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Implicit Bias And The Self-Fulfilling Prophecy Phenomenon And Their Affects On Literacy Performance In Elementary Students

Anna K. Quirk
Hamline University

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Implicit Bias and the Self-Fulfilling Prophecy Phenomenon and Their Affects on Literacy Performance in Elementary Students

Anna K. Quirk

A final paper submitted in partial fulfillment of the requirements for the degree of Master of Arts in Teaching

Hamline University
St. Paul, Minnesota
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Faculty Advisor: Jennifer L. Carlson
Content Reviewer: Meghan Gasdick
Peer Reviewer: Jane M. Kleinman
Abstract

Quirk, A. Implicit Bias and the Self-Fulfilling Prophecy Phenomenon and Their Affects on Literacy Performance in Elementary Students (2017)

The author’s inquiry was: How do implicit bias and the self-fulfilling prophecy phenomenon affect literacy performance in elementary students. Implicit or unconscious bias is known for causing issues with judges and police officers, but new awareness has been brought to the realm of education and how these biases can widen the achievement gap in literacy and other academic areas. The self-fulfilling prophecy phenomenon or Pygmalion Effect, can hinder growth in academics when an educator fails to identify student strengths, only focusing on deficits. This project brings awareness to how implicit bias and the self-fulfilling prophecy through the use of a seven-week professional development course featuring readings, activities and reflections to help educators understand the unconscious bias they have towards their students and how it can ultimately affect their student’s ability to learn and grow.

*Keywords*: implicit bias, stereotype, self-fulfilling prophecy, literacy, achievement gap
Dedication

To my husband Drew- Thank you for your unwavering support throughout this journey.

To my son Thatcher- Thank you for your patience and love.

To my past, present and future students- May I always treat you with respect, fairness and the integrity you deserve.
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CHAPTER ONE

Introduction

“The moment you doubt whether you can fly, you cease forever to be able to do it.”
– Peter Pan

Introduction

Imagine a world where schools are no longer a place where students simply listen and learn about new things, and trust their teacher from the beginning. Imagine a world where a veteran teacher with years of experience has trouble keeping her class under control; a brand new teacher is barely keeping her head above water with all the new learning of curriculum and meetings and classroom management strategies. Students are defiant and distrust authority, until that adult earns the child’s trust. Unfortunately, this is not imaginary but the reality that many American schools and teachers face today. In examining these realities and by starting a new position in an urban high poverty setting, I witnessed these occurrences happen on a daily basis. Furthermore, the educators in these difficult situations have not changed in their approach and understanding of how to run a classroom or reach their students in order for their students’ to succeed (Dweck, 2015 p.11). Instead, many teachers have begun to fall prey to their unconscious bias towards race and other social inequities contributing to the students’ lack of self-efficacy and stunted growth in their academic progress (Gorski, 2008 p. 35).

In doing further research and in pursuing my passion for working with struggling readers, I found several concepts referenced in multiple sources that helped me delve deeper into my
quest to help teachers recognize their students on a holistic level and eventually came up with my question: How does implicit bias and the self-fulfilling prophecy phenomenon affect literacy performance in elementary students? In answering this, I will empower teachers to look beyond the behaviors or poor academic performance of their students and instead create relationships that foster learning. Teachers need to first recognize and understand the barriers set in front of students in need, before judging their abilities. Only then are students able to start learning.

**Albert’s Story**

“Make it great!”—the sentiment that always followed me out the door in the morning as I ran to catch the bus. Encouragement and being pushed to challenge myself to “be great” has always been a part of my life. I was lucky my parents, teachers and coaches have always seen the potential in me and have not given up on the person they knew was inside. However, this is not everyone’s story and to illustrate this point, I would like to share a little about my friend, Albert.

Albert, an African American third grader from an urban high-poverty community school, was bright, had a quick wit about him, and was happy to be in school. Albert was placed in one of the toughest classrooms—his teacher had a reputation for no-nonsense—in the school. His teacher’s classroom management style was to yell everything and anything that she said, whether she meant to be stern or not. She did not elicit compliments. If you did not have a comment directed at you, consider yourself doing well.

Albert started the year as many students do, ready for a new school year and open to new experiences. My relationship with Albert began just as the first day was wrapping up. After school, I would supervise students that were waiting to get picked up by their parents. While other students headed to the bus line, Albert would wait each day with his little sister until a parent arrived. At first, Albert loved to play games and sing songs with me and his sister, he
would joke and answer questions about his day. He was full of life, and little bit of mischief. However, as the winter months set in, I saw Albert come to the designated parent pick up area with less and less enthusiasm. He did not play games anymore, or answer my questions, he would come and slump into a chair and wait, glassy-eyed until his parent picked him up. His sister was still as bubbly as ever, but that couldn’t pull Albert out of his funk. I asked Albert about the change I saw in him. He brushed it off, “It’s no big deal, Ms. Anna”. I didn’t press further; I know how much work third grade can be compared to previous years (I taught 3rd grade for many years prior to becoming a literacy specialist). He must have been tired out from the day.

A few months later, Albert started to miss school at least once a week and then Albert stopped coming to school all together. Then, I noticed his sister was no longer on the list at parent pick up. I asked around and finally received the heart-breaking news from Albert’s sister’s kindergarten teacher. “They’re gone. Apparently, Albert refused to come to school because of something to do with his teacher.”

I was shocked and so disappointed, seeing Albert at parent pick up was one of the best parts of my day. I came to find out that Albert’s many absences and then eventual removal from school, had to do with the hostile interactions with his third grade teacher. Albert, a sweet curious, bright boy, could not thrive in that environment. He could not feel good about himself when every time he made a mistake, the teacher would broadcast his mistake to the whole class. Words like: “You did what? Start over, you obviously can’t handle this work.” Or “What are you doing? Wrong!” It’s kids like Albert and teachers like the one illustrated above that started me thinking about how I can help teachers realize that their students only want to be loved and cared for, and in return teachers need to provide instruction that pushes a student beyond what the
teacher “thinks” a student can do. Ultimately, teachers need to understand that students are not doing anything wrong. They come to school as whomever they are. There are some aspects of a student’s life that we, as teachers, can not change. What we can do, is treat our students fairly and encourage them to be their best selves.

Professional Practice

After several years in the teaching profession, it is well known that many students come from families who live in shelters, live paycheck to paycheck, or are struggling with addiction or mental health. Many of these students see school as their only “safe haven” – their only normal—where they can predict what will happen. Alternatively, many teachers and school staff may not always make the school, the best environment for students to thrive. Many teachers make assumptions about a child who comes from poverty or from “that part of town”. They may believe that the students are not “up to the task” or “will never catch up”, and immediately start limiting this student’s potential (Gorski, 2008 p. 35). Through their attitude and unconscious biases towards the individual, teachers are doing their students a disservice just by having them in their classrooms.

A New Year, A New School

This year I have started working at a new school, in a new district. The school is located in an urban setting, in a fairly affluent neighborhood with plenty of arts opportunities, up and coming restaurants and coffee shops. The population of the school is very diverse both in race and ability. Over half the school is African American and many students are new to the country (from African and Latin American countries) with only a few months of experience speaking English. Our school also hosts a bilingual program. Students in kindergarten and first grade can opt in to have most of their day taught in Spanish. The teaching staff is mainly white female
teachers with a small smattering of Latino and African American staff as well. State test scores are low and have been low for many years, not just at this school but in the whole district. Because the district is so large and diverse, the district struggles to find curriculum and resources to “fit” all the learners, forcing teachers to “punt” with many of their students requiring intervention. In my experience, many teachers are burned out with the sheer number of students (over half) that require some sort of intervention or extra practice in literacy. Teachers can resort to negative thinking and start looking for excuses or explanation about their students, the lack of leadership present in the individual school, or lack of access to appropriate materials.

During a recent parent teacher conferences cycle, many of the teachers complained about the lack of parent involvement or participation and how it affected their students’ ability to thrive in their academics. One teacher explained, “Last year, I had five or six families show up for conferences out of twenty. I expect the same this year. Our families don’t care about education.” Another grumbled, “This student will never read on grade level. They get no support at home from their parents, I’ll be doing all the work to bring up with reading level. They probably won’t be able to do it [read at grade level] by the end of the year anyway”. This statement, in my opinion, is one of the culprits that perpetuates the achievement gap in reading. Students will only achieve to the tasks set out before them. If the student is given a task two or three years below grade level because the teacher deems their ability as such, the student is never given the chance to prove to themselves or the teacher that they can read at grade level. If the teacher maintains the same rigor throughout the year, the student will obviously not make gains or attain grade level achievement, for they were not given grade level material to allow for this achievement.
Changing Their Mindset

This lack of belief in their students’ ability has many teachers stuck in a rut. Many teachers have accepted that a student’s ability will never be on grade level. When a teacher looks at a child, do they see the child’s potential for limitless learning? Or do they see a child who will always struggle and never catch up? This is all about “mindset”, a phrase popularized by Carol Dweck’s research on how a person’s outlook or attitude towards themselves and others can greatly impact their life, learning and even relationships (2006, p. 6). Many teachers see students who struggle and can never catch up. However, many of them, do so subconsciously. By helping teachers realize how they affect a student’s self-efficacy (self-esteem) and a child’s ability to succeed in literacy, teachers can help break the cycle of perpetuating the achievement gap.

Conclusion

In the following chapters, I will design a professional development plan to help teachers understand their own implicit biases and unconscious beliefs, as well as how their actions whether intended or not have a real impact on how their students will perform in their classrooms and in life. Teachers, whether they are meaning to do so or not, may be perpetuating stereotypes that hinder a child’s potential to soar. In chapter two, I will provide a literature review of articles and case studies in the fields of implicit bias, the self-fulfilling prophecy phenomenon. In chapter three, I will engage my reader in understanding how I will proceed with my professional development plan and the methodology used in gathering materials and resources. In chapter four, I will reflect on the process I took to create my professional development plan and explain how culturally responsive teaching, mindset, and understanding one’s own racial identity can greatly affect a teacher’s attitude towards a student’s ability to achieve.
CHAPTER TWO

Literature Review

“You can’t pick out the pieces you like best and leave the rest. Being part of the whole thing, that’s the blessing. – Tuck Everlasting

Introduction

Studies have shown (Risely and Hart, 2006) that students who are exposed to words and reading prior to coming to school are more likely to succeed than students who have not. Early literacy experience or not, when a child enters school, their future success in literacy is in the hands of their classroom teacher. The classroom teacher can often “make or break” a student’s educational experience. Either academically or through means of building a relationship with their students, a teacher can either strengthen or hinder their students’ ability in literacy. Often in schools today, students gamble with their education. One hopes that every teacher is qualified and ready to teach and inspire all of their students, but many schools struggle to hire and keep highly qualified licensed staff in their buildings. Lazar et al. (2012), state in their book Bridging Literacy and Equity that “having one unqualified teacher after another has a significantly negative effect on student achievement” (p. 23). Students can struggle to achieve even with highly qualified teachers. In the research that follows, whether they are aware of their influence or not, educators can unconsciously stunt their students’ ability to grow as a reader and learner, by the way they approach their students’ learning needs or the conversations and interactions they have with their students, just by thinking so. The barrier between a child’s ultimate success
in school could be their teacher. This lead to the question *How does implicit bias and the self-fulfilling prophecy phenomenon affect literacy performance in elementary students?* This chapter will begin by addressing the definitions associated with implicit bias and the self-fulfilling prophecy phenomenon. It will then go into detail on how these ways of thinking affect a student’s ability to succeed in literacy.

**Implicit Bias**

The term *implicit bias* describes when a person has a particular attitude, positive or negative (stereotype) towards another person or group of people, without having a conscious understanding or knowledge of the bias. For example, according to the Godsil et al. (2017) “a white person may commonly associate criminal behavior with a black person, without knowing they are making these assumptions.” People may not realize that Implicit Bias exists because many people consciously “reject” biases and prejudices. “I am not racist! I value everyone the same!” Even with “self-reporting” that the majority of people shun these biases and assumptions about race and equity overtly, they still may be harboring biases within their self-conscious. One way to assess for these implicit bias levels is by measuring a person’s reaction to certain diversity related stimuli.

