i>Housing</i>
Guiding questions:	<ul style="list-style-type: none"> • <i>What did your neighborhood look like growing up?</i> • <i>Do people self-segregate into like-raced neighborhoods because they want to or because they have no other choice?</i>
Student does before class:	<ul style="list-style-type: none"> • Ongoing: <i>While reading, fill in your systems chart for the System: HOUSING</i> • Read book: American Apartheid: Segregation and the Making of the Underclass, Ch. 1-5 • Read article: The More Things Change the More They Stay the Same: The Future of Residential Segregation in America • Read report: HUD report sections IV & V
Class Activities:	<ul style="list-style-type: none"> • 1. Student-led discussion activities • 2. Professor will spend the final 30 minutes of class discussing the housing system chart and will allow students time to add in anything they did not have before. Students will turn this in at the end of class.
(Teacher version only) Key takeaways:	<p><u>Housing discrimination-</u> Douglass S. Massey and Nancy A. Denton claim the disparities of racial housing segregation in America is the mother of all social issues responsible for perpetual poverty, crime, poor education, and the likes.</p> <p>a. Massey and Denton argue the use of institutional tactics like “rigid color lines,” “blockbusting,” and “redlining” confine blacks to low-income areas sometimes referred to as ghettos (pp. 37, 51).</p> <p>b. Another interesting point in the text is Black and white segregation does not decline by social class; “Blacks are segregated no matter how much money they earn” (p. 11). As if attaining adequate and integrated housing was not difficult enough, income inequality increased in the years following the Civil Rights Movement, weakening the Black middle class, therefore reducing residential mobility (p. 89). However, it looks as if social mobility has increased since multiple housing policies have been adopted. The text mentions adequate research is not yet available since the passing of the 1988 HUD amendment (p. 211). Recent data points to the conclusion, “The narrowing of black-white neighborhood inequality since 1980 has been sizable... nonetheless, despite blacks’ relative gains, the disparity in black/white neighborhood economic conditions remains very large” (Firebaugh & Farrell, 2015, p. 139). It seems small gains of progress is being made for income inequality and residential integration, but more must be done for equality.</p> <p>c. Massey and Denton charge that white action is needed for dismantling systems. They claim not much has been done previously to reform these systems because “white America has not had the political will or desire to dismantle” them and “altruism, guilt, and fear do not provide a good foundation for political action” (pp. 160, 186). With current social movements, like <i>BlackLivesMatter</i>, highlighting “the ways in which residential segregation</p>

structures opportunity and social interactions alike” more eyes are turned to the necessity to reform discriminating systems (Flippen, 2016). The tides are turning to dismantle the ghetto and racial segregation, but as *American Apartheid: Segregation and the Making of the Underclass* states, it must be “accompanied by vigorous efforts to end discrimination in other spheres” as well to make a real social change (p. 236).

d. “Several studies found that sending emails with stereotypically black names in response to apartment-rental ads on Craigslist elicited fewer responses than sending ones with white names. A regularly repeated study by the federal Department of Housing and Urban Development sent African-Americans and whites to look at apartments and found that African-Americans were shown fewer apartments to rent and houses for sale.”- NYT. More info here: http://www.huduser.org/portal//Publications/pdf/HUD-514_HDS2012.pdf

