Combating Racism in Teacher Education

Webinar 1: Why Discussing Race is an Essential Skill for Educators

January 25, 2020
Housekeeping

01  Option to Select Closed Captioning

02  Use Chat Box to network and share reactions and reflections

03  Use Q&A to submit formal questions you would like addressed by the panel
Agenda

• Historical Context: Dr. Erica McCray
• School Discipline: Dr. Kent McIntosh
• Special Education: Dr. Rebecca Zumeta Edmonds
• Q & A with panel
Take a moment to observe your thoughts to this question:

How do you feel (physically and emotionally) when you discuss race with others?
While you watch this video, use the chat box to share
- anything that resonates
- A new question or topic of inquiry you now have after watching this video

Contextualizing the issue(s)

Roberts v. City of Boston (1849)

Dred Scott decision (1857)

13th Amendment (1865)

14th Amendment (1868)

Civil Rights Act of 1875 (1875)

Jim Crow (1890)

Plessy v. Ferguson (1896)
Contextualizing the issue(s)

Westminster School Dist. v. Mendez (1947)

Title IX of the Educational Amendments of 1972

ESEA Amendments


Section 504 of the Rehabilitation Act (1973)

Education for All Handicapped Children Act (1975)
Special Education and the Inner City: A Challenge for the Future or Another Means for Cooling the Mark Out?

JOHN L. JOHNSON, Ed.D.
Syracuse University

The general body of special education is proceeding along the course of "special education and programs for disadvantaged children and youth" (Tannenbaum, 1998) with assistance from 15 percent of Titles I and III, all of Title VI, P.L. 88-164, and more recently from EPDA. These efforts have the clear support of the special education establishment.

In spite of research and clinical evidence which show that current models of general education are less than successful, efforts continue to be directed toward the establishment of a parallel and separate school structure called special education. The indictment against the general educational enterprise includes special education, for it is both passive and active in perpetuating the present conditions of inequity, failure, and the rendering of impotence, especially in the inner city.

The inner city itself is a problem which is deeply imbedded in America, but for no one is the problem more severe than for professional educators. Education, and special education in particular, faces a major challenge in the coming decade. Whether to take up the challenge or to continue business as usual is the major question to be considered in this paper. This question has political, social, psychological and educational ramifications.

Who and what are we talking about?

When we speak of inner city, or ghetto, or more prevalent in the immediate future due in large measure to increased racial integration and militant teacher organizations. For example, a local affiliate of the National Education Association demanded of a local school board recently that more special classes be provided for disruptive and slow learning children (Nashville Tennessean, December 18, 1967).

The number of special day classes for the retarded has been increasing by leaps and bounds. The most recent 1967-
Inherent in our social systems

- White normativity and anti-black racism
- Classism and socioeconomic status
- Patriarchy and gender bias
- Ableism
Race is...

- socially (not biologically) constructed, but has material consequences.
- Culture is shared, shaped, and transferable.
- Ethnicity refers to groups with common traits such as place of origin, language, or religion.
- Nationality reflects belonging to a particular nation.
- Diversity is a variety; or a range of difference.
Race in education: Hot (smoldering) topics

- Racial mismatch among educators and students
- Disproportionality in special education and gifted & talented programs
- Disproportionate discipline
- Achievement discrepancies
- Education debt (Ladson-Billings, 2006)
Disproportionate Discipline: Type in the chat-box

How does race and racism play into the teacher decision of whether to send a student to the office for discipline?
Disproportionality in Preschool Discipline
(OCR, 2016)

• Black children represent 19% of preschool enrollment, but 47% of preschool suspensions
• White children represent 41% of preschool enrollment, but 28% of preschool suspensions

Slide from Rosemarie Allen, Metro State University
Implicit Bias in Early Learning
(Gilliam et al., 2016)
Implicit Bias in Early Learning
(Gilliam et al., 2016)
Implicit Bias in Early Learning
(Gilliam et al., 2016)

Track the eyes: Which students are teachers watching?

- Black girls: 10%
- White girls: 13%
- White boys: 34%
- Black boys: 42%

Preschool teachers tend to more closely observe blacks than whites, especially black boys, when challenging behaviors are expected.
Racial Differences in Risk for Classroom ODRs (Girvan et al., 2017)
Do students notice inequitable treatment?

In schools with higher discipline disproportionality, Black students...

- Perceive their schools to be less equitable and inclusive
- Feel less school belonging
- Report more adjustment problems

Bottiani, Bradshaw, & Mendelson (2017)
Racial bias related to cardiovascular fatalities (Leitner et al., 2016)
Disproportionate Discipline:

Type in the chat box:

Given this information, why is it important for teachers to discuss race and racism in the classroom?
What is Significant Disproportionality in Special Education?

Differential identification and placement of students from different racial or ethnic groups in special education.
Why should educators be concerned about disproportionality?

- Access to appropriate instruction
- Overwhelming the system
- Differential outcomes
- Indicator of underlying systemic problems
Figure 2. Percentage of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: School year 2018–19

<table>
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<th>Race/ethnicity</th>
<th>Percent</th>
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<tbody>
<tr>
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<tr>
<td>White</td>
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<tr>
<td>Black</td>
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<td>Asian</td>
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<td>18</td>
</tr>
<tr>
<td>Two or more races</td>
<td>14</td>
</tr>
</tbody>
</table>
Figure 1. Percentage distribution of students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability type: School year 2018–19

- Specific learning disability: 33%
- Speech or language impairment: 19%
- Other health impairment: 15%
- Autism: 11%
- Developmental delay: 7%
- Intellectual disability: 6%
- Emotional disturbance: 5%
- Multiple disabilities: 2%
- Hearing impairment: 1%
- Orthopedic impairment: 1%
Does disproportionality occur equally across disability categories?

- Specific learning disability
- Intellectual disability
- Emotional disturbance
- Autism
- Other health impairment
- Traumatic brain injury
- Speech or language impairment
- Orthopedic impairment
- Multiple disabilities
- Visual impairment, including blindness
- Hearing impairment
- Deafness
- Deaf-blindness

https://sites.ed.gov/idea/regs/b/a/300.8
Figure 9.2. Percentage of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), Part B, by type of disability and race/ethnicity: School year 2015–16

[Bar chart showing percentage of students served by type of disability and race/ethnicity: Specific learning disability, Speech or language impairment, Autism, Intellectual disability. Each category is broken down by race/ethnicity: White, Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, Two or more races.]
Who is impacted?

- Variation by disability category
- Boys (over-identification)/ Girls (under-identification)
- English learners (delays in identification)
- Under-representation of students of color in gifted and talented programs
- Students living in poverty
What does this suggest about how racism, bias, or other institutionalized policies may lead to disproportionality?
How does disproportionality occur?

- Differential referrals for evaluation for special education eligibility
- Differential eligibility by disability category
- Differential placement decisions, including restrictiveness of placement
Given this, who in the school should be responsible for understanding and addressing significant disproportionality?

Everyone!
Next Month’s Webinar

Foundations of Inner-Work for Antiracist Educators

Case Study of program’s DEI Initiative on Inner-Work