**Project Implicit** An online test, the “Implicit Association Test” (IAT) (2011), managed by Harvard University, and part of a long term study called Project Implicit is an accurate measure of people’s unconscious prejudices or biases. Here is a description of how the IAT test works to identify these biases:

“The IAT is a computer task that asks participants to link pictures of certain types of stimulus, (often controversial or highly susceptible to bias – religious beliefs, race, gender etc.) for instance, white male faces or black male faces, with either good words
(e.g. Joy, Love, Peace) or bad words (Nasty, Evil, Awful) by pressing a particular key on the computer’s keyboard. Project Implicit has found that most people respond more quickly when White male faces and Good words are assigned the same key and Black male faces and Bad words the same key than the reverse. (Aronson et al. 2013, p. 7-8)

Teachers and other persons alike can take the IAT test to determine any number of biases. Male vs. Female, White vs. People of Color, Christian religion vs. Muslim or Jewish religion etc. More often than not, people have an unconscious bias towards one group over another due to how they were raised and their cultural background (Aronson, 2013). The vast majority of teachers have students’ best interest at heart, however, there is strong evidence that implicit bias is affecting classrooms. One example of implicit bias in schools is the number of suspensions present in urban high-poverty schools. According to the National Center for Education Statistics, in 2006, Black and Hispanic boys accounted for nearly two-thirds of the three million suspensions and over half of the 102,080 expulsions in U.S. public schools (Planty et al., 2009, as cited in Aronson et al. 2013, p. 9). This is not to say that these students did not deserve the suspensions or expulsions, but an understanding of how the administrator saw the means to suspend or expel the student may be different for students of color than white students (Aronson et al. 2013, p. 9). This statistic could be associated with implicit bias, or in many cases be caused by presumptive stereotype.

**Stereotyping and Stereotype Threat** Scientists define stereotypes as the beliefs and opinions people hold about the characteristics, traits, and behaviors of a certain group (Allport, 1954; Macrae, Mile, Bodenhausen, 1994; Hilton & Von Hippel, 1996, as cited in Aronson, 2013 p. 6). Stereotypes often cause us to make assumptions (both negative and positive) about people based upon superficial characteristics (Schneider, 2004). They also tend to be “self-perpetuating,
which leads to their deep entrenchment” (Aronson et al. 2013, p. 6). It is a well-known fact that stereotypes, the pictures in our heads that manipulate our thinking about other people, help develop expectations about what people are like and how they will behave or act. Researchers Aronson and Steele (2005) have spent the majority of their career studying stereotype and how it can influence many factors. They have concluded that “our sense of competence, our feelings of belonging, our feelings of control—can dramatically influence our intellectual capacities, our motivation, and our abilities to self-regulate. Stereotype threat appears to threaten all of these motives at once (p. 797) With this knowledge, teachers can re-evaluate their understanding of student needs. Johnny is not just naughty or acting up for no reason. He is experiencing stereotype threat. Researchers believe that by the age of six, almost everyone is aware of a variety of cultural stereotypes. Simple knowledge of particular cultural stereotype is enough to “bias people’s perceptions and treatment of individuals from stereotyped groups” (Devine, 1989 as cited in Aronson, 2013 p. 2). Worse still, national opinion polls conclude that many cultural or racial stereotypes are widely believed. For instance, about half of white Americans believe in common stereotypes about blacks and Latinos, one of which portrays them as being unintelligent (Smith, 1990 as cited in Aronson, 2004 p. 2).

**Stereotype and Education** There is also research involving educators and how stereotypes and implicit bias can influence teacher expectations of their students and in turn influence the performance of his or her students (Rosenthal, 2002; Weinstein, 2002 as cited in Aronson, 2004 p. 2). Psychologically, once a group or category has been defined (a stereotype, racial group etc.) and recognized by the majority, humans tend to “exaggerate the differences between different groups and to presume homogeneity among all ‘members of the group’” (Quattrone & Jones, 1980; Nelson, 2006, as cited in Aronson, 2013 p. 6). Unfortunately, this is
collateral damage for those students who come in contact with this presumption. “Educators are constantly bombarded by stereotypes about poor people, and people of color that shape their perceptions. These prejudices are acquired over time, through everyday discourses and through constant exposure to Media. It is important to recognize that everyone is vulnerable to these messages” (Lazar et al, 2012 p. 102). The Media can be devastating to a group or individual, where the Media can often flip a situation to highlight facts that are minor in reality but are sensationalized to sell a story. Chimamanda Ngozi Adichie, the celebrated author, and lecturer, states “The problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” (as cited in Shin 2016, p. 7) These “single stories” are continuing to perpetuate the widening of the achievement gap -- the difference in test scores between minority students and majority students. As stated earlier, these implicit biases or stereotypes of students are often unconscious and without the knowledge of a teacher’s own influence on the students taught, so students do just what their teachers say they will do: fail.

**Elementary Literacy Performance and Implicit Bias** In the elementary literacy classroom, researchers have found the existence of implicit bias and how these biases can manipulate the educators’ perceptions, actions, decision-making, and behaviors. One such experiment was carried out by Dutch researcher, Linda van den Bergh to prove this very concept. She examined the differences in academic achievement among minority and majority students in Holland (Linda van den Bergh et al. 2010, as cited in Nance (2017 p. 827). In her research study, “The Implicit Prejudiced Attitudes of Teachers: Relations to Teacher Expectations and the Ethnic Achievement Gap”, van den Bergh discovered that not only did teachers generally have lower academic expectations in literacy for minority students, but the expectations were lowered further if the teachers had any further prejudices against these minority students. Nance (2017)
states that, “while not the only factor causing equity issues in education, implicit racial bias may explain, to some extent, the racial disparities that persist in school discipline, academic achievement, grade retention, placement in special education, and placement in other restrictive settings” (p. 828). Again, implicit bias towards students of limited means or students of color may be one of the causes of the persistent literacy gap between majority and minority students.

**The Self-Fulfilling Prophecy Phenomenon**

The self-fulfilling prophecy or Pygmalion Effect was first studied by social psychologist and educational researcher Robert Rosenthal, who gathered and proved that the Pygmalion effect can significantly influence the behavior of others around us (Rosenthal & Jacobson, 1965). The self-fulfilling prophecy or Pygmalion Effect refers to the way in which someone’s belief in an outcome good or bad can indeed come true. Rosenthal’s work with the Pygmalion effect led him to test his theory on elementary teachers. He told teachers at a typical elementary school that a special test had identified certain students in their classes as “intellectual bloomers” --students who, on their own, would show remarkable gains in their abilities in the coming months” (Power of Expectations, 2011). In reality, the intelligence test given to students was a ruse and the only difference between the students highlighted as “intellectual bloomers” and their classmates was in the mind of the teacher. What Rosenthal came to find out was that the teacher's expectations did indeed come to serve as self-fulfilling prophecies. “When the teachers had been led to expect better performance from their pupils, they got better performance from their pupils probably because they treated them as better performing pupils and then brought about the behavior that they had been led to expect” (Power of Expectations, 2011). This case study proves that self-fulfilling prophecies work can positively or negatively affect student achievement. Rosenthal continues,
If there is one single lesson to be learned from the Pygmalion effect, it’s that each of us holds the power to inspire others to great accomplishments. By creating a positive climate, giving quality input and positive feedback, and by encouraging challenging but realistic outcomes, we are doing more than simply communicating our high expectations for others, we are also helping others to transform their own self- expectations. (The Power of Expectations: The Pygmalion Effect, 2011)

**The Matthew Effect** Another phenomenon, similar to the Pygmalion or self-fulfilling prophecy was coined by Keith Stanovich, an educational researcher and scholar. *The Matthew Effect*, a reference to the Gospel of Matthew in the Christian Bible states, “the rich get richer and the poor get poorer” (Merton, 1968, as cited in Baumert, Nagy, and Lehmann, 2012 p. 1348) meaning in terms of literacy achievement or racial segregation, if the individual incurs positive or negative behaviors, so will the entire group. For example, if a teacher works with a group of students of color and they happen to struggle to make gains in their reading level, theoretically, with the Matthew Effect in place, the teacher would assume that all students of color would struggle in making strides in their reading level and in many cases regress.

**Literacy Performance and the Self-Fulfilling Prophecy** For the last several decades, many researchers have studied the relationship between teacher expectations and student academic performance (Raudenbush, 1984; Rosenthal, 1994; Rosenthal & Rubin, 1978; M. L. Smith, 1980 as cited in Sorhagen, 2013 p. 465). Although most studies have only looked at the short-term effects of teacher expectations on student achievement, other studies’ results have shown that the effects sometimes last for several years, even when students have changed teachers or moved grade levels (Alvidrez & Weinstein, 1999; Hinnant, O’Brien, & Ghazarian, 2009; Rist, 1970; A. E. Smith, Jussim, & Eccles, 1999 as cited in Sorhagen, 2013 p. 465).
Furthermore, there is strong evidence that the self-fulfilling prophecy phenomenon has a "substantial impact on more vulnerable students, including students from low-income families, as well as low-achieving students, students who perceive differential treatment from teachers, and minority students" (Brattesani, Weinstein, & Marshall, 1984; Jussim, Eccles, & Madon, 1996; Kuklinski & Weinstein, 2001; Madon, Jussim, & Eccles, 1997; McKown & Weinstein, 2008 as cited in Sorhagen, 2013 p. 465). Researchers have also considered the effect of self-fulfilling prophecy when tracking and grouping students by reading abilities because teachers choose these groups. Students placed in advanced reading groups tend to perform better on measures of reading achievement regardless of their prior reading abilities, compared to students placed in low ability groups (Eder, 1981; Weinstein, 1979, as cited in Sorhagen, 2013 p. 466).

Sorhagen concluded after doing her own research, entitled “Early Teacher Expectations Disproportionately Affect Poor Children’s High School Performance” (2013) which followed first graders for several years through their high school years, that “under- and overestimation of language abilities, but not reading abilities, seemed to have a more powerful effect on students from lower income families” (p. 466). Sorhagen comments that because of the fact that self-fulfilling prophecies in first-grade classrooms “exerted an especially lasting impact on the achievement of disadvantaged students raises the possibility that teachers’ underestimation of poor children’s academic abilities may be one factor that contributes to the persistent and worrisome gap in achievement between children from different socioeconomic backgrounds” (2013 p. 475). On the other hand, teachers’ overestimation of abilities seemed to help low-income students hugely, suggesting that knowledge of self-fulfilling prophecies [for teachers and administrators] in the classroom could be of unparalleled importance to policies and professional development aimed at alleviating the achievement gap between low- and high-income students.
Teaching Literacy to a “New” Generation

With implicit bias and self-fulfilling prophecy plaguing the efforts of teachers in American schools, school administrators and educators alike should perhaps take a look at their approach and make a change. "Even if teachers know a lot about literacy instruction, they will not be able to teach well if they fail to recognize a child's literate potential, do not use knowledge about students’ culture to inform teaching, or do not see their role as being advocates for students" (Lazar et al. 2012, p. 2). There are, of course, many teachers that work tirelessly to combat these negative messages and are strong advocates for their students, however, there are others who are not yet in possession of certain dispositions or have an understanding of how to help marginalized students. Many white teachers have not grown up themselves in a community where they have had much exposure to cultural or racial diversity, so it is not their fault that they do not see “limitless potential of their students of color or recognize the many injustices that their students face day to day (Sleeter, 2008 as cited in Lazar et al. 2012, p. 3). Because of this limiting view of their students, many teachers recognize and highlight the student’s deficits rather than the students’ achievements.

**Self-Awareness** Teachers have a responsibility to teach all students. If an educator believes their students’ deficits are too big to counteract, teachers should first examine and identify in themselves the biases present in order to change the projections onto their students. To do this, teachers “need to be self- aware of the privileges that have allowed them to attain their professional goals and recognize the not all families have had equal access to these privileges (Lazar et al., 2012 p. 29). A student’s background and culture are other essential components of identifying and growing awareness of student need. “Teachers need to understand themselves culturally in relation to their students. He also needs to think about how this informs
their views about their student’s literacy potential and their own capacity to nurture students’ literacy development. Therefore, it is important for teachers to understand more about their own identities” (Lazar et al. 2012 p. 29).