Week 5	
Theme:	<i>Schools</i> ¹⁸
Guiding questions:	<ul style="list-style-type: none"> • <i>What was your schooling experience like?</i> • <i>Was your schooling experience typical for all, or just like those of your race?</i>
Student does before class:	<ul style="list-style-type: none"> • Ongoing: <i>While reading, fill in your systems chart for the System: SCHOOLS</i> • Define: euro-centric teachings, implicit bias, <u>disproportionate discipline data</u>, the <u>achievement gap</u>, segregated schools, racialized tracking • Read: Despite the Best Intentions, whole text • Watch: Dear White People (the movie)
Class Activities:	<p><i>Example of a student-led discussion:</i></p> <ol style="list-style-type: none"> 1. Begin with a restorative circle with quotes from Despite the Best Intentions <ul style="list-style-type: none"> • Directions: Circle leaders will explain how restorative circles work (i.e. origin of circles, talking piece, equity of voice, etc.). Then, participants will complete round one of the circle conversation on the following question: <ul style="list-style-type: none"> ○ Check in - What is one word that describes your mindset right now towards what we had to read and watch for class? • Next, each participant will draw a quote from <i>Despite the Best Intentions</i> from a cup and read it. After pondering the quote for 1-2 minutes, each participant will have one minute to respond to the following question: <ul style="list-style-type: none"> ○ How does this quote connect to your own schooling experience? • Participants will then be able to share and respond to quotes or ideas they heard from classmates. • Finally, participants will be given index cards to write a response to one of the following questions: <ul style="list-style-type: none"> ○ 1. In light of the conversations that we have had today, what do you wish you could have changed about your school experience? ○ 2. Why do you think that you did not have much of an understanding of other peoples' experiences in school? • Participants will toss their index cards into the middle of the circle to create an aspirational collage. Circle leaders will take a photo of the collage to be reviewed later in the school year. 2. Engage in digital movie discussion on <i>Dear White People</i> <ul style="list-style-type: none"> • Students will have 15 minutes to answer the questions on the digital movie discussion

¹⁸ Ideas based on Dr. Daniel Kelvin Bullock's Equity Champions sessions.

	<ul style="list-style-type: none"> • Facilitator will guide students through their answers and allow them to guide discussion <p>3. Professor will spend the final 30 minutes of class discussing the schools system chart and will allow students time to add in anything they did not have before. Students will turn this in at the end of class.</p>
<p>(Teacher version only) Key takeaways:</p>	<p><u>Bias in schools</u></p> <p>a. Euro-centric teachings</p> <ul style="list-style-type: none"> i. History is taught from the standpoint of Eurocentrism and colonialism, and many times, the history and wrong doings of the united states, especially against people of color, is not taught. <p>b. Implicit biases</p> <ul style="list-style-type: none"> i. Preschool to prison pipeline, with more children of color getting written up for doing the same thing as white students without write ups. ii. An example of implicit bias is the issue of Black students, low SES and Middle Class, being disproportionately disciplined (Lewis, 2003, p. 118). Another implicit bias is teachers' expectations of what Black students can achieve. Students in the Black Middle Class are only rising up what is expected of them (Lewis, 2003, p. 176). Whether students are being treated too unjustly because of implicit biases of violence or are being treated too gently because of implicit biases of academic ability, Black students are not being treated equitably due to race, not class. <p>c. Achievement gap</p> <ul style="list-style-type: none"> i. "The "achievement gap" in education refers to the disparity in academic performance between groups of students. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates, among other success measures. It is most often used to describe the troubling performance gaps between African-American and Hispanic students, at the lower end of the performance scale, and their non-Hispanic white peers, and the similar academic disparity between students from low-income families and those who are better off see more here: https://www.edweek.org/ew/issues/achievement-gap/index.html ii. However, even when class is held at a constant, the achievement gap is racial (Phillips, 2016). <p>d. Segregated schools through high concentration of poverty because of the housing discrimination</p> <ul style="list-style-type: none"> i. Massey concluded in all works that even if a black family has achieved middle-class status, many housing barriers arise, like denials of loans from banks or real estate agents steering buyers to certain racialized neighborhoods, to prevent black home seekers from being able to move to a more "affluent" or predominantly white neighborhood. Unless legislation counters this segregation, African Americans will continue to be placed in primarily homogeneous schools, with similar racial and socioeconomic compositions, which for centuries has manifested in wealth differentials by race (Rothstein, 2014). This results in the hoarding of better resources and teachers for white students due to higher tax revenue from the

wealthy residential areas. Race and education policy expert Richard Rothstein's research further analyzes this matter. He claims, "nationwide, low-income black children's isolation has increased. It's a problem not only of poverty but of race". Black students now attend schools that are more than 90 percent black or Latino, growing from 34 percent to 39 percent from 1991 to 2011. The shift of inclusion of white peers decreased from 35% to 28% from 1991 to 2011 (Rothstein, 2014). This racial concentration hinders the performance of the academic potential of the black middle class because much class time is spent on remediation and not teaching grade-level content.

