

Forget Reality TV! Reality Teaching is What's Up...

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Stage-Setting

Who's in the Room?

Rationales for "Reality" Teaching

Critical Race Theory

Culturally Responsive Teaching

Family and Community Partnerships

Action Plans

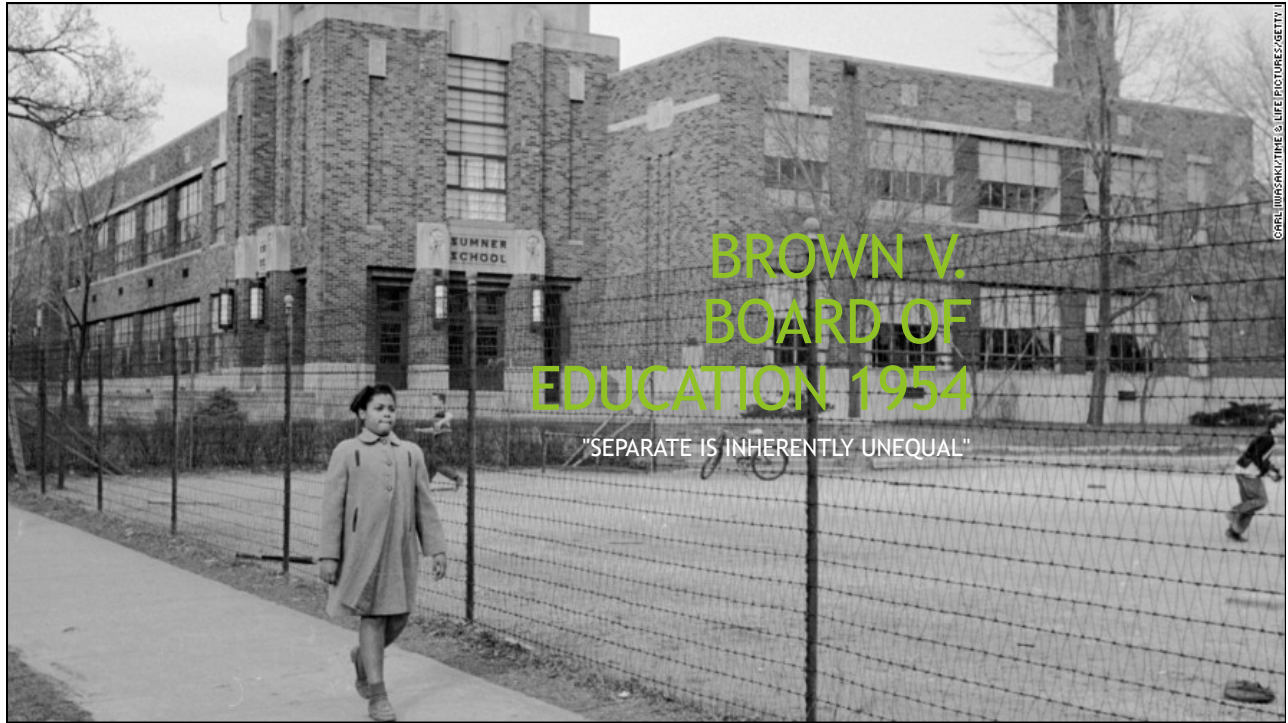
Workshop Objectives



- Remember "Sankofa"-Move from reflection to Action
- Apply critical race and social justice principles in classroom management and school discipline
- Develop culturally responsive lessons

Action Plan

Action to Take	Resources Needed	Person(s) Responsible/ Timeframe	Evaluation



The Sociologist...

Kenneth Clark Doll Studies

Critical Race Theoretical Principles (Ladson-Billings & Tate, 1996)

Race is still a critical factor in educational inequities.

Property rights versus human rights are valued and invested in society and schools.

The intersection of race, policies, and power imbalances must be understood to address inequities.