**New Literacy** When teachers are made self-aware of their own cultures, they can further understand the lives and cultures of their students. New literacy or “literacy practices that are linked to people’s lives, identities and social affiliations” (Compton-Lilly, 2009 pg. 88) are what many researchers are pushing to encourage teachers to teach along with their traditional reading and writing lessons. New literacy promotes learning “beyond skills based approaches” (Compton-Lilly 2009, p. 88) to teach a child based on their experiences and their life interests. Race is intimately connected with the cultural understandings about reading and writing, says Compton-Lilly (2009, p. 89). Many teachers “treat all students as if they are, or should be both White and middle-class” (Irvine, 2003, as cited in Compton-Lilly 2009, p. 89). “Recognizing race is crucial” (Compton-Lilly, 2009, p. 89). Teachers need to reconsider their biased often racially stereotypical understandings of families of color. Many assume these families are “lacking reading materials, engage in minimal language interactions, possess poor vocabularies, have difficulties with phonemic awareness, and do not value reading” (Willis & Parker, 2008; Ladson-Billings, 2005 as cited in Compton-Lilly, 2009 p. 89). Instead of focusing on a students’ weaknesses and faults, teachers need to focus on their strengths and in turn “be willing to change our ways of teaching” (Compton-Lilly, 2009 p. 89). Teachers can do this by simply interacting with students; directly or indirectly by making observations as students are independently working, or choosing a book in the media center. They can listen to conversations on the playground or during lunch. “This will help the teacher discover the student’s passion”. (Compton-Lilly, 2009 p. 90) Especially with struggling readers, who may come to school with
obvious word and language deficits, teachers need to build relationships with their students and “not just be a teacher of phonetics, fluency, and comprehension, but [we need to] teach the whole child.” (Compton-Lilly, 2009 p. 90)

**Conclusion**

Implicit bias, self-fulfilling prophecy, stereotype threat and being aware of one’s own cultural backgrounds, have a strong impact on student growth, both positively and negatively. When teachers are self-aware of their own cultures, they can further understand the lives and cultures of their students. This idea of self-awareness too, when paired with implicit bias and the self-fulfilling prophecy phenomenon, will help to counteract and steer educators away from these mindsets. Mindsets, both fixed and growth and how they can positively contribute to culturally responsive teaching, will be discussed further in Chapter Four. In this chapter, this author presented a review of current research on implicit bias and the notion of a teacher’s ability to fall prey to the self-fulfilling prophecy phenomenon. Then, the two frames of reference were explained about how they can contribute to literacy deficits in elementary students. The research provided in this chapter strives to answer: *How does implicit bias and the self-fulfilling prophecy phenomenon affect literacy performance in elementary students?* Moving forward in Chapter Three, the rationale for the professional development plan will be entailed, which will include techniques and strategies for fostering relationships with students and teaching with a culturally diverse lens. In addition, the setting and participants for whom the professional development plan is being designed for will be addressed. Finally, the description of the framework and methodology for the professional development plan will be listed.
CHAPTER THREE

Project Description

"Who knows, my friend? Maybe the sword does have some magic. Personally, I think it's the warrior who wields it." —Redwall by Brian Jacques

Introduction

In the development of this capstone project thus far, the guiding question has been: How do implicit bias and the self-fulfilling prophecy phenomenon affect literacy performance in elementary students? This chapter begins by discussing the development of the professional development plan and the process in which it was developed. Next, the participants and learning environment are described and the rationale behind who this professional development plan is designed for. Finally, the framework for the content of this professional development plan will be summarized, including how to deliver the material to participants.

Rationale

In creating this professional development plan, as a new staff member in an urban school, I found there was an overall need for building teacher-student relationships and growth in literacy practice. In conversations I had with teachers, many did not know about their students’ backgrounds or assumed what was going on instead. Others, who did have trusting and personal
relationships with their students, had a classroom of thriving and engaged students. Literacy practices were touch and go, mostly due to a lack of curriculum available at the district level, and many teachers would resort to internet worksheets and methods that were not aligned with best practices. Many of the teachers in question have been in the profession for several years and have seen and tried a plethora of strategies with their low-income students in regards to closing the literacy gap. Many of these teachers are very different from their students in terms of race and socioeconomic status. In designing a professional development plan to show teachers how to counter implicit bias and the self-fulfilling prophecy phenomenon, through building awareness, this author believes that all students will be able to succeed in academics, and specifically literacy. As stated in the previous chapter, no one party is at fault in the continual lack of growth and achievement in literacy for these students. Students come to school with many extenuating circumstances (Gorski, 2008) and many educators do not have conscious knowledge of their minds ability to form biases (Nance, 2016). In creating a professional development plan to support awareness of implicit bias and implementation of culturally responsive teaching practices, teachers will not only become aware of these topics but will also come away with strategies to counteract these unconscious biases in themselves.

**Timeline and Learning Environment**

This professional development plan will be delivered in a “professional development” setting, in a meeting or class-like room with tables and chairs set up in a way where participants can easily collaborate with their neighbors. This professional development opportunity is a seven week, three-hour (per session) elective course in which teachers sign up to participate in the “class”. This course will take place in early evening during the school year, or during the summer months. It is preferential that the professional development be delivered in a lecture style with a
presentation (PowerPoint) in the front of the room and then with multiple tables set up to provide space for discussion. As part of the professional development, there will also be a collective study of several professional books and multiple scholarly articles to help guide the work, and facilitate discussion. Even though, there will be one facilitator and a group of learners, the desired outcome for facilitation is to be open to all kinds of questions, comments, concerns and ideas. Because of the somewhat sensitive nature of the course, and the topics presented may cause people to take offense, I believe that a small, intimate group of no more than 20-25 adult participants take the course at one time.

**Participants**

This professional development opportunity will be focused on classroom teachers, resource teachers, specialist teachers and administrators. This training is appropriate for anyone that comes in contact with students on a daily basis, but will be especially relevant for teachers who are feeling as though they are “stuck in a rut” with how they approach their students and/or teachers who are frustrated with the circumstances surrounding their ability to teach and students’ ability to learn. These teachers have tried everything, or think they have exhausted all possible ways in which to help their students achieve reading at grade level. Another ideal candidate for this type of training is the exact opposite of the teacher described above—a teacher whom does not think they need help or that they are immune to the idea of implicit bias or racial discrimination. In the past when I facilitated professional development, I was always irked by the group of teachers in the back of the room, playing games on their cellphones, not engaged in the discussion, perhaps thinking they “did not need to listen” or they “did not have a problem with their students”. These are the teachers I have come to understand need this type of professional development the most. The implications of not gaining understanding of unconscious bias and
letting the stereotypes perpetuate, are staggering. Students with a need to belong, with a need to grow in a relationship with their teacher, will fall farther and farther behind. Will these students ever catch up? The facilitator hopes to offer the professional development opportunity many times, opening up the option for the people who take the course the first time, without knowing much about what they are getting into, will—by word of mouth—invite others to take the course.

**Professional Development Framework**

The professional development plan touches on three areas of personal growth. Participants will engage in learning about implicit bias and how and why it exists. Participants will also learn about the self-fulfilling prophecy or Pygmalion effect and how teachers can use it to their advantage. Teachers will then see how frameworks like culturally responsive pedagogy, the growth and fixed mindset strategy and trainings like Beyond Diversity which touch on examining one’s own racial identity can assist in closing the divide between teachers and their students. Participants will also use the text *School Talk (2017)* throughout the professional development to aid in discussion around positive framing when talking about and with students.

**Implicit Bias and Self-Fulfilling Prophecy Phenomenon**

Participants will take part in understanding how implicit bias and the self-fulfilling prophecy affect their everyday thinking and work with students through discussion of carefully selected articles, video clips, case studies and practical activities. Each article was chosen for its ability to bring awareness to the topic of implicit bias and inform teachers in a way that was non-shaming, but still calls for action. The video clips were chosen both to inform and invigorate teacher action. Several short TEDTalks are included and cover a variety of topics surrounding racial identity, bias and growth mindset. The practical activities were chosen to expose participants to their biases in a non-threatening, educational way. All materials for this course
will bring out dialogue and discussion, which is precisely the point and should fuel dialogue and discussion with students. Participants will understand definitions and become exposed to the literature that surrounds both of these topics, as laid out in Chapter Two. Participants will also participate and plan for themselves and their students how they wish to proceed in implementing new strategies, pedagogies, diverse literature in their own classroom. Some of the strategies, pedagogies and techniques are listed below:

**Identifying Your Own Implicit Bias- IAT Test** Participants assess their own Implicit Bias using the IAT Test, highlighted in Chapter Two, to determine their implicit bias towards diverse populations. Excerpts from *Blindspot (2013)* by Mahzarin R. Banaji will also be read to help participants understand how implicit bias plays a role in their day to day lives. The excerpts from Banaji’s *Blindspot: Hidden Biases of Good People* goes into detail on how all people have biases they can not control and will explain how the IAT test works in a variety of contexts.

**Beyond Diversity and Courageous Conversations about Race** Glenn E. Singleton’s book *Courageous Conversations about Race (2006)* will help guide the entire professional development. Singleton’s Four Agreements and Courageous Conversations Compass will allow participants to enter into discussions from “wherever they are” on the spectrum of equity learning. Many participants may find the subject matter uncomfortable. Often participants, especially White participants, feel that discussions around race and other social inequities should be avoided but Singleton’s way of approaching the topic and delving into discussions about race makes the subject palatable for all. When I participated in the training Beyond Diversity, the facilitators (a White female and African American male) spent time “naming” the discomfort, sharing their own experiences with how they first felt stepping into a discussion about race and
stereotype. I, too, will follow suit in beginning each session with bringing awareness to any discomfort and “naming” it for all to hear.

Identifying Your Own Racial/Cultural Identity Participants will take the time to write their own racial/cultural identity story. There will be several opportunities for reflection and writing to help the participant share their feelings that they may not be able to express in any other way. Singleton’s work with race and continual work with how race and the type of culture present in a school and how it affects student achievement will be important for participants to understand and have clarity in their own lives before moving further with their work with students.

Guided Reading Levels and the Self-Fulfilling Prophecy Fountas and Pinnell, preeminent authors and researchers around reading pedagogy, created a framework around how students attain “levels” in reading according to their ability. They assigned letters to each of these “levels” and many teachers have used these letters to put students into differentiated groups. Now, Fountas and Pinnell have stated that the letters were never meant to be “labels” or shared with students or parents. In the professional development, participants will discuss the true meaning behind Guided Reading levels and see for themselves how assigning letters to students can be harmful and in turn inhibit reading potential.

Fixed and Growth Mindset Participants will then examine how their own outlook on life could help or hinder their students. Participants will reflect on several scenarios in their own teaching practice that they believe would benefit from the growth mindset. Participants will engage in readings from Mindset (2006) by Carol Dweck as well as more recent articles written by Dweck highlighting “false growth mindset”. This article will be included in order to combat illegitimate understandings and usage of the fixed/growth mindset paradigm.
**Resiliency and the Brain** Conversations around mindset will provide a springboard for discussion about resiliency and the brain's ability to grow and stretch. This will not only be important information to pass on to students but will provide participants with the understanding that ability and understanding of any topic is malleable and “not set in stone”. Change is often taboo in certain environments – educational environments specifically—and research on the brain can help to ease the tension.

**School Culture and School Talk** *SchoolTalk* (2017) by Mica Pollock will be used during the professional development to begin to coach participants in the practice of positively framing talk around students and their achievements. *SchoolTalk* is written in a way that it allows for continual reflection and open discussion, requiring participants to look at their own lives and past experiences to understand the lives of their students. *SchoolTalk* is an excellent resource, in which a whole professional development could encompass. By the end of the course, discussions about school culture and implementation of the information from the professional development will lead to how to use their awareness of implicit bias to promote positive student-teacher relationships and to start building rich literacy environments that lead to student success.