e. Racialized tracking- students of color not being chosen for honors or college prep courses because of their color and not ability

i. The persistence of underperformance of students of color can be attributed to within school segregation. Amanda Lewis, race and education sociologist, and education and race policy analyst, John B. Diamond, found that even if students are not encumbered by poverty and attend an affluent, integrated school, students are still "segregated at the classroom [level] because of racialized tracking" (Diamond & Lewis, 2015, p. 15). Educational tracks, or paths that determine if a child is on the way to a trade, to community college, or to a university, are often racially segregated. In a self-proclaimed "progressive" and "diverse" school district, a study was conducted at a school with a seemingly integrated school population of approximately "48% white, 41% black, 8.5% Latina/o, and 2% Asian" students. However, the school was not as integrated when analyzed closely by tracks or rigor of course levels. "In the school that is less than 50% white, whites make up nearly 80% of the students in honors class and almost 90% of the students in AP classes" (Diamond & Lewis, 2015, p. 2). This racialized tracking is linked to the next race-related barrier that students in the black middle class have to encounter: low expectations.

ii. In *Race in the Schoolyard*, Amanda Lewis analyzes that race is a "fixed characteristic that children bring to school with them." She further argues that race and racial inequality "are reproduced in day-to-day life in schools" (Lewis, 2003, p. 4). These racist practices are significant barriers that are hard to overturn. In schools, where race is "purported to- supposed to not matter" teachers and administrators lead policies with implicit biases (Lewis, 2003, pp. 3- 13)⁽¹⁾.

⁽¹⁾ These practices occurred in schools that are desegregated in Lewis' study.

Week 6	
Theme:	<i>Workplace</i>
Guiding questions:	<ul style="list-style-type: none"> • <i>Does racism really still persist in systems if there are people of color in every system?</i> <ul style="list-style-type: none"> ◦ <i>I mean, the 44th president was African American--- how can racism really exist?</i> • <i>What does “twice as good to get half as much” mean?</i> • <i>Many people say education is the way out to avoid racism. If people of color make it out of the school system, or graduate from college, do they not experience racism anymore?</i>
Student does before class:	<ul style="list-style-type: none"> • Ongoing: <i>While reading, fill in your systems chart for the System: Workplace</i> • Read research study: Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination • Read book: No more invisible man
Class Activities:	<ul style="list-style-type: none"> • 1. Student-led discussion activities • 2. Professor will spend the final 30 minutes of class discussing the workplace system chart and will allow students time to add in anything they did not have before. Students will turn this in at the end of class.
(Teacher version only) Key takeaways:	<p><u>Workplace discrimination</u></p> <p>a. Workplace- Wingfield describes Black members of the professional workforce experience tokenization like “isolation, marginalization, and stereotyping” in all job types, but especially in the “highest profile occupations” because of the low percentage of minorities in the professional fields encounter (p. 18). Many of these tokenization experiences, as expressed in interviews, reminds me of instances that my coworker has shared with me. People of Color have a heightened visibility in most professional settings, which my co-worker has expressed many times, mentioning the additional pressure she feels due to being one of the only Black teachers at our school (pp.40-44). Not only does she have a heightened sense of visibility, she also communicates that she has a smaller margin of error. For example, I can be late to work multiple times and nothing is said to me, but if she is late once, she gets chewed out (pp. 40-44). Finally, my co-worker is seen as a representative of her “group rather than simply as an individual” (p. 34-35). She is asked (and expected to) be the “race representative” (p. 111) and recruit other professionals from local HBCU’s to join our staff and make it more diverse.</p> <p><u>Hiring Discrimination</u></p> <p>Hiring- “We study race in the labor market by sending fictitious resumes to help-wanted ads in Boston and Chicago newspapers. To manipulate perceived race, resumes are randomly assigned African-American- or White-sounding names. White names receive 50 percent more callbacks for interviews. Callbacks are also more responsive to resume quality for White names than for African-American ones. The racial gap is uniform across occupation, industry,</p>