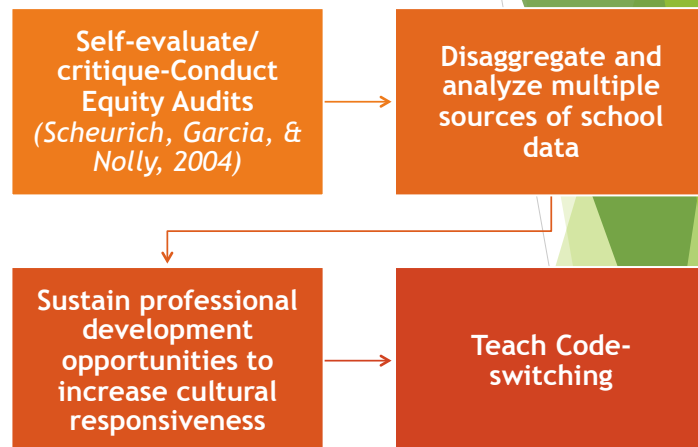
Applying Critical Race and Social Justice Principles

- Challenge stereotypes and biases
 - Move from "deficit" to "strength" orientations
- Identify and unpack notions of power and privilege
 - Power
 - Privilege
- Link policy intent to more equitable outcomes
- Understand social justice and need for student and family advocacy

Social Justice as Fairness (Rawls, 2003)

- Protect equal access to liberties, rights, and opportunities
- Advocate for least advantaged
- *“All people share a common humanity and have a right to equitable treatment, support for their human rights, and a fair allocation of community resources.”* (Toowoomba Catholic Education, 2006)

Strategies



Cultural Competence

Definition:

The integration and transformation of knowledge about individuals and groups of people into specific standards, policies, and attitudes to be used in appropriate cultural settings to increase quality of services, thereby producing better outcomes (Davis and Donald, 1997)

Culturally-Responsive Classroom Climate

- Effective classroom and behavior management and monitoring
- Optimal learning environment
- Assessment of student learning and outcomes
- Sense of belonging

Culturally-Responsive Classroom Climate

- Respect and rapport
- Team-building and class-building
- Rich and stimulating environment
- Culture for learning
 - High expectation
 - Stage-setting

Culturally Responsive Teaching (CRT)

Teaching practices that use:

- cultural knowledge
- prior experiences
- performance styles

CRT makes learning more appropriate and effective for students from diverse backgrounds. (Gay 2000).

Popular Culture



SYMBOLS



STYLE

Teaching a Culturally-Responsive Lesson

- Introduce the lesson-linking familiar with unfamiliar
- Teach each step of the skill
- Guided practice
- Independent practice
- Assessment

Teaching Code-Switching

- ▶ Analyze gap between current behavior and desired or expected behavior
- ▶ Understand tenets of both behaviors
- ▶ Mediate the differences in nonjudgmental way

Teaching Code-Switching Skills

- ▶ Introduce-Bridge familiar with unfamiliar
- ▶ Solicit Rationales
- ▶ Demonstrate
- ▶ Practice
- ▶ Apply to other settings/people
- ▶ Celebrate!!!!

Engaging Disconnected Families

Assess	Assess Levels of Family Trust in School
Welcome and affirm	Welcome and affirm students, families, and community members
Seek	Seek ways they wish to be involved
Develop	Develop Family Resources
Initiate	Initiate Positive Relationships and Interactions
Highlight	Highlight Student Success
Demonstrate	Demonstrate Ethic of Care and Respect
Take	Take Concerns Seriously
Take	Take Time to Build Trust

Family Involvement (Epstein, 1997)

- Parenting
- Communicating with Schools
- Volunteering at School
- Participating in School Governance
- Participating in School-Community Collaborations