**Summary**

Chapter Three summarized the reason behind designing a professional development plan for closing the achievement gap by teaching with equity in mind. Next, the chapter discussed the learning environment and participants who would be taking part in the professional development experience. Finally, the framework for the professional development plan was explained.

Looking forward to Chapter Four, I will reflect on my new learnings from preparing the professional development plan and comment on further research and information gathered for use in implementing unbiased teaching strategies. These strategies will help teachers “see” and
guide all their students, and will provide answers to the question: How does implicit bias and the self-fulfilling prophecy phenomenon affect literacy performance in elementary students?
CHAPTER FOUR

Conclusions

“Unless someone like you cares a whole awful lot, nothing is going to get better, it’s not.”

- The Lorax, Dr. Seuss

Introduction

The first three chapters have described my experiences, the research and the methods that begin to answer: *How does implicit bias and the self-fulfilling prophecy phenomenon affect literacy performance in elementary students?* In the first chapter the author discussed how her personal experiences as a teacher sparked her interest in supporting a teacher’s discovery of their own unconscious bias towards their students. The literature review in Chapter Two provided current research in the areas of implicit bias and the self-fulfilling prophecy phenomenon in regards to a student’s success in literacy. In Chapter Three the author explained the methodology, which included the learning environment, and participants for whom the professional development plan is designed for. Previous chapters have detailed the “what”, in this chapter the author will discuss the “Now what?”

The Journey

This has been quite a journey. An emotional, yet important journey. The overarching question has evolved from how students of poverty are affected by teacher’s attitudes about their learning, to how implicit bias affects everyone and can especially affect students academically,
as new research surfaced to include new vocabulary and insights. Initially, the interest in this topic stemmed from personal observations of a teacher’s attitude towards a student. As I think back and reflect on my former student Albert, with the knowledge and understanding of implicit bias and self-fulfilling prophecy, how could I have helped make his third grade experience better? How could have I spoken with his teacher – to all the teachers I was working with and started the conversation about how the tone they have with students or the comments they make towards their students, have lasting effects. This is water under the bridge now, Albert is gone, but there will be many more Alberts and many more Albertas. I want to make sure that when I come across another, I step in and change the course of his or her life for the better.

I was previously unfamiliar with the terms implicit bias or unconscious bias. When I started my research, I was surprised to find several scholars already discussing this topic, who were also worried about its affect on future generations of readers. When participants of the professional development ask for proof or are skeptical, I can showcase a solid literature review and have participants read for themselves the studies that have guided my professional development plan. The works of Ladson-Billings (2009) and Lazar et al. (2012) have been especially groundbreaking as their research pertains to implicit bias and its affects on literacy achievement. I believe that literacy ability is one of the most important life skills any one person can have, being literate and having a way to communicate thoughts about what one reads either through conversation or writing is never going away. So, to then have this life skill stunted or taken away entirely by a teacher, who is supposed to be doing the opposite, is a topic that needs to be discussed, not just in one stand-alone professional development, but at the policy level.

The implications of this research and of this professional development are all positive. The purpose of the professional development is to “get the message out”. It is up to the educators
to do with it what they will, hopefully getting something out of the course and wanting to pursue further learning or spread the word for other co-workers to take the course. The limitations of the professional development are just that – only open to a few people at a time. I hope to make the professional development course available many times over to allow for as many people to participate as possible.

I would like to continue to pursue this topic and add to the current research. Furthermore, I would like to pursue action at the district or national level to perhaps have implicit bias training be mandatory for all teachers to renew licensure. Like I said before, to be trained in the effects of implicit bias and to bring out awareness of the seriousness of the implications if we don’t address this area of need, should not be taken lightly. Implicit bias training should not be a one-time training but one that continues to spiral into schools’ equity trainings for years to come. With all the readings and materials available, I would like to create an additional professional development with even more techniques and strategies involving building a culturally relevant classroom and helping teachers with how to build rapport and lasting respectful relationships with their students, with implicit bias awareness in mind.

**What can be done about it?**

Within the professional development, there were several examples of how to become “aware” of implicit or unconscious bias. In researching further, I found that there is some hope and positive information about how bias can be reversed. Bias and stereotype are not going away. Many biases and stereotypes are ingrained in people’s minds at a very early age (Devine, 1989, as cited in Aronson, 2013 p. 2) However, social scientists are in the early stages of determining how to counter bias, with what they call “de-bias.” It will not be easy with the rampant use of social
media, and other stereotypes found in the news and in popular culture today, but lessening these biases may be closer than previously thought. One way researchers plan to de-bias previously known stereotypes is to counter negative stereotypes with positive ones in hopes that by exposing people to counter-stereotypes, it will decrease implicit bias. Early research shows that thoughtful interventions can reduce both the bias itself and the behaviors linked to implicit bias. Aronson et al. (2013) note in their report on how to counter stereotypes with black men and boys,

The studies focusing on decreasing implicit racial bias have included exposing people to positive historical exemplars like Martin Luther King, Jr. (and contrasting these positive associations with negative White figures such as Charles Manson) and showing videos of comforting settings such as outdoor barbecues (Dasgupta & Greenwald, 2001). Both have reduced implicit bias as measured by the IAT significantly and the result lasted for over 24 hours (Kang et al, 2012; Dasgupta & Rivera, 2008 p. 10).

This is good news, especially for implicit bias and racial stereotyping in American schools. Researchers Pedro Noguera and Joshua Aronson are in the process of developing interventions to reduce teachers’ unconscious stereotyping. These interventions help teachers learn to appreciate their students as individuals, which will make teachers less likely to default to stereotypes when viewing student behavior and academic performance. “It simply becomes much harder to dislike a student or see him as merely a representative of a group (e.g., black struggling readers) if one has been given a window into his life and circumstances” (Wilson, 2011, as cited in Aronson 2013, p. 11).
Understanding Student Background

Another topic that was touched on in the professional development was the idea of creating positive rapport with students. Educators need to make a conscious effort to support their students in any way they can. In order to do so, educators need to strive to foster a relationship with their student that goes beyond academic understanding, by getting to know the whole child. Building positive relationships with students from day one, is crucial to academic and social emotional success in the classroom. “[Students] depend on relationships to anchor them in their uncertain world” (Templeton, 2011, p. 9). Building these trusting relationships starts with the classroom educator. There are successful schools and educators in America that contribute to building up students’ self-efficacy and natural ability, and they do this through understanding students’ social emotional needs and by taking into account their cultural background and environment. Many students enter school already at a disadvantage. They come from homes where parents are struggling to make ends meet and often cannot support a child in their pursuit of an education. Teachers then work with these students with high needs and can often become complacent when these students cannot perform on grade level. Beth Lindsay Templeton, author of *Understanding Poverty in the Classroom: Changing Perceptions for Student Success* relays countless data on how a student’s socioeconomic status affects their overall success in school. However, she states that teachers present more of a problem for their students, not the other way around. “More often than not, teachers are middle class with the worldview of middle class people. The classroom can be a difficult place for low-income students who may understand the world differently” (Templeton, 2011, p. ix). Classrooms and schools have changed from the years of a single race or ability, contributing to the need for change in the way teachers deliver instruction. Many teachers still have not made this transition,
teaching the way they always have. Templeton states that in order “to connect with children who live in poverty, [or students who have other social inequities] educators need to understand the experiences, backgrounds and realities of these students” (Templeton, 2011 p. ix). Culturally Responsive teaching is just one way to bridge the gap between a middle class, white teacher and their high-poverty students of color. Templeton continues,

We must also acknowledge that we may not fully understand nor appreciate the strengths present in and positive experiences of these students. We look at them through our own ways of understanding life and relationships, and miss opportunities for powerful teaching and interaction. We simply misunderstand or misinterpret what we are witnessing” (Templeton, 2011 p. 9).

**Students in poverty** Children from these disadvantaged environments need to be given every opportunity to soar. It is essential for teachers to be readily proficient in “understanding certain behaviors that grow out of long-term poverty [so that] teachers and school personnel can adapt their own behavior to benefit the children in their classes.” (Templeton, 2011 p. 53) School needs to be a place where students can thrive, for it may be the only place where a student feels safe or receives a nutritious hot meal the entire day. Teachers need to realize that many children already come to school “stunted emotionally by regularly receiving such negative messages [from their parents or other caretakers] as ‘You never do it right,’ ‘I don’t know why you are so stupid,’ ‘you’ll never amount to anything” (Templeton, 2011 p. 6). If these students are coming to school and they constantly have their guard up against teachers who see their attitude as something personal, students will retaliate and spend more time misbehaving than learning. If students start hearing those same messages during the school day that they hear at home, they
have no place to feel good about themselves and will continue to falter in their self-efficacy and ability.

**Culturally Responsive Teaching**

In creating the professional development, I wanted to include more about culturally responsive pedagogy but it really deserves its own 7-week course. A few programs and pedagogies already exist to assist teachers and administrators in acclimating their staff to a culture of equity. Creating a certain “culture” in a school can help make students and staff alike, feel welcome and appreciated, for culture is central to all aspects of teaching and learning (Ladson-Billings, 1994). Culture “plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals.” One way to engage staff and students in a culture of equity is to frame the school year, the school day, each classroom with culturally responsive teaching practices. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994). Cultural Responsive Teaching includes seven characteristics that should be implemented into the school culture to be successful. These characteristics are:

**Positive perspectives on parents and families** Parents and families need to be positively involved in the school day and school environment. This means that the school needs to hold events that bring parents into the school and offer opportunities for parents to get involved with what their student is learning.

**Communication of high expectations** Communication is the key to success in any relationship. Culturally responsive teaching and the teacher-student relationship is no different.
Communicating high expectations for academics of all students, regardless of their background or ability will accelerate students’ success and put them on the right track.

**Learning within the context of culture** Framing a lesson with culture in mind, will allow students to feel a level of comfort previously missing from their academic experience. Naming aspects of a student’s culture while teaching a lesson helps to build trust, and empathy (not to mention background knowledge or schema) among a group of students.

**Student-centered instruction** Culturally responsive teaching focuses on students first. Student learning and understanding are crucial for the success of the pedagogy. Students are encouraged to explore and discuss with their peers. By working together instead of the traditional “sit and get” students are building a positive community environment, where all students are accepted.

**Culturally mediated instruction** Instruction is culturally mediated when it incorporates and integrates diverse ways of knowing, understanding, and representing information. Instruction and learning take place in an environment that encourages multicultural viewpoints and allows for inclusion of knowledge that is relevant to the students.

**Reshaping the curriculum** With culturally responsive teaching underway, teachers look at the very core of their curriculum and see where they can bring in aspects of culture to help keep these ideas at the forefront of their students minds.

**Teacher as facilitator** Rather than have a teacher as the sole “teacher” and the students as the only people in the room who are learning, the teacher, in this case, will also be an active learner.
She facilitates learning and discussion with students but allows others to have a voice in leading the discussion.

Culturally responsive teaching brings together everyone involved in a child’s education and facilitates relationship building for all stakeholders. Culturally responsive teaching also provides a framework for teachers to provide inclusion practices into lessons they already teach. Culturally responsive teaching is not “just another initiative”, but a way of thinking and teaching that can not only help a student to succeed in academics, but also in life.