	and employer size. We also find little evidence that employers are inferring social class from the names. Differential treatment by race still appears to still be prominent in the U. S. labor market.” (Bertrand, 2004). See more here: https://www.aeaweb.org/articles?id=10.1257/0002828042002561
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Fall Break & Week 7	
Theme:	<i>Criminal Justice</i>
Guiding questions:	<ul style="list-style-type: none"> • <i>We know that the systems are all tied together, but this one is especially tricky. Once a person enters the criminal justice system, what is their experience like in the other systems?</i>
Student does before class:	<ul style="list-style-type: none"> • Ongoing: <i>While reading, fill in your systems chart for the System: Criminal Justice</i> • Listen to: The New Jim Crow audiobook • Watch: 13th Documentary
Class Activities:	<ul style="list-style-type: none"> • 1. Student-led discussion activities • 2. Professor will spend the final 30 minutes of class discussing the criminal justice system chart and will allow students time to add in anything they did not have before. Students will turn this in at the end of class.
(Teacher version only) Key takeaways:	<p><u>Unequal treatment in the criminal justice system</u></p> <p>a. Overrepresented in crimes</p> <p>i. 3/4 of drug arrests are black or Latino</p> <p>ii. Dominant racial narratives on the media claim People of Color engage in criminal activity more but this is inaccurate and is a mask to explain the disproportionality of arrests against people of color</p> <p>iii. Actually data shows white youth are the most likely to sell or do drugs</p> <p>iv. Violent crime rates are going down, but arrests and conviction rates are still rising</p> <p>b. "Arrests and convictions for drug offenses, not violent crimes, have propelled mass incarceration" (Alexander, 2012, Ch. 3)</p> <p>b. Underrepresentation in Juries</p> <p>i. "A new study of the jury selection process in eight southern states (Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, South Carolina, and Tennessee) by the Equal Justice Initiative found widespread racial discrimination, particularly in serious criminal cases. In one Alabama county 4 out of every 5 blacks who had qualified for jury service in capital cases were struck by prosecutors. And, according to the report, some district attorney's offices explicitly train prosecutors to exclude minorities from jury service under false pretenses, even though it is a violation of the law." See more here: https://eji.org/sites/default/files/illegal-racial-discrimination-in-jury-selection.pdf and here: https://bigthink.com/politeia/why-dont-black-people-get-selected-for-juries</p> <p>c. Driving while black: https://www.aclu.org/report/driving-while-black-racial-profiling-our-nations-highways</p> <p>d. Unarmed people killed for doing nothing</p> <p>i. "Unarmed victims of police killings are more likely to be minorities" See more here: https://www.vox.com/cards/police-brutality-shootings-us/us-police-racism</p> <p>1. Stephon Clark</p>

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|--|--|
| | <ul style="list-style-type: none">2. Philando Castile3. Unfortunately, the list goes on...e. Criminalization<ul style="list-style-type: none">i. White shooters and their pics vs. black pics:
https://www.huffingtonpost.com/entry/double-standard-white-privilege-media-las-vegas-shooting_us_59d3da15e4b04b9f92058316 |
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Week 8	
Theme:	<i>Health</i>
Guiding questions:	<ul style="list-style-type: none"> • <i>Can racism hurt more than just our feelings?</i> • <i>If doctors take a Hippocratic Oath to protect all, why are people of color, especially Black women dying at an alarmingly high rate?</i>
Student does before class:	<ul style="list-style-type: none"> • Ongoing: <i>While reading, fill in your systems chart for the System: Health</i> • Read study: The Effect of Race and Sex on Physicians' Recommendations for Cardiac Catheterization • Read Study: The Growing Color Divide in U.S. Infant Mortality
Class Activities:	<ul style="list-style-type: none"> • 1. Student-led discussion activities • 2. Professor will return class back to the week 2 drawing of the city, mentioning the effects of food deserts on health. • 3. Professor will spend the final 30 minutes of class discussing the health system chart and will allow students time to add in anything they did not have before. Students will turn this in at the end of class.
(Teacher version only) Key takeaways:	<p><u>Health disparities</u></p> <p>a. Doctors believe people of color, especially Black people are tougher, and are therefore less likely to believe them when they complain of an ailment. See more here: https://www.nejm.org/doi/full/10.1056/NEJM199902253400806</p> <p>b. The disproportionate infant mortality rate: “How one fares in the United States has been characterized by a racial division that begins at birth with disparities in health care. Inadequate health care can have a significant effect on the future social and economic path of newborns. Despite continued improvements in the health of the African American population, black babies are still nearly 2.5 times more likely than white babies to die before reaching their first birthday. To make matters worse, recent data show rising infant mortality among blacks in some states” – NYT. See more here: https://www.prb.org/colordivideininfantmortality/</p>

