



COMMUNITY LEARNING SESSION #3
Seeing Our Schools and Students from an Equity Perspective:
Understanding and Addressing Bias and Racism

Welcome! We'll get started at 6:30 pm

WELCOME!



Brian
Fong



Nga
Mai



Dr. Kimberly
Berman



Laura
Myers

WELCOME!



The mission of the Mill Valley School District is to provide a balanced education, enabling all students to achieve academic success in an environment that fosters social-emotional development, **equity**, and creativity. We prepare our students to be responsible, contributing members of our community, to be wise stewards of our natural environment, and to thrive as global citizens in a rapidly changing world.

Agenda



1. Understand implicit bias and its impact on how historically marginalized students are viewed

1. Tools for Mitigating bias in our equity efforts

*Mitigating bias in children begins with adults

Chat box:

Resources for Mitigating Bias in Children: <https://www.edutopia.org/blog/teaching-young-children-social-justice-jinnie-spiegler>

EXPLICIT BIAS	IMPLICIT BIAS
POSITIVE or NEGATIVE about other people, ideas, issues, or institutions...	ATTITUDES & BELIEFS
CONSCIOUS or DELIBERATE we outwardly HOLD & EXPRESS	Occur OUTSIDE CONSCIOUS AWARENESS & CONTROL
Both AFFECT & INFORM our	OPINIONS & BEHAVIORS

EQUITY, RACISM & BIAS

“There are two key components of the sociopolitical context: **implicit racial bias** and **structural racialization**. Together they reinforce each other like bookends and hold a system of inequality in place that doesn't require overt racism or any racist actors at all to maintain it.”

Zaretta Hammond

*Culturally Responsive Teaching and
the Brain*

In Session 2, we examined history of how ideas about race shaped the modern American education system



EQUITABLE SCHOOLS

I SEE YOU

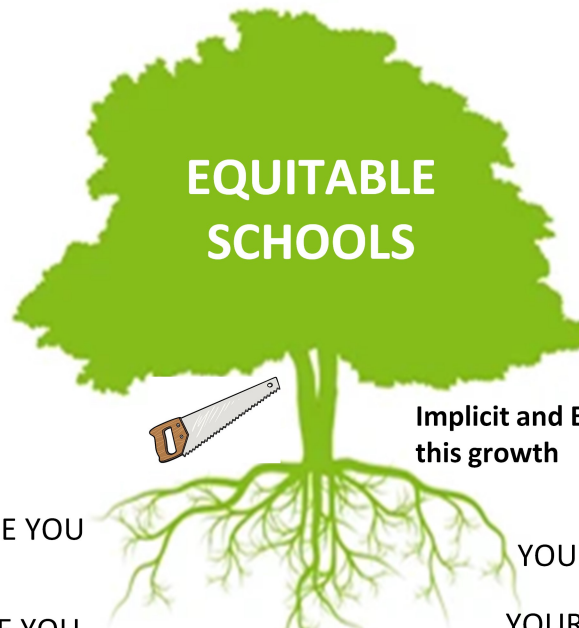
YOUR NEEDS MATTER

I VALUE YOU
FOR WHO YOU
ARE

INCLUSION

YOUR VOICE IS HEARD

In Session 2, we examined history of how ideas about race shaped the modern American education system



**EQUITABLE
SCHOOLS**

**Implicit and Explicit Bias can stop
this growth**

I SEE YOU

YOUR NEEDS MATTER

I VALUE YOU
FOR WHO YOU
ARE

INCLUSION

YOUR VOICE IS HEARD

Why Do We Have Biases?



Our brains do NOT like things that confuse or challenge our understanding of the world.

Our brains want to make sense of the world using any input or prior knowledge



Diffusing Bias by Binna Kandola <https://www.facinghistory.org/resource-library/video/day-learning-2013-binna-kandola-diffusing-bias>

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdgnieg. The phaonmneal pweor of the hmuan mnid. Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihis is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh? yaeh and I awlyas thugohht slpeling was ipmoranttt!



YOU CAN READ THIS!

Our brains use prior knowledge and context to fill in the blanks.



Who is this person?





Our brains seek to make meaning and understanding.



Can you see it?



**Our brains can be influenced / primed
to see / believe things**



Why Do We Have Biases?