Summary

In reading about implicit bias and the self-fulfilling prophecy and its relationship to literacy achievement, it has opened my eyes to just how much work American schools need to accomplish in order to meet the needs of every student. Through my research, other topics have surfaced including: racial inequality, the achievement gap, teaching beyond academics with social emotional learning (SEL) techniques, culturally responsive teaching and accountable talk among teachers. This chapter addresses some of these findings and how these topics and techniques can be used to help start the equity conversation between staff members. In all the research around implicit bias and the self-fulfilling prophecy phenomenon, there was little talk about how to “counteract” these crises. I kept asking myself “What can be done to fix this?” I found the beginnings of an answer with Carol Dweck’s (2007) work with Fixed and Growth Mindsets and in Geneva Gay’s (2011) work with Culturally Responsive Teaching. Teachers need to teach beyond academics. Teachers need to create lasting relationships with their students by getting to know their students on a social/emotional and cultural level. First, teachers need to
understand their own cultural identity and how their identity and privilege affect their students before they can begin to make progress towards change. We have a lot to do.
References


APPENDIX A

Professional Development Plan
Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

<table>
<thead>
<tr>
<th>Day 1 (Instructor Plan)</th>
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<tbody>
<tr>
<td><strong>Professional Development Objective:</strong> Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.</td>
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<tr>
<td><strong>Daily Objective(s):</strong></td>
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<tr>
<td>• Participant will become familiar with Courageous Conversation Norms and Procedures including the Courageous Conversations’ Compass</td>
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<tr>
<td>• Participants will become familiar with an overview of the course, by reading through the syllabus</td>
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<tr>
<td>• Participants will assess “where they are” on the equity journey</td>
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<tr>
<td>• Participants will assess their beliefs in how they treat their students.</td>
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<table>
<thead>
<tr>
<th>Norms: Four Agreements: Courageous Conversations</th>
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<tbody>
<tr>
<td>• Stay Engaged</td>
</tr>
<tr>
<td>• Speak Your Truth</td>
</tr>
<tr>
<td>• Experience Discomfort</td>
</tr>
<tr>
<td>• Expect and Accept Non-closure</td>
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<table>
<thead>
<tr>
<th>Norms: Four Agreements: Toultec- Miguel Ruiz</th>
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<tbody>
<tr>
<td>• Be impeccable with your word</td>
</tr>
<tr>
<td>• Don’t take anything personally</td>
</tr>
<tr>
<td>• Don’t make assumptions</td>
</tr>
<tr>
<td>• Always do your best--be brilliant :-)</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Intended Learning/Content/Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>Introduction</td>
<td>Introduce self and how I came to want to know about implicit bias</td>
<td>Materials found in Appendix A</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Community Builder</td>
<td>Interview a colleague and introduce them to group</td>
<td>Courageous Conversations-Singleton Four Agreements: Toultec- Miguel Ruiz</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Discussion of Norms and Four Agreements</td>
<td>Singleton’s Courageous Conversations Discussion of Compass</td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td>Purpose of Course-Overview</td>
<td>Explain overview of the course. Share syllabus.</td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td>Common Beliefs Survey</td>
<td>Teacher’s Fill out survey individually (Teaching Tolerance resource)</td>
<td>Facilitator compiles data</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Call for Change-Buy-In</td>
<td>Action Continuum/Compass Review</td>
<td></td>
</tr>
<tr>
<td>15 minutes</td>
<td>Closing</td>
<td>TED Talk: Rita Pierson “Be Their Champion”</td>
<td></td>
</tr>
<tr>
<td>60 minutes</td>
<td>HOMEWORK</td>
<td>Read and make notes about Ed Leadership Article</td>
<td>“Why good intentions aren’t good enough?”</td>
</tr>
</tbody>
</table>
**Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy**

**Day 2 (Instructor Plan)**

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will discuss and understand the concept: Implicit Bias and how teachers may affect their students’ ability to learn.
- Participants will begin to examine their own implicit biases
- Participants will begin to examine how implicit bias affects kids

**Norms: Four Agreements: Courageous Conversations**
- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-closure

**Norms: Four Agreements: Toultec- Miguel Ruiz**
- Be impeccable with your word
- Don’t take anything personally
- Don’t make assumptions
- Always do your best--be brilliant:-)

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<tbody>
<tr>
<td>30 minutes</td>
<td>Community Builder</td>
<td>Write and Share I am From…poems</td>
<td>Small groups and then vote to have one person from small group share out.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Discussion of Norms and Four Agreements</td>
<td>Review Norms and Courageous Conversation Compass</td>
<td>Courageous Conversations- Singleton Four Agreements: Toultec- Miguel Ruiz</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Warm-Up</td>
<td>Compare two students: Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lit Review</td>
<td>What is Implicit Bias?</td>
<td></td>
</tr>
<tr>
<td>40 minutes</td>
<td>Video</td>
<td>The Danger of a Single Story/Discussion</td>
<td>Single Story TED Talk</td>
</tr>
<tr>
<td>40 minutes</td>
<td>Ed Leadership</td>
<td>Revisit Action Continuum and Article Discussion from Day 1 “Why good intentions aren’t good enough?”</td>
<td>Click here for Article</td>
</tr>
<tr>
<td>50 minutes</td>
<td>Common Belief Survey</td>
<td>Discussion around Common Beliefs Survey</td>
<td>Jigsaw results</td>
</tr>
<tr>
<td>20 minutes</td>
<td>CNN Video Clips</td>
<td>Implicit Bias: “The Way Kids See it” 1, 2, 3</td>
<td>Race</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CNN 1 CNN 2</td>
<td></td>
</tr>
<tr>
<td>60 minutes</td>
<td>HOMEWORK</td>
<td>Write about a tradition in your family or about the meaning of your name</td>
<td>Tradition or Name for Community Builder</td>
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Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

### Day 3 (Instructor Plan)

#### Professional Development Objective:
Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

#### Daily Objective:
- Participants will discuss and understand the concept: Implicit Bias and how they as teachers affect their students’ ability to learn.
- Participants will use the computerized IAT test to assess their implicit (unconscious bias) towards groups of people or things.
- Participants will discuss overcoming unconscious bias through self-awareness and positive talk and actions.
- Participants will write their own racial autobiography.

#### Norms: Four Agreements: Courageous Conversations
- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-closure

#### Norms: Four Agreements: Toultec- Miguel Ruiz
- Be impeccable with your word
- Don’t take anything personally
- Don’t make assumptions
- Always do your best--be brilliant:-)

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<td>Courageous Conversations-Singleton Four Agreements: Toultec-Miguel Ruiz</td>
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<tr>
<td>10 minutes</td>
<td>Video</td>
<td>Video: Are you Biased? I am</td>
<td>Implicit Bias in the workplace</td>
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<td>60 minutes</td>
<td>IAT Test</td>
<td>Implicit Bias Test</td>
<td>Project Implicit</td>
</tr>
<tr>
<td>50</td>
<td>Article</td>
<td>“Multiplication is for White People”— Lisa Delpit (2012)</td>
<td>p. xix-xx, pp. 5-6, 36-37 + Discussion ??s</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Discussion</td>
<td>Awareness Discussion</td>
<td>Share Davien’s Story</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Reflection</td>
<td>Explain Racial Autobiography assignment and share</td>
<td>Allow time for writing</td>
</tr>
<tr>
<td>60</td>
<td>HOMEWORK</td>
<td>Finish Racial Autobiography assignment</td>
<td>Be prepared to share</td>
</tr>
</tbody>
</table>
### Day 4 (Instructor Plan)

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will discuss and understand the concept of Self-Fulfilling Prophecy (Pygmalion Effect)
- Participants will discuss the negative and positive outcomes of the Self-Fulfilling Prophecy
- Participants will write their own school/literacy autobiography and discuss implications of a positive or negative experience
- Participants will begin to discuss SchoolTalk and how it could be used in their own environment

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<td>Expect and Accept Non-closure</td>
<td>Always do your best--be brilliant:-)</td>
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<td>Community Builder</td>
<td>Share Racial Autobiographies</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Discussion of Norms and Four</td>
<td>Review Norms and Courageous Conversation Compass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agreements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Lit. Review</td>
<td>Discuss Self-Fulfilling Prophecy Phenomenon: Review Literature</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Negative Effect</td>
<td>Video: <a href="#">Negative Affects: Jane Elliot's Experiment</a></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Positive Effect</td>
<td>Video: <a href="#">Pygmalion Effect</a></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>School Talk</td>
<td>Read Introduction pp. 2 from School Talk by Mica Pollack (2017), discuss and share out</td>
<td>Did anyone ever say anything about you in school that particularly supported your school success, or slowed you down? Try to remember one story.</td>
</tr>
<tr>
<td>5</td>
<td>Closing</td>
<td>Begin to outline a literacy/school autobiography</td>
<td></td>
</tr>
<tr>
<td>60 minutes</td>
<td>HOMEWORK</td>
<td>Finish literacy/school autobiography</td>
<td></td>
</tr>
</tbody>
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Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

**Day 5 (Instructor Plan)**

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will familiarize themselves with Guided Reading protocol and how it can hinder student growth in reading
- Participants will understand author’s true purpose for guided reading, Fountas and Pinnell (2012)
- Participants will familiarize themselves with the Fountas and Pinnell Literacy Continuum (2017) and learn how to use it to benefit student growth.
- Participants will write SMART goals for each of their students to help create an action plan for literacy growth.

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<tr>
<td>15 minutes</td>
<td>Community Builder</td>
<td>Review Literacy/School Autobiographies</td>
<td>Share Out</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Discussion of Norms and Four Agreements</td>
<td>Review Norms and Courageous Conversation Compass</td>
<td>Courageous Conversations-Singleton Four Agreements: Toultec-Miguel Ruiz</td>
</tr>
<tr>
<td>45 minutes</td>
<td>Fountas and Pinnell Article</td>
<td>Read Fountas and Pinnell “Romance and Reality” article (2012)</td>
<td>Discuss how to plan and use in own practice</td>
</tr>
<tr>
<td>40 minutes</td>
<td>SFP and Literacy</td>
<td>Model Literacy Continuum and Address “Letters”</td>
<td>Discuss how to plan and use in own practice</td>
</tr>
<tr>
<td>60 minutes</td>
<td>Fountas and Pinnell Goal setting</td>
<td>Model using the Fountas and Pinnell K-8 framework- set SMART goals for students, planning</td>
<td>Teachers should bring test scores or student data.</td>
</tr>
<tr>
<td>60 minutes</td>
<td>HOMEWORK</td>
<td>Complete goal setting</td>
<td></td>
</tr>
</tbody>
</table>
Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

**Day 6 (Instructor Plan)**

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will gain a working understanding of the Growth Mindset as coined by Carol Dweck (2007).
- Participants will understand the implications of the “False” Growth Mindset
- Participants will gain a working understanding of how growth mindset and the resiliency of the human brain can affect student achievement in literacy.
- Participants will create a lesson around mindset to share with their students using children’s literature.

**Norms: Four Agreements: Courageous Conversations**
- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-closure

**Norms: Four Agreements: Toultec- Miguel Ruiz**
- Be impeccable with your word
- Don’t take anything personally
- Don’t make assumptions
- Always do your best--be brilliant:-)

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<tr>
<td>15 minutes</td>
<td>Community Builder</td>
<td>Review Goal Setting</td>
<td>Share out</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Discussion of Norms and Four Agreements</td>
<td>Review Norms and Courageous Conversation Compass</td>
<td>Revisit Action Continuum</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Introduction to Growth Mindset</td>
<td>Overview Video</td>
<td>Play Video and Discuss</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Introduction to Growth Mindset</td>
<td>Overview (PPT)</td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td>False Mindset</td>
<td>Read False Mindset Article + Video Clip</td>
<td>Carol Dweck (2007)</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Mindset and Our Brains</td>
<td>Read and Model Fantastic Elastic Brain</td>
<td></td>
</tr>
<tr>
<td>20 minutes</td>
<td></td>
<td>Model several picture books using Growth Mindset: Plan a lesson to incorporate Growth Mindset</td>
<td>Stuck, Beautiful Oops, The Magnificent Idea</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Personal story</td>
<td>Share story of Jackson (Huge growth!)</td>
<td></td>
</tr>
<tr>
<td><strong>HOMEWORK</strong></td>
<td>Article</td>
<td>“Every Student Has something to teach me”</td>
<td>Read and Take Note</td>
</tr>
</tbody>
</table>
Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

### Day 7 (Instructor Plan)

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will revisit the Action Continuum from Day 1 and assess their learning and place in their journey
- Participants will discuss and write a pledge to students detailing their commitment to self-awareness and noticing signs of implicit bias.