Week 9	
Theme:	<i>Culture</i>
Guiding questions:	<ul style="list-style-type: none"> • <i>Is culture decided upon by the people, or is it given to us by those in power?</i>
Student does before class:	<ul style="list-style-type: none"> • Ongoing: While reading, fill in your systems chart for the System: Culture • Read: Definition of Scarcity • Read: Ch. 1 Culture and Eurocentrism by Qadri Ismail • Read article: Development as Buen Vivir: Institutional arrangements and (de)colonial entanglements • Create: a Venn diagram to compare and contrast Buen Vivir vs. Scarcity/ Capitalism/ the way of life in the United States
Class Activities:	<ul style="list-style-type: none"> • 1. Student-led discussion activities • 2. Professor leads a privilege walk¹⁹ asking the following questions about culture: <ul style="list-style-type: none"> ○ “I can look at the media and see people from my group widely represented as heroes, role models, leaders, news anchors, television hosts, and experts. ○ In political ads that talk about protecting “our way of life”, “our culture”, “our values”, “our civilization”, I can generally assume that my group is included. ○ At school, I can expect to be given materials that attest to the existence of my group. ○ When talking about the best movies and television shows, I can expect to see my group widely represented in almost all levels of production (writing, producing, acting, directing). ○ I can easily avoid shows that do not focus on telling the stories of individuals affiliated with my group. ○ I can easily avoid media that portray members of my group in a negative light, as victims, or as clowns and freaks. ○ Most characters in media that are members aren’t expected to represent my entire group. ○ The revelation that a character is a member of my group is never a cause for shock, or used as the butt of a joke. ○ Members of other groups in the media rarely if ever use potential membership in my group as an insult hurled at others. ○ There are many films and television shows in which a member of my group plays a character who is a member of a different group. ○ I can easily buy posters, movies, television shows, video games, and merchandise featuring people from my group.

¹⁹ <http://mediasmarts.ca/diversity-media/privilege-media/benefits-privilege-relation-media>

	<ul style="list-style-type: none"> ○ I can worry about and discuss the lack of representation of a given group in the media without being seen as self-interested. ○ I can, if I wish, arrange to not have to consume media that was not made by or for members of my group. ○ I can be fairly casual about whether or not I understand the aesthetics and the canon of other groups' media. ○ I can be oblivious of the practices, customs, or culture of a group that is not mine as they are represented in television and film because in most cases, they will be explained to the audience — usually by a member of my group.” <ul style="list-style-type: none"> • 3. Professor will spend the final 30 minutes of class discussing the culture system chart and will allow students time to add in anything they did not have before. Students will turn this in at the end of class.
<p>(Teacher version only) Key takeaways:</p>	<ul style="list-style-type: none"> • The umbrella teachings and acceptance of eurocentrism, and therefore, news, books, religion, movies, capitalism, and the scarcity viewpoint, makes up the “American way,” or culture.