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PBS & New York Times: What is Implicit Bias?
Chat Box: What questions or connections are raised for you?

Implicit Bias Video: <https://www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism/>

Implicit becomes Explicit

microaggressions / incivilities - actions meant to intentionally or unintentionally harm targets through name calling, avoidant behavior, or purposeful discriminatory actions

5 min. scan this list [Microaggressions in the Classroom List](#)

Optional: [Implicit Bias in Distance Learning: Students Weigh-In on Educators' Expectations](#)

Microaggressions in the Classroom:

[https://www.rit.edu/diversity/sites/rit.edu.diversity/files/2020-08/Microaggressions in the Classroom.pdf](https://www.rit.edu/diversity/sites/rit.edu.diversity/files/2020-08/Microaggressions_in_the_Classroom.pdf)

Optional reading: <https://edalliesmn.org/blog/implicit-bias-in-distance-learning-student-weigh-in-on-educators-expectations/>

CHAT BOX

After reading, think of you and your children/students

1. What feels familiar?
2. What feels new or challenging?

MITIGATING BIAS



SUSPEND

Your own views, opinions and judgements



ASK

How does the situation look from the other person's perspective?



CHECK

Your understanding of their perspective by asking questions



AVOID

Justifying / explaining why they are wrong to see the situation that way



VISUALISE

How they feel, given their perspective on the situation



CONVEY

Empathy for their situation

ADAPTED BY BINNA KINDOLA 'THE VALUE OF DIFFERENCE: ELIMINATING BIAS IN ORGANISATIONS 2009
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Binna Kandola: <https://www.facinghistory.org/resource-library/video/day-learning-2013-binna-kandola-diffusing-bias>

“Implicit Bias is not a new way of calling someone a racist. In fact, you do not have to be a racist at all to be influenced by it. Implicit bias is kind of distorting the lens that’s a product of both the **architecture of our brain** and the **disparities** in our society.”

Jennifer L. Eberhardt
Biased

“There are two key components of the sociopolitical context: **implicit racial bias** and **structural racialization**. Together they reinforce each other like bookends and hold a system of inequality in place that doesn’t require overt racism or any racist actors at all to maintain it.”

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*Culturally Responsive Teaching and
the Brain*

MITIGATING BIAS



Your Implicit Biases are Part of Your Identity

Research shows that bias training does not
actually change behavior

But biases can be mitigated by **practices**

Training Bias Out of Teachers: Research Shows Little Promise So Far

<https://www.edweek.org/leadership/training-bias-out-of-teachers-research-shows-little-promise-so-far/2020/11>

MITIGATING BIAS IN PRACTICE

Calling In, Out, and On

As you listen, what ...

Thoughts

Questions or

Understandings does this raise
for you personally or
professionally?



FACING
HISTORY
AND
OURSIVES



Professor
Loretta Ross

Loretta Ross: TED talk on Calling In, Out and On -
https://www.youtube.com/watch?v=xw_720iQDss



Calling In and Out Strategies

1. Review the two page list of strategies (5 min)
 1. What feels accessible about calling in or out as a practice for how we engage with each other?
 1. What feels challenging about any of these strategies?

Interrupting Bias: Calling Out vs. Calling In <http://www.racialequityvtnea.org/wp-content/uploads/2018/09/Interrupting-Bias-Calling-Out-vs.-Calling-In-REVISED-Aug-2018-1.pdf>

Additional reading: Calling In and Calling Out in the classroom
<https://www.learningforjustice.org/magazine/spring-2019/speaking-up-without-tearing-down>

SCHOOL DISTRICT COMMUNITY LEARNING SESSIONS
6:30 – 7:30 pm for current families/members of the school district

Sept What are Inclusive and Equitable Schools? Honoring and Exploring Identities in our School Community.

Nov Understanding the History of Race, Racism, and Educational Inequity

Feb Seeing our Schools and Students with an Equity Perspective

Apr Building Community and Skills for Inclusion and Equity

CLOSING



Today's presentation and materials will be emailed via ParentSquare this week

(Optional) REFLECTION CHAT QUESTION
I learned.... and I wonder...

Today's presentation and materials will be emailed via ParentSquare this week.

Mill Valley ParentSquare Access: <https://www.mvschools.org/Page/8208>