**Norms: Four Agreements: Courageous Conversation**
- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-closure

**Norms: Four Agreements: Toultec- Miguel Ruiz**
- Be impeccable with your word
- Don’t take anything personally
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</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Community Builder</td>
<td>Eye Contact Trust Activity</td>
<td>Building Trust- “I see you”</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Discussion of Norms and Four Agreements</td>
<td>Review Norms and Courageous Conversation Compass</td>
<td>Courageous Conversations-Singleton Four Agreements: Toultec-Miguel Ruiz</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Discussion</td>
<td>Discuss “Every Student Has Something to Teach Me”</td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td>Article + Discussion</td>
<td>10 Ways Well-Meaning White Teachers Bring Racism Into Our Schools Article (Read and Discuss)</td>
<td>Jamie Utt (2015)</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Discussion</td>
<td>Revisit Action Continuum</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td>Pledge</td>
<td>Pledge to Students</td>
<td>Write your own Pledge</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Closing</td>
<td>Raising a Black Son in America: Video</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td>HOMEWORK</td>
<td>Reflection: What are the implications for your students if you make a pledge of awareness?</td>
<td>Reflection: Be prepared to discuss with someone at home</td>
</tr>
</tbody>
</table>
Norms for Equity Conversations

Four Agreements
1. Stay engaged
2. Speak your truth
3. Experience discomfort
4. Expect and accept non-closure

Source: Courageous Conversations about Race, Singleton (2006)
Ask your partner 5-6 questions from the list below or come up with your own. Plan on sharing 3 responses with the rest of the group, when you introduce your partner.

- Who was your favorite elementary school teacher and why?
- What's a favorite family memory that has stuck with you into your adult life? Why?
- What spectator activities do you most enjoy attending and watching?
- What is the most memorable vacation you've taken in the past?
- What's your favorite book you’ve ever read?
- What's the craziest thing you've ever done in your life?
- What's your favorite activity to do locally and why?
- Can you share three things about you that you think no one here knows?
- Share one thing that you love to do that you get to do nearly every day.
- What's your most significant current challenge?
- What would you like to accomplish in your job this year?
- What is your favorite local restaurant and the meal you most enjoy eating when there?
- What outdoor activities do you most enjoy? How often do you get time to participate?
- Describe your dream vacation.
- What is the best meal that you have ever made for dinner?
- If you could only travel to one more country, which country would you choose?
- If money were not a consideration, how would you spend the days of your life?

Notes:
Course Syllabus
Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

**Day 1 (3 hours)**

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective(s):**
- Participant will become familiar with Courageous Conversation Norms and Procedures including the Courageous Conversations’ Compass
- Participants will become familiar with an overview of the course, by reading through the syllabus
- Participants will assess “where they are” on the equity journey
- Participants will assess their beliefs in how they treat their students.

**Norms: Four Agreements: Courageous Conversations- Singleton**
- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-closure

**Norms: Four Agreements: Toultec- Miguel Ruiz**
- Be impeccable with your word
- Don’t take anything personally
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**Professional Development Plan**

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<tbody>
<tr>
<td>Introduction</td>
<td>Instructor Introductions</td>
<td></td>
</tr>
<tr>
<td>Community Builder</td>
<td>Interview a colleague and introduce them to group</td>
<td></td>
</tr>
<tr>
<td>Discussion of Norms and Four Agreements</td>
<td>Singleton’s Courageous Conversations about Race Discussion of Compass and Norms</td>
<td></td>
</tr>
<tr>
<td>Purpose of Course-Overview</td>
<td>Syllabus Explanation</td>
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<td>Common Beliefs Survey</td>
<td>Common Beliefs Survey- Fill out individually</td>
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<td>Call for Change- Buy-In</td>
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Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

**Day 2 (3 hours)**

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will discuss and understand the concept: Implicit Bias and how teachers may affect their students’ ability to learn.
- Participants will begin to examine their own implicit biases
- Participants will begin to examine how implicit bias affects kids

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<td>Discussion around Common Beliefs Survey</td>
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<tr>
<td>CNN Video Clips</td>
<td>Implicit Bias: “The Way Kids See it” 1, 2, 3 CNN 1 CNN 2</td>
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<td>HOMEWORK</td>
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### Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

#### Day 3 (3 hours)

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
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Participants will use the computerized IAT test to assess their implicit (unconscious bias) towards groups of people or things
Participants will discuss overcoming unconscious bias through self-awareness and positive talk and actions. Participants will write their own racial autobiography.

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<tr>
<td>Article</td>
<td>“Multiplication is for White People” and Discussion</td>
<td>p. xix-xx, pp. 5-6, 36-37</td>
</tr>
<tr>
<td>Discussion</td>
<td>Awareness Discussion</td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td>Racial Autobiography</td>
<td></td>
</tr>
<tr>
<td>30 minutes HOMEWORK</td>
<td>Write Racial autobiography</td>
<td></td>
</tr>
</tbody>
</table>
### Day 4 (3 hours)

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will discuss and understand the concept of Self-Fulfilling Prophecy (Pygmalion Effect)
- Participants will discuss the negative and positive outcomes of the Self-Fulfilling Prophecy
- Participants will write their own school/literacy autobiography and discuss implications of a positive or negative experience
- Participants will begin to discuss SchoolTalk and how it could be used in their own environment

<table>
<thead>
<tr>
<th>Norms: Four Agreements: Courageous Conversations</th>
<th>Norms: Four Agreements: Toultec- Miguel Ruiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Stay Engaged</td>
<td>• Be impeccable with your word</td>
</tr>
<tr>
<td>• Speak Your Truth</td>
<td>• Don’t take anything personally</td>
</tr>
<tr>
<td>• Experience Discomfort</td>
<td>• Don’t make assumptions</td>
</tr>
<tr>
<td>• Expect and Accept Non-closure</td>
<td>• Always do your best--be brilliant:-)</td>
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<table>
<thead>
<tr>
<th>Agenda item</th>
<th>Intended Learning/Content/Activity</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Community Builder</td>
<td>Share Racial Autobiographies</td>
<td></td>
</tr>
<tr>
<td>Discussion of Norms and Four Agreements</td>
<td>Review Norms and Courageous Conversation Compass</td>
<td></td>
</tr>
<tr>
<td>Lit. Review</td>
<td>Discuss Self-Fulfilling Prophecy Phenomenon: Review Literature</td>
<td></td>
</tr>
<tr>
<td>Negative Effect/Discussion</td>
<td>Video: <a href="#">Negative Affects: Jane Elliot's Experiment</a></td>
<td></td>
</tr>
<tr>
<td>Positive Effect</td>
<td>Video: <a href="#">Pygmalion Effect</a></td>
<td></td>
</tr>
<tr>
<td>School Talk</td>
<td>Read Introduction pp. 2, discuss and share out</td>
<td>Did anyone ever say anything about you in school that particularly supported your school success, or slowed you down? Try to remember one story.</td>
</tr>
<tr>
<td>Closing</td>
<td>Begin to outline a literacy/school autobiography</td>
<td></td>
</tr>
</tbody>
</table>

| HOMEWORK | Finish literacy/school autobiography |       |

---

**60 minutes**

---
Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

Day 5 (3 hours)

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will familiarize themselves with Guided Reading protocol and how it can hinder student growth in reading
- Participants will understand author’s true purpose for guided reading, Fountas and Pinnell (2012)
- Participants will familiarize themselves with the Fountas and Pinnell Literacy Continuum (2017) and learn how to use it to benefit student growth.
- Participants will write SMART goals for each of their students to help create an action plan for literacy growth.

**Norms: Four Agreements: Courageous Conversations**
- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-closure

**Norms: Four Agreements: Toultec- Miguel Ruiz**
- Be impeccable with your word
- Don’t take anything personally
- Don’t make assumptions
- Always do your best--be brilliant:-)

<table>
<thead>
<tr>
<th>Agenda item</th>
<th>Intended Learning/Content/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Builder</td>
<td>Review Literacy/School Autobiographies</td>
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</tr>
<tr>
<td>Discussion of Norms and Four Agreements</td>
<td>Review Norms and Courageous Conversation Compass</td>
<td>Guided Reading: The Romance and the Reality</td>
</tr>
<tr>
<td>Fountas and Pinnell Article</td>
<td>Read Fountas and Pinnell “Romance and Reality” article (2012)</td>
<td></td>
</tr>
<tr>
<td>SFP and Literacy</td>
<td>Model Literacy Continuum and Address “Letters”</td>
<td></td>
</tr>
<tr>
<td>Fountas and Pinnell Goal setting</td>
<td>Model using the Fountas and Pinnell K-8 framework- set SMART goals for students, planning</td>
<td>Teachers should bring test scores or student data.</td>
</tr>
<tr>
<td>HOMEWORK</td>
<td>Complete goal setting</td>
<td></td>
</tr>
</tbody>
</table>
Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

**Day 6 (3 hours)**

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will gain a working understanding of the Growth Mindset as coined by Carol Dweck (2007).
- Participants will understand the implications of the “False” Growth Mindset.
- Participants will gain a working understanding of how growth mindset and the resiliency of the human brain can affect student achievement in literacy.
- Participants will create a lesson around mindset to share with their students using children’s literature.

**Norms:** Four Agreements: Courageous Conversations
- **Stay Engaged**
- **Speak Your Truth**
- **Experience Discomfort**
- **Expect and Accept Non-closure**

**Norms:** Four Agreements: Toultec - Miguel Ruiz
- Be impeccable with your word
- Don’t take anything personally
- Don’t make assumptions
- Always do your best--be brilliant:-)

<table>
<thead>
<tr>
<th>Agenda item</th>
<th>Intended Learning/Content/Activity</th>
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<tbody>
<tr>
<td>Community Builder</td>
<td>Review Goal Setting</td>
<td></td>
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<tr>
<td>Discussion of Norms and Four Agreements</td>
<td>Review Norms and Courageous Conversation Compass</td>
<td>Revisit Action Continuum</td>
</tr>
<tr>
<td>Introduction to Growth Mindset</td>
<td><strong>Overview Video</strong></td>
<td></td>
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<tr>
<td>Introduction to Growth Mindset</td>
<td>Overview (PPT)</td>
<td></td>
</tr>
<tr>
<td>False Mindset</td>
<td>Read False Mindset Article + Video Clip</td>
<td>Carol Dweck (2007)</td>
</tr>
<tr>
<td>Mindset and Our Brains</td>
<td>Read and Model Fantastic Elastic Brain (2010)</td>
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</tr>
<tr>
<td>Mindset and Children’s Literature</td>
<td></td>
<td>Stuck, Beautiful Oops, etc.</td>
</tr>
<tr>
<td>60 minutes Article</td>
<td>“Every Student Has something to teach me”</td>
<td>Read and Take Note</td>
</tr>
</tbody>
</table>
Elementary Professional Development: How to Counteract Implicit Bias and Self-Fulfilling Prophecy

Day 7 (3 hours)

**Professional Development Objective:** Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.

**Daily Objective:**
- Participants will revisit the Action Continuum from Day 1 and assess their learning and place in their journey
- Participants will discuss and write a pledge to students detailing their commitment to self-awareness and noticing signs of implicit bias.

**Norms: Four Agreements: Courageous Conversations**
- Stay Engaged
- Speak Your Truth
- Experience Discomfort
- Expect and Accept Non-closure

**Norms: Four Agreements: Toultec- Miguel Ruiz**
- Be impeccable with your word
- Don’t take anything personally
- Don’t make assumptions
- Always do your best--be brilliant:-)

<table>
<thead>
<tr>
<th>Time Duration</th>
<th>Agenda item</th>
<th>Intended Learning/Content/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Builder</td>
<td>Eye Contact Trust Activity</td>
<td>Building Trust- “I see you”</td>
<td></td>
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<tr>
<td>Discussion of Norms and Four Agreements</td>
<td>Review Norms and Courageous Conversation Compass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>Discuss “Every Student Has Something to Teach Me”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article + Discussion</td>
<td>10 Ways Well-Meaning Teachers Bring Racism Into Our Schools</td>
<td><a href="#">Jamie Utt (2015) article</a></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>Revisit Action Continuum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pledge</td>
<td>Pledge to Students</td>
<td>Write your own Pledge</td>
<td></td>
</tr>
<tr>
<td>Closing</td>
<td>Raising a Black Son in America: <a href="#">Video</a></td>
<td></td>
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</tr>
<tr>
<td>HOMEWORK</td>
<td>Reflection: What are the implications for your students if you make a pledge of awareness?</td>
<td>Reflection: Be prepared to discuss with someone at home</td>
<td></td>
</tr>
</tbody>
</table>
ACTION CONTINUUM

This resource, created by P. Griffin and B. Harro, 1982, is meant to aid individuals in the development of their own personal action plan. Adams, Bell, & Griffin (1997) explained that, a person’s place on the action continuum will be “a function of each person’s awareness of racism, readiness, and willingness to take action, and where he/she is in terms of personal comfort zone” (p. 103).