Week 10	
Theme:	<i>Construction of Race</i> ²⁰
Guiding questions:	<ul style="list-style-type: none"> • <i>Is race really real?</i> • <i>“So where did the idea of “race” come from? How and why was it constructed?”</i>
Student does before class:	<ul style="list-style-type: none"> • Watch the excerpt from the documentary: Race: The Power of An Illusion (What Is Race?) PBS • Read: The Wages of Whiteness by David Roediger
Class Activities:	<p>Activating strategy:</p> <ul style="list-style-type: none"> • Discuss your impression of the documentary excerpt and book. <p>Teacher says the following to set the stage for the jigsaw activity:</p> <ul style="list-style-type: none"> • “Genetic studies have demonstrated conclusively that race is not a biologic or genetic construct. There is as much or more diversity and genetic difference within any "racial" group as there is between people of different racial groups. Overall people are about 99.9% genetically similar to each other. Even though there is no biologic basis for the concept of race, race remains very real because socially, politically and culturally it is of great consequence.” <p>Whole Group activity: Jigsaw</p> <ul style="list-style-type: none"> • Students, in groups of three, are given an important date, event, or name, and they must become experts on it to teach the class in 30 minutes. <ul style="list-style-type: none"> ◦ List of timeline of race events • Students groups have 10 minutes each to teach the class about their event. • While students are presenting, every other student is generating a timeline on the construction of race. <p>Professor summarizes:</p> <ul style="list-style-type: none"> • Teacher and class create the following definition of race: Race can be defined as “a specious classification of human beings, created during a period of worldwide colonial expansion, by Europeans (whites), using themselves as 9 the model for humanity for the purpose of assigning and maintaining white skin access to power and privilege.”²¹ • “The construction of race has continued throughout US history and has been central to US economic development, including the development of wealth and power as we have exploited those, not classified as white, in order to advance agriculture, ranching, railroads, mining, manufacturing, etc. The story of race is the story of labor. We have “let” folks into the family of “white” as we need their numbers and no longer need to exploit their labor.”

²⁰ This class session is based off of The Racial Equity Institute Phase I training.

²¹ Based on [REI core lesson #9](#).

<p>(Teacher version only) Key takeaways:</p>	<p>The on-going construction of race in America: fallacies and realities:²²</p> <ul style="list-style-type: none">• “In terms of biology, race is not real. Those of us in the human race are 99.9% alike. There is more genetic variation within “race” than across race. But the idea of race, as it has been constructed, is socially and politically very real.”• “The idea of “white race” was constructed in the colony of Virginia in 1680 by the House of Burgesses. They debated, “What is a white man?” for the purposes of determining who would have access to power, citizenship, and property in the colony. The definition they settled upon was: A white man is one with no Negro or Indian blood, with the exception of the descendants of John Rolfe and Pocahontas (“The Pocahontas Exception”). In this act, self-designated white people gave themselves the power to construct and define “white race” and this has continued throughout the history of the US.”
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²² Based on [REI core lesson #5, 6, and 7](#).

Week 11	
Theme:	<i>Policies, racialized</i> ²³
Guiding questions:	<ul style="list-style-type: none"> • <i>When did affirmative action begin?</i>
Student does before class:	<ul style="list-style-type: none"> • Turn in: Timeline of the construction of race at the beginning of class • Read: <i>When Affirmative Action was White</i> • Watch the excerpt from the documentary: Race: The Power of An Illusion (The House we Live in) (PBS) • Read: The Monopoly Game Story
Class Activities:	<p>Activating strategy:</p> <ul style="list-style-type: none"> • Discuss your impression of the documentary excerpt and book. <p>Teacher says the following to set the stage for the jigsaw activity:</p> <ul style="list-style-type: none"> • Give a scenario of the common misconception of reverse racism, something along the lines of a person of color “takes up a spot” at a university or workplace. The person of color was maybe less qualified than the white person. Have you ever heard that before? That affirmative action is reverse racism? Let’s delve deeper into a longer timeline of affirmative action. <p>Whole Group activity: Jigsaw</p> <ul style="list-style-type: none"> • Students, in groups of six, are given an important period of history, pertaining to racialized legislation, and they must become experts on it to teach the important legislation during that time class in 30 minutes. <ul style="list-style-type: none"> ○ 5 time periods: 1. Colonial Era through the Mexican-American War, 2. The Civil War through Jim Crow, 3. New Deal to Civil Rights, 4. The Civil Rights Era, 5. The Post-Civil Rights Era²⁴ ○ Teacher answer key of the Timeline of racialized policies (pages 31-36) • Students groups have 10 minutes each to teach the class about their event. • While students are presenting, every other student is generating a timeline on the racialization of policies. <p>Professor summarizes:</p> <ul style="list-style-type: none"> • Teacher and class create the following definition of racism: <ul style="list-style-type: none"> ○ “Racism is defined as “social and institutional power combined with race prejudice. It is a system of advantage for those considered white, and of oppression for those who are not considered white. It is a white supremacy system. ○ Racism = social and institutional power plus race prejudice ○ Racism = a system of ADVANTAGE based on race ○ Racism = a system of OPPRESSION based on race ○ Racism = a white supremacy system

²³ This class session is based off of The Racial Equity Institute Phase I training.

