Ten Reminders as You Make a Difference This Year!

Rich Milner, PhD

Director, University of Pittsburgh Center for Urban Education
Helen Faison Chair in Urban Education, Professor of Education
Courtesy Appointments: Professor of Sociology,
Professor of Social Work, and Professor of Africana Studies
Editor-in-Chief, Urban Education

Rmilner@pitt.edu
@MilnerHRich
@PittCUE
Too Much Schooling
Reminder #1

• Remember **Who** You are Teaching!
• Teaching is Identity Work.
Student Diversity/Culture

- Race
- Ethnicity
- Language
- Religion
- Ability (physical, intellectual, social)
- Socio-economic Status

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- Students bounced from one foster home to the next
- Homeless Students
- Incarcerated Parents
- Drug-addicted Parents
- Unemployed Parents

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Reminder #2

• Remember Your Students are Developing Beings!

• Social Reproduction
Punishment Referral
National Data
Students
National K-12 in-school suspensions by race and ethnicity

National K-12 out-of-school suspensions by race and ethnicity

National K-12 expulsions by race and ethnicity

Philadelphia, PA
Philadelphia K-12 in-school suspensions by race and ethnicity

Philadelphia K-12 out-of-school suspensions by race and ethnicity

Disproportionality
(California Department of Education)

• “Disproportionality means that there are more (or fewer) children from a particular group who are experiencing a given situation than we would expect, based on the group’s representation in the general population”

Big Themes

• Time on Task – Missed Instructional Time and Test Score Results

• Punishment Versus Discipline

• There is a direct link between students’ sense of racial identity and their outcomes (Wang & Huguley, 2013).

• Black and Brown students referred for Subjective Infractions.
• White students referred for Objective ones (Skiba, 2004; Skiba, 2011).
Reminder #3

• Race Still Matters.
Race has nothing to do with it?

“Our principal invited you here to talk to us about specific strategies to teach our poor children. I was devouring what you had to say — you were right on target — until you got to this race stuff. *Race has nothing to do with how to teach my kids living in poverty.* What does it matter? Really!”

*(Rac(e)ling to Class, p. 4)*
Defining Race

• Socially (Ladson-Billings & Tate, 1994)

• Legally (Harris, 1993)
  • Plessy v. Ferguson
  • Brown v. Board
  • Milliken v. Bradley

• Historically (Anderson, 1988)

• Physically (Monroe, 2013)

• Contextually (Tate, 1997)
Defining Racism

“The transformation of racial prejudice into…racism through the use of power directed against racial group(s) and their members, who are defined as inferior by individuals, institutional members, and leaders, which is reflected in policy and procedures with the intentional and unintentional support and participation...”

(Carter, 2007, p. 24)
Why is it so difficult to have conversations about race, especially in “mixed” company?
Colorblindness

People sometimes claim that they were raised to “just see people,” and to not think about race.

This thinking carries over into their conceptions of their work:

• **Mindset 1**: If I acknowledge the racial or ethnic background of my students or myself, then I may be considered racist.

• **Mindset 2**: If I admit that people experience and see the world differently, I may be seen as politically incorrect. I may offend others (students, colleagues) if I express my beliefs and reservations about race.

• **Mindset 3**: I should treat all my students the same, regardless of who they are, what their home situations are, or what their experiences related to race happen to be.
Implications for Practice

- **Classroom Level**: It is critical that teachers recognize students’ racial and backgrounds in order to plan for, work with, and teach (more) complete students rather than fragmented disconnected students. It still matters that I am a Black man.

- Adoption of color-blind ideologies make it difficult to recognize systemic/broader disparities and dilemmas such as
  - An over-representation of students of color in special education
  - An under-representation of students of color in gifted education
  - An over-referral of African American students to the office
  - An overwhelming number of African American and Hispanic students expelled or suspended.

- Some believe that surely it is the students themselves who cause themselves to end up in these situations and not our perfectly flawless policies and procedures.

- It’s difficult to recognize these destructive patterns when we do not approach our work with a cultural (or racial) eye.
Reminder #4

• When the Music Changes, so should the Dance!

• Cynthia Dillard
Real Dissonance Between Inside and Outside of School Realities
Defining Trauma

• Trauma can be caused by a Single traumatic experience, such as
  • Divorce
  • A natural disaster
  • Loss due to the death of a loved one
  • A Threatening Situation (Car Jack)

• (American Psychiatric Association; Cook & Newman, 2014; Skerbetz & Kerr, 2016)
Defining Trauma

• Or by **Multiple/Ongoing** traumatic experiences, such as
  • Witnessing violence
  • Sexual abuse
  • Physical abuse
  • Verbal abuse
  • Divorce/Separation from Parents
  • Injury

• (American Psychiatric Association; Cook & Newman, 2014; Skerbetz & Kerr, 2016)
• Considers Trauma Triggers Inside of School
Reminder #5

• Curriculum Matters
Three Forms of Curriculum

Explicit

Implicit

Null

E. Eisner (1994)
Vicarious Trauma

• When Students Experience Trauma Based on Their Perceived Connections to Others?