Supporting Oppression ←------------------------→ Confronting Oppression

<table>
<thead>
<tr>
<th>Actively Participating</th>
<th>Denying Ignoring</th>
<th>Recognizing No action</th>
<th>Recognizing Action</th>
<th>Educating Self</th>
<th>Educating Others</th>
<th>Supporting Encouraging</th>
<th>Initiating Preventing</th>
</tr>
</thead>
</table>

**Actively Participating:** Telling oppressive jokes, putting down people from target groups, intentionally avoiding target group members, discriminating against target group members, verbally or physically harassing target group members.

**Denying, Ignoring:** Enabling oppression by denying that target group members are oppressed. Does not actively oppress, but by denying that oppression exists, colludes with oppression.

**Recognizing, No Action:** Is aware of oppressive actions by self or others and their harmful effects, but takes no action to stop this behavior. This inaction is the result of fear, lack of information, confusion about what to do. Experiences discomfort at the contradiction between awareness and action.

**Recognizing, Action:** Is aware of oppression, recognizes oppressive actions of self and others and takes action to stop it.

**Educating Self:** Taking actions to learn more about oppression and the experiences and heritage of target groups members by reading, attending workshops, seminars, cultural events, participating in discussions, joining organizations or groups that oppose oppression, attending social action and change events.

**Educating Others:** Moving beyond only educating self to question and dialogue with others too. Rather than only stopping oppressive comments or behaviors, also engaging people in discussion to share why you object to a comment or action.

**Supporting, Encouraging:** Supporting others who speak out against oppression or who are working to be more inclusive of target group members by backing up others who speak out, forming an allies group, joining a coalition group.

**Initiating, Preventing:** Working to change individual and institutional actions and policies that discriminate against target group members, planning educational programs or other events, working for passage of legislation that protects target group members from discrimination, being explicit about making sure target group members are full participants in organizations or groups.
Common Beliefs Lesson Plan

This professional development activity examines common beliefs that help and hinder work with racially and ethnically diverse students.

Framework:
Teachers want students to learn, and many make an effort to be particularly responsive to racially and ethnically diverse students. Many of the beliefs we hold and lessons we are taught about racially and ethnically diverse students and how best to facilitate their learning have positive effects. Others, however, while seemingly sensible and well intended, can have negative consequences.

Objective:
To examine commonly held beliefs about racially and ethnically diverse students, the kinds of things we may say in conversations about how to meet the learning needs of all students.

Time and Materials:
Copy of “Teacher Voices” worksheet, for each participant
Copy of Discussion Prompts, for small groups

Instructions:
1. Read each statement on the “Teacher Voices” worksheet and insert your initial “score” on the continuum. Try not to "over-think" the items, answering instead with your "gut response."

2. Next, read the entries for each statement on the Discussion Prompts printout. As you read each discussion prompt, reflect on your initial response and write down additional thoughts, along with possible action steps that might help you better serve students.

**Alternatively, the facilitator can compile "scores" and comments from participants' worksheets, providing a "class score" for each statement, along with representative samples from their comments."
Adapted from: Willis Hawley, Jacqueline Jordan Irvine and Melissa Landa who designed the instruments and framework for this activity. Teaching Tolerance.

Teacher Voices Common Beliefs Survey

1. I don’t think of my students in terms of their race or ethnicity. I am color blind when it comes to my teaching.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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*Why I feel this way:*

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

2. The gap in the achievement among students of different races is about poverty, not race.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
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</thead>
<tbody>
<tr>
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</table>

*Why I feel this way:*

_______________________________________________________________________
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_______________________________________________________________________

3. Teachers should adapt their teaching to the distinctive cultures of African American, Latino, Asian and Native American students.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
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<tbody>
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<td>1</td>
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</table>

*Why I Feel this way:*

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
4. In some cultures, students are embarrassed to speak in front of others so I take this into account and don’t call on these students in class.

Agree Strongly  Neither Agree or Disagree  Disagree Strongly

1  2          3       4  5

Why I feel this way:
_______________________________________________________________________  
_______________________________________________________________________  
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_______________________________________________________________________  

5. When students come from homes where educational achievement is not a high priority, they other don’t do their homework and their parents don’t come to school events. This lack of parental support undermines my efforts to teach these students.

Agree Strongly  Neither Agree or Disagree  Disagree Strongly

1  2          3       4  5

Why I feel this way:
_______________________________________________________________________  
_______________________________________________________________________  
_______________________________________________________________________  

6. It is not fair to ask students who are struggling with English to take on challenging academic assignments.

Agree Strongly  Neither Agree or Disagree  Disagree Strongly

1  2          3       4  5

Why I feel this way:
_______________________________________________________________________  
_______________________________________________________________________  

7. I believe that I should reward students who try hard, even if they are not doing well in school: building their self-esteem is important.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
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<td>3</td>
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<tr>
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*Why I feel this way:*

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8. I try to keep in mind the limits of my students’ ability and give them assignments that I know they can do so that they do not become discouraged.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
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</table>

*Why I feel this way:*

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9. Students of different races and ethnicities often have different learning styles and good teachers will match their instruction to these learning styles.

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<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
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*Why I feel this way:*

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10. Grouping students of different levels of achievement for instruction may benefit some students, but it can undermine the progress that could otherwise be made by higher achieving students.

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<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
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Why I feel this way:
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11. Before students are asked to engage in complex learning tasks, they need to have a solid grasp of basic skills.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
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Why I feel this way:
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12. With all the pressures to raise student achievement, finding and using examples for the cultural, historic and everyday lived experiences of my students takes away (or could take away) valuable time from teaching and learning what matters most.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
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Why I feel this way:
_______________________________________________________________________
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_______________________________________________________________________
13. Talking about race with my colleagues could open up a can of worms; little good is likely to come from it.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
<th>Neither Agree or Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
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*Why I feel this way:*

_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________
COMMON BELIEF 1

I don’t think of my students in terms of their race or ethnicity. I am color blind when it comes to my teaching.

Background: When teachers say they are color blind, they are usually saying that they do not discriminate and that they treat all their students equally. Of course, being fair and treating each student with respect are essential to effective teaching. However, race and ethnicity often play important roles on children’s identities, and contribute to their culture, their behavior, and their beliefs. When race and ethnicity are ignored, teachers miss opportunities to help students connect with what is being taught. Recognizing that a student’s race and ethnicity influences their learning allows teachers to be responsive to individual differences. In some cases, ignoring a student’s race and ethnicity may undermine a teacher’s ability to understand student behavior and student confidence in doing well in a school culture where expectations and communication are unfamiliar. An individual’s race and ethnicity are central to her or his sense of self but they are not the whole of personal identity. Moreover, how important an individual’s race and ethnicity is to their identity will vary and teachers need to take that into account as they seek to learn more about their students.

Questions:
1. What are some ways for educators to acknowledge students’ ethnic, cultural, racial, and linguistic identities?
2. Why is it important to incorporate their identities into the curriculum?
3. What happens when teachers don’t validate their students’ racial and ethnic identities?
COMMON BELIEF 2

*The gap in the achievement among students of different races is about poverty, not race.*

**Background:** Studies of the influences on student achievement invariably show that students’ family income is a significant correlate of low achievement. However, even when students’ socioeconomic status is taken into account, race often accounts for variance in student performance. The reasons for this are complex and experts disagree about why this is so. Most experts dismiss explanations having to do with race-related “culture” (i.e., the culture of poverty thesis) or genetic differences among races. Some experts believe that the racial influence on achievement lies in the experiences students of color may have in school—such as low expectations, teaching that is insufficiently responsive to differences in student interests and needs, or differential access to learning opportunities. There is considerable agreement among researchers that “stereotype threat”—students’ belief that societal stereotypes about the limits of the academic abilities of African American, Latino and Native American students have merit—can discourage such students from seeking to achieve at high levels.

**Questions:**
1. How does “stereotype threat” bring race to the surface in (a) understanding student achievement and (b) fostering productive student-teacher relationships?
2. How do school-based policies and practices reflect institutional racism?
3. What can be done to dismantle racial bias and misconceptions in the American educational system?
COMMON BELIEF 3

*Teachers should adapt their instructional practice to the distinctive cultures of African American, Latino, Asian and Native American students.*

**Background:** Teachers who are responsive to their students’ values, beliefs and experiences will be more effective than those who are not. Some generalizations can be made about the cultures of different racial and ethnic groups that can help teachers to begin to understand their students. However, these generalizations also can lead to stereotypes and a failure to recognize that within broad racial and ethnic groupings (e.g., Latino and Asian) there are very big average differences related to subgroups (e.g., Chinese Americans and Cambodian Americans) and social class differences within groups. Moreover, even within subgroups and students of similar socioeconomic status, there are often significant differences in the factors that influence student learning. There is no substitute for getting to know each student well and adapting instruction to these realities.

**Questions:**
1. What are some ways in which teachers can view the cultures of their students without stereotyping them?
2. How might teachers learn about the cultural perspectives and practices of their students?
3. What is culturally relevant pedagogy?
COMMON BELIEF 4

In some cultures, students are embarrassed to speak in front of others so I take this into account and don’t call on these students in class.

Background: Some students learn lessons in their homes and communities about appropriate behavior that discourage them from participating actively in class discussions. Others prefer to work in small groups or on their own but not to speak out in class. For example, such dispositions are common among some Native American students and some students of Asian descent. Clearly teachers need to be sensitive to such concerns among their students. On the other hand, when students do not learn to express themselves in public settings and to feel confident about their verbal abilities, this may undermine the development of verbal skills, and of literacy more generally. This, in turn, limits their willingness and capacity to take on certain potentially rewarding roles and responsibilities. Of course, the reluctance of some students to engage in class may not be an artifact of culture at all. Thus, generalizations about cultural characteristics should be treated as possible explanations rather than definitive diagnoses.

Questions:
1. How does a culturally relevant curriculum validate the cultural identity of students?
2. What is the connection between students’ cultural identities and knowledge of their history?
To explore these and other questions, take a closer look at the resources below.
COMMON BELIEF 5

When students come from homes where educational achievement is not a high priority, they often don’t do their homework and their parents don’t come to school events. This lack of parental support undermines my efforts to teach these students.

Background: When families (not all students live with or are primarily cared for by one or more parents) do not get engaged in supporting their children’s learning, the job of the teacher is more difficult. The reasons why families don’t get involved are many. They may lack interest, but more often parents cannot get to the school, feel that they lack the knowledge of resources to help, or feel that they do not know what their role should be. This is especially true, of course, for families from some cultures, for those who do not feel comfortable with English and for single parents who may work more than one job and have responsibilities for caring for other children. Schools that support teachers in reaching out to families in several ways, and that see family engagement as a school-wide responsibility, can significantly increase the extent to which families help their children do well in school.

Questions:
1. What are some explanations for why parents avoid coming to their children’s school?
2. How can educators invite and encourage the involvement of families?
COMMON BELIEF 6

It is not fair to ask students who are struggling with English to take on challenging academic assignments.

Background: It is certainly true that English Language Learners (ELLs) who are struggling with English may, and probably will have, more trouble with tasks that require reading than students whose native language is English. However, when English language learners are asked to do less challenging work that other students, they can fall behind and, perhaps, stay behind. In some cases, difficulty with English is erroneously perceived by educators as limited academic ability. Teachers need to guard against having low expectations for English language learners and using biased assessments that reinforce those low expectations. The challenge is to engage all students in learning content at relatively high levels. This means that teachers need to seek or provide extra help for students whose English is limited to ensure that they have the same learning opportunities as their English speaking peers. Easier said than done, of course. But it is important to recognize that English language learners often need years to master academic language, which is more complex than the social language they acquire more quickly. Therefore, English language learners need to begin to learn academic language immediately, to prevent them from falling behind.