²⁴ Based off of [Racial Equity Tools Handbook](#).

	<ul style="list-style-type: none"> ○ Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the major institutions of society. Racism is a system.”²⁵
<p>(Teacher version only) Key takeaways:</p>	<ul style="list-style-type: none"> • “If you are a citizen of the United States, part of the legacy you have inherited is the historical, systematic, and pervasive way in which white race and the benefits, privilege and power for those who came to be known as white have been constructed in this country.” Following is small sampling of dates related to significant happenings, laws, court decisions, policies and other acts which have contributed to institutionalization of racism.”

²⁵ Based on [REI core lesson #10](#).

Week 12	
Theme:	<i>Colorblind Culture</i>
Guiding questions:	<ul style="list-style-type: none"> • <i>I'm not a racist if I "don't see race" right?</i>
Student does before class:	<ul style="list-style-type: none"> • Turn in: Timeline of the racialized policies timeline at the beginning of class • Read: Racism without Racists by: Eduardo Bonilla-Silva
Class Activities:	<p>Activating Strategy:</p> <ul style="list-style-type: none"> • Name two scenarios that you related to in Racism without Racists <p>Whole Class Activity:</p> <ul style="list-style-type: none"> • Class redraws a city, but now re-categorized power structures and is able to specifically name active racism <p>Analysis:</p> <ul style="list-style-type: none"> • How to challenge whiteness- these institutions and our culture blame the fish, when the blame is shifted, who holds, withholds, and benefits from power feels invisible <ul style="list-style-type: none"> ◦ Our system depends on the invisibility of whiteness <ul style="list-style-type: none"> ▪ whiteness= power <ul style="list-style-type: none"> • Marked and unmarked • Change the narrative • When people say that they are colorblind, it takes away from the lived experiences from people of color, as they have had to live with being a person of color their whole life. • Colorblindness will always blame the fish and not use race as a possible root cause of a groundwater issue. <p>Summary:</p> <ul style="list-style-type: none"> • Write a 2-page essay, using our work with the labeled, redrawn city, and use it to respond to the following quote, which was said in 2009, after President Obama was elected, "We now live in a 21st century... post-racial society" (Dobbs, 2009).
(Teacher version only) Key takeaways:	<ul style="list-style-type: none"> • Students will be summarizing key takeaways in their essays.

Week 13	
Theme:	<i>Self-Concept: Internalized Superiority and Inferiority</i>
Guiding questions:	<ul style="list-style-type: none"> • <i>How has my self-concept been influenced by the racialization of my “self”, my culture, and by institutions?</i>
Student does before class:	<ul style="list-style-type: none"> • Turn in: Colorblind essay due at the beginning of class • Read: this flowchart stating the stages of racial identity development • Response option 1: Decide where you are in the flowchart above and explain why in 2 paragraphs. • Response option 2: If you do not agree with the flowchart, or you do not feel like you fit in one of the categories, find a different model that you feel like you fit, or create your own, and then decide where you are in the model and explain why in 1 paragraph.
Class Activities:	<ul style="list-style-type: none"> • Activating strategy: <ul style="list-style-type: none"> ○ Round robin respond to the following question: “What do you like about being ____ (White/ Black/ Latinx/ Biracial, etc.)” • Class discussion of literature and key takeaways: <ul style="list-style-type: none"> ○ “Internalized racial inferiority among people of color is manifested in multiple ways that include, but are not limited to, internalized negative messages about self and other people of color, distancing, exaggerated visibility, and protection of white people.” ○ “Internalized racial superiority among white people is manifested in multiple ways that include, but are not limited to, seeing white standards and norms as universal; assuming that all of one’s comfort, wealth, success and privilege has been earned by merits and hard work; individualism and competition; distancing; perfectionism; and binary (either/or) thinking.” ○ “The stress, oppression and internalized inferiority experienced by people of color have had devastating impacts. Yet we all (white people and people of color) are harmed by racialized conditioning and the distorted internalizations that it has generated. ○ “Discussions about racist conditioning and internalized racial oppression can be effective and healing when undertaken in affinity groups or caucuses that are organized by race. People of color and white people have their own work to do in understanding and addressing racism. When such groups are formed it is also important for them to meet jointly to develop relationships that deepen awareness and support mutual anti-racism efforts.”²⁶ • Summary: <ul style="list-style-type: none"> ○ Review of all concepts learned in class