• How do you handle these situations in your classroom?
Reminder #6

Poverty and Merit
## 2016 HHS Poverty Guidelines

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For each additional person, add

|                | 4,160 | 5,200 | 4,780 |
Poverty and Socio-Economic Status
How do people succeed in school and society?
Socio-Economic Status and Meritocracy

**Meritocracy** - the idea that people are rewarded based (solely or mostly) on their ability, performance, and talents.

- Mindset 1: All groups of people were born with the same opportunities. If people follow a formula – work hard, put forth effort, and follow the law – then they will be successful.
  - Actors, athletes, Oprah, etc.

- Mindset 2: If people do not succeed, it is because they are not working hard enough, not because of other factors outside of their control.
Voices of Teachers

• “I get so sick of people making something out of nothing... My grandparents immigrated to this country with nothing, and they made something of their lives because they worked hard...”

• Beverly Gordon’s insight

• “I’m going to be the kind of teacher who follows your advice and have high expectations... if a student is not turning in his homework [on time], I’m not going to give any slack... It’s going to be a zero in my grade book.”
Implications for Practice

• Factors beyond ability, talent, effort, and hard work can contribute to students’ academic and social success.

• If the meritocracy argument were completely accurate, sociologist James Henslin (2007) wrote:
  
  ...all positions would be awarded on the basis of merit. If so, ability should predict who goes to college. Instead, family income is the best predictor — the more a family earns, the more likely their children are to go to college...while some people do get ahead through ability and hard work, others simply inherit wealth and the opportunities that go with it...in short, factors far beyond merit give people their positions in society. (p. 174)
Reminder #7

• Our Talk Matters!
Beyond an Achievement Gap
Irvine, Ladson-Billings, Milner

• The Geography of Opportunity Gap
• The Teacher Training Gap
• The Social Services Gap
• The Rigorous Curriculum Gap
• Family-School Community Gap
• The School Funding Gap
• The Digital Divide Gap
• The Wealth and Income Gap
Beyond an Achievement Gap
Irvine, Ladson-Billings, Milner

• The Wage Gap
• The Affordable Housing Gap
• The Health and Nutrition Gap
• The Expectation Gap
• The Instruction Gap
• The Quality Childcare Gap
• The School and Pop Culture Gap
• The Opportunity Gap
UNDERSTANDING DIVERSITY, OPPORTUNITY GAPS, AND TEACHING IN TODAY'S CLASSROOMS

START WHERE YOU ARE, BUT DON'T STAY THERE

H. RICHARD MILNER IV

FOREWORD BY GLORIA LADSON-BILLINGS
Reminder #8

• Instruction Matters – Build Culturally Responsive Teaching Practices
Who has a culture?

....Everybody is a member of a Cultural Group!!! – Even White People
Culturally Responsive Pedagogy

• Allows students (and teachers) to answer the important question—WHY?

• It provides explicit answers to how the world works

• What is it about this content/lesson/topic/issue/construct/area that is relevant to me and my life currently or in the future?

• Uses students’ culture as a resource/not a liability to enhance learning opportunities
Culturally Relevant Teaching

• According to Ladson-Billings (2009)
  • Students must experience academic success.

• Students must develop and/or maintain cultural competence.
  • It is not bad to be a “female” or a Latina student
  • Add to, not take away

• Students must develop a critical consciousness.
  • Once you know about something inappropriate in your community, you should do something about it.
Self-Efficacy (Bandura, 1997)

- Mastery Experiences
- Vicarious Experiences
- Verbal Persuasion
- Psychological and Emotional States
• Sociopolitical Consciousness

• Robbery In the Perry Community!
And Speaking of SocioPolitical Consciousness

And ACTION...
Sociopolitical Consciousness!
Catto’s Life and Others!

• Recognized that inequity was pervasive (including issues of racism)

• Was able to Build knowledge to work towards social equality

• In the words of V. Chapman, he “was linked to virtually every important black movement” in Philadelphia and beyond.

• He was an athlete and a scholar – was a talented baseball shortstop

• Used his influence to mobilize and transform his community and ultimately the world.
Culturally Responsive Teaching

• It allows students to question what they find to be inequitable – past, current, future.

  • Catto links to past, current, and future

• It gives students voice and perspective in the classroom.

• It affords students opportunities to think about what is happening in their local communities and to complete projects that address matters they can understand locally.
Who Can Teach in This Way?

Evidence is clear that teachers from any racial, ethnic, or cultural background can be successful teachers of any group of students!
Reminder #9

• Build your Professional Library!
We are in this together!

SOME STUDENTS WILL SUCCEED BECAUSE OF YOU!

SOME STUDENTS WILL SUCCEED INSPITE OF YOU!
Keep in touch!

cue.pitt.edu

Rmilner@pitt.edu

@MilnerHRich

@PittCUE