Culturally-Responsive Alternatives to Suspension

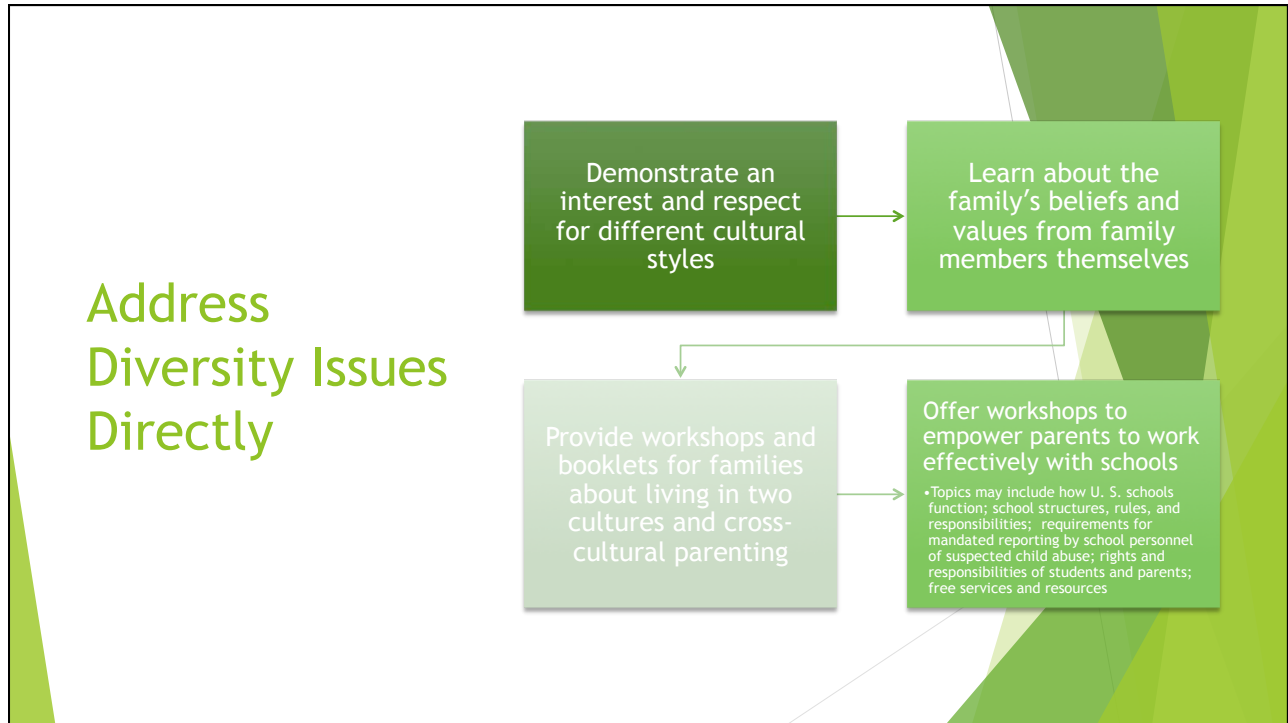
- Critique self/system
- Build community and respectful relationships
- Reduce cultural dissonance in school settings
- Sustain your cultural competence development



Strategies

Conduct	Conduct interviews and focus groups with students, family members, etc.
Engage	Engage in “Segmented Marketing” (Geneva Gay)
Forge	Forge reciprocal partnerships with families, community, and business leaders
Engage	Engage in culturally-responsive teaching
Explore	Explore peer-mediation and similar student conflict resolution programs
Develop	Develop Action Plans and Debriefings





Recommendations

Understand	Understand appropriate consultation and interventions given the cultures of students, parents, and teachers in the collaborative relationship
Create	Create emotional safety yet balance emotional support with new learning
Provide	Provide support in order to build confidence and feelings of self-efficacy
Seek	Seek systems interventions to support learning and development
Increase	Continually increase knowledge, skill, objectivity, and reflective thinking

Recommendations

- Develop a firm understanding of one's own culture
- Respect and value others' cultures and multiple perspectives
- Respect individual differences within and among cultural groups
- Understand the impact of multiple cultural identities for individuals
- Acquire cross-cultural communication methods

(Ingraham, 2000)

Action Plan

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