²⁶ Based on [REI core lessons #13, 14, and 15](#).

	<ul style="list-style-type: none"> ○ Charge that your “self” is heavily influenced by the world around you ○ Introduction of final essay question (5-7 pages, double-spaced): <ul style="list-style-type: none"> ▪ <i>How has my self-concept been influenced by the racialization of my “self”, my culture, and by institutions?</i> • Allow time for questions, for students to have time to talk with their ideas and brainstorm with classmates, and to get started on their essays.
<p>(Teacher version only) Key takeaways:</p>	<ul style="list-style-type: none"> • Key takeaways will be explicit this week. See summary section above.

Week 14	
Theme:	<i>Week 14 will serve as an extended open office hours format. During the hours of class time and before and after, students will have the opportunity to sign up for a time slot to discuss their essay with the professor and ask for editing advice and concept development.</i>
Student does before class:	<ul style="list-style-type: none">• Student signs up for an essay consultation appointment.

Week 15	
Theme:	<i>Flex week if class is cancelled one week due to weather</i>
Student does before class:	<ul style="list-style-type: none">• Final essay is due this week

Course Name: *Equity and Diversity 102: The School System*²⁷

Prerequisite: Equity and Diversity 101, entrance into education major or minor

Maximum cap space: 30

Class meetings: once per week for 2.5 hours for 15 weeks

Module	Actions
1. Reintroduction to the system	<ul style="list-style-type: none"> • Review of all spheres of influence • Deeper dive into the school system • Draw an advantaged school and a disadvantaged school (like the city activity) <ul style="list-style-type: none"> ○ Think of where the blame is placed- students and teachers (fish) not the system (groundwater) • Think of the worst case scenario if your system fails a person or group. What happens?
2. Symptoms of the system	<ul style="list-style-type: none"> • Named symptom: Achievement gap • Bias: low expectations and Eurocentric teachings • Bias: Racialized tracking & disproportionate gifted populations • School segregation: tracking, neighborhood schools, resource hoarding, charters, white flight • Bias: discipline and microaggressions • Higher Education: higher population of dropouts, higher debt ratio, less job offers
3. Gatekeeping	<ul style="list-style-type: none"> • Identifying root causes for each symptom • Recognizing that as an educator, you are a gatekeeper in many ways <ul style="list-style-type: none"> ○ What ways can you open and close the gate • Reminder of the worst case scenario if your system fails a person or group. What happens?
4. System research	<ul style="list-style-type: none"> • Groups of 5 specialize on one of the 6 systems. They do in school research, observing, speaking with administrators, teachers, and students in order to gain insight on their specialization. • Groups do scholarly research to learn more about their symptom. • Groups present the research for solution strategies for how to be an inclusive gatekeeper in that specific area of the system.
Suggested reading list:	<p>For White Folks who Teach in the Hood by Edmin; Multiplication is for White People by Delpit; Despite the Best Intentions by Lewis and Diamond; Teaching for Black Lives by Watson, Hagopian, and Au</p>

²⁷ The following is a course outline of a teacher preparation course to analyze racism in the United States school systems in a deeper level than ED101. It is only an example of the progression of a course, and every major would have to have a specialized course like this in order to help students be inclusive and better equipped in their future professions. All majors would have the same outline of modules.

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