Questions:
1. How can teachers both view and utilize students’ home language in a positive manner?
2. How can teachers facilitate the development of academic English for ELLs?
COMMON BELIEF 7

I believe that I should reward students who try hard, even if they are not doing well in school because building their self-esteem is important.

Background: It is certainly true that students who are confident in their ability to do well in school achieve at higher levels than do students with the same ability who lack this sense of efficacy. However, if students come to believe that they are achieving at high levels when they are not, this can lead to a belief that they need not work harder. If they realize that other, less-able students are receiving recognitions similar to theirs, this may lead students to believe that less is expected of them than their classmates. This, of course, is the case—less is being expected and students can take this as evidence that they do not have the ability to achieve at high levels. High self-esteem does not, in itself, translate to high academic performance. But, when high self-esteem is derived from solid performance in school, this contributes to student engagement and effort to improve further.

Question:

1. What do teachers need to keep in mind as they raise the learning expectations for students who are not as confident in their capabilities as learners?
COMMON BELIEF 8

*I try to keep in mind the limits of my students’ abilities and give them assignments that I know they can do so that they do not become discouraged.*

**Background:** Students do need to experience success in order to stay motivated. It makes sense, therefore, to give students work that they can accomplish. The potential downside here is that this will lead to lower expectations by both students and teachers. The challenge for teachers, then, is to be clear about the ultimate academic goal and ensure that students engage in increasingly demanding work in order to meet that goal. When that work is accompanied by teacher support and the expectation of success, students achieve at high levels.

**Question:**

1. What are some ways that educators can simultaneously have high expectations of their students and acknowledge their individual needs?
COMMON BELIEF 9

_Students of different races and ethnicities often have different learning styles and good teachers will match their instruction to these learning styles._

**Background:** Many teachers have learned that they should take into account the learning styles of their students. But the concept of learning styles has different meanings and much recent research on learning does not talk about learning styles. Among the reasons why many cognitive psychologists discount the importance of learning styles is that this intuitively sensible idea is easily abused. For example, we all prefer to learn in some ways more than others. But this does not mean that our brains function differently when we learn. And, if our preferences are reinforced, we may fail to learn how to learn in other ways. Since we cannot control the demands on us to learn, especially outside of school, being taught in terms of our preferred “learning style” can limit our success in solving problems. Some ways of describing learning styles—such as distinctions between “concrete operationalizing” and “abstract conceptualization” (or “logical-mathematical” and “bodily-kinesthetic”)—implicitly represent a hierarchy of academic learning capabilities. Thus, students not challenged to learn to conceptualize complex phenomena will be disadvantaged in taking on many tasks most highly valued by society and essential to complex problem solving.

**Question:**

What are some ways that educators can have high expectations of their students, while acknowledging their individual needs?
COMMON BELIEF 10

Grouping students of different levels of achievement for instruction may benefit some students, but it can undermine the progress that could otherwise be made by higher-achieving students.

Background: The research suggests that most students can benefit from participating in learning groups comprised of students who have different levels of achievement and in which students of different races and ethnicities participate. But to say that this can be the case is not to say that it will. The success of heterogeneous groups depends a great deal on the extent to which teachers carefully structure group work and prepare all students to participate, taking into account the needs and dispositions of each student. There are also times when students need instruction targeted on particular skills and should be grouped with students who have similar needs. Educators should avoid tracking students by ability and should strive for grouping strategies that best enhances students’ opportunities to learn.

Question:
What are some strategic approaches to using group learning in the classroom?
COMMON BELIEF 11
Before students are asked to engage in complex learning tasks, they need to have a solid grasp of basic skills.

Background: The “basic skills first” approach to learning is intuitively sensible and is reinforced by some curricula. Of course, students must learn basic skills. However, when students are not given challenging problem solving tasks at early stages of their cognitive development, it is likely that they will not develop important skills and dispositions. This is particularly problematic for students who do not experience opportunities for problem solving (high cognitive demand) in their homes. So, when the curriculum turns to lessons that demand the ability to make judgments and inferences, basic skills first students will be disadvantaged. Moreover, when students are struggling with so-called basic skills, but are not given more demanding work in school, these students may not learn how interesting and useful learning can be. Additionally, when basic skills are taught in isolation from authentic contexts—such as a worksheet rather than a short story—students do not learn to apply what they have been taught or recognize what they have learned in a variety of contexts. Teachers need to ensure that struggling students do not become struggling thinkers.

Question:
What are some ways to incorporate complex problem solving in basic-skills assignments?
COMMON BELIEF 12

With all the pressures to raise student achievement, finding and using examples of the cultural, historic and everyday lived experiences of my students takes valuable away (or could take away) time from teaching and learning what matters most.

Background: In many schools throughout the country, high stakes accountability programs have pressured teachers to narrow the curriculum and focus on the short-run task of having students do well on the next standardized test. If this means that teachers do not have time or motivation to try to understand how their students’ dispositions and experiences related to race and ethnicity can influence their learning, the likely result will be lower student achievement, especially for students who may be struggling the most. Good teaching requires that teachers build on their students’ prior knowledge. Moreover, students learn best when they feel recognized and acknowledged for the aspects of their identity they deem important. When students feel that their identities are ignored or not respected, they often disengage from learning and adopt a stance of outsider among strangers. As most teachers recognize, achievement tests measure only part of what it is important for students to learn and “achievement” is not the same as learning.

Question:
How might you make time to better understand your students, even in a climate that favors high-stakes test preparation over student-teacher relationships?
COMMON BELIEF 13

Talking about race with my colleagues could open up a can of worms — little good is likely to come from it.

Background: Talking about what appear to be racial issues with respect to student interactions, student-teacher interactions or interactions among members of the school staff is uncommon. Race is a “hot button” in our country and it may feel that discussing potential misunderstandings or conflicts will make things worse. Moreover, many worry about being seen as insensitive or preoccupied with race. No doubt some issues that could be race-related are not. But, this cannot be known without bringing up the issue. While the country has made great progress in reducing racial prejudice and discrimination, negative stereotypes, concerns about fairness, and the absence of comfort in interracial relationships persist, especially when the stakes of common action or the resolution of interpersonal conflict are high. In schools where racial issues are openly dealt with, school leaders make clear that it is important to be candid and to trust one another while ensuring that action is taken when problems are surfaced.

Questions:

1. Why is it important to openly discuss issues that are seen as having racial dimensions?
2. What do educators need to do to foster productive examination of issues that are seen by some—or all—as being influenced by the race or ethnicity? What are some examples of effective strategies for initiating and facilitating conversations about race?
I Am From Poem Frame (Adapted from George Ella Lyon)

I am from ___________________________________________ (specific ordinary item)

From ___________________________________________ and ___________________________________________ (product name) (product name)

I am from the ___________________________________________ (home description)

_________________ , _____________ , ____________________________ (adjective) (adjective) (sensory detail)

I am from ___________________________________________ , (plant, flower, natural item)

________________________________________________________ (description of above item)

I'm from ___________________________________________ and ___________________________________________ (family tradition) (family trait)

From ___________________________________________ and ___________________________________________ (name of family member) (another family name)

I'm from the ___________________________________________ and ___________________________________________ (description of family tendency) (another one)

From ___________________________________________ and ___________________________________________ (something you were told as a child) (another)

I'm from ___________________________________________ , ___________________________________________ (representation of religion or lack of) (further description)

I'm from ___________________________________________ (place of birth and family ancestry)

________________________________________________________ (a food item that represents your family) (another one)

From the ___________________________________________ (specific family story about a specific person and detail)

The ___________________________________________ , ___________________________________________ (another detail of another family member) (location of family pictures, mementos, archives)

____________________________________________________________________ (line explaining the importance of family items)
I am from poem… Example

Where I'm From by George Ella Lyon

I am from clothespins, from Clorox and carbon-tetrachloride.

I am from the dirt under the back porch. (Black, glistening, it tasted like beets.)

I am from the forsythia bush the Dutch elm whose long-gone limbs I remember as if they were my own.

I'm from fudge and eyeglasses, from Imogene and Alafair.

I'm from the know-it-alls and the pass-it-ons, from Perk up! and Pipe down!

I'm from He restoreth my soul with a cotton ball lamb and ten verses I can say myself.

I'm from Artemus and Billie's Branch, fried corn and strong coffee.

From the finger my grandfather lost to the auger, the eye my father shut to keep his sight. Under my bed was a dress box spilling old pictures, a sift of lost faces to drift beneath my dreams.

I am from those moments-- snapped before I budded -- leaf-fall from the family tree.
Name Assignment

My name makes me, me because ________________________.

People call me many names but a few that have stuck are ______________, _______ and __________.

The first time ________________ called me this nickname was when we were at ________________, doing/having __________________________

I was named after ____________ and ______________. My parents chose to name me after ________________ because ___________________. This person means __________________ to me.

OR

I have never met this person but I know that they are a ________________ person and I feel _____________ to share the name.

My name is often ___________________ and I am sick of it.
  (Misspelled, Mispronounced)

My name has a story, a history and it reserves respect.

A. Quirk (2017)
Name Assignment Example

My grandfather always told us grandkids, to be proud of our name. No matter how badly others butchered it with their pronunciation, we would always be gracious and correct them, pronouncing it the right way.

Since then, I have been proud of my name. Whenever a telemarketer would call and ask for Mr. Nable or Mrs. Kuh-nooble, I would always correct them and spell it out for them. Sometimes, I may have been a little rude about it, saying that those people didn’t even live here. Well, after all, they did call during dinner. When I started to teach, I told the kids that it rhymed with the substitute teacher’s name from the movie School of Rock, Mr. Schneebly.

Another funny story that has to do with my name is how they pronounced it at my college graduation ceremony. This time however, it was all my fault. The announcer of all the names asked two weeks beforehand how to pronounce my name. I told him I would spell it out phonetically on a piece of paper. I spelled it out as Can-A-BELL-EE. This I thought to be correct. It sounded good to me. I should have showed a few other people. When I walked across the stage I heard Anna CanAbellee, as if I was some kind of Italian olive oil brand. My parents were sitting in the audience and burst out laughing the moment they heard my name. They talked about it for days, never letting me forget my mistake.

Even though my name can sometimes be a hassle, I would never change it. I may even keep it when I get married. Most of the time, women will adopt their husband’s last name, but my name is so unique and has such great stories that go along with it that I just might keep mine. So, grandpa, I thank you for having us promise you to always be proud of our name. I know I will keep that promise.
Family Traditions Assignment

Take some time to talk to your family members and relatives about family traditions and stories that you may not have known before, about yourself, or about your family.

Your grandparents, or the oldest members of your extended family are the best resources for you to find out the stories and traditions that have lasted the longest.

Interview 2-3 family members about family traditions. If you know of a family tradition already, write it down. What is it? What is your favorite thing about it?

Here are some questions that you could ask your relatives:

What are some family traditions that we have? When did they start? Why?

Are there any other family stories that you would like to share that go along with that tradition?
Awareness Activity – Day 3

Use the statements below to discuss with your group, the implications that could occur because of these assumptions. **Alternatively, divide statements onto cards for groups to look at in a jigsaw format.

- Instructors may assume that students know to seek help when they are struggling. The reverse, however, is likely to occur: Students who are at higher-risk for struggling academically are often the least likely to seek help from instructors or peers.
- Instructors may assume that students from certain backgrounds or social groups have differing intellectual abilities and/or ambitions. For example, an instructor might assume that a student from a certain background will be satisfied with lower achievement levels.
- Instructors may expect students who speak with an accent to be poor writers.
- Students with substandard writing abilities may be stereotyped as lacking intellectual ability more generally.
- Instructors may assume that students with cultural affiliations are tied to non-English speaking groups also speak the language of their affiliated group.
- Students who are affiliated with a particular identity group may be treated as the expert on issues related to that group.
- Instructors may assume that students will best relate to the historical, contemporary, or fictional character who resembles them demographically.
- Students of certain groups may be expected to have certain participation styles (quiet, argumentative, agenda-oriented).

Source: Yale, Center for Teaching and Learning (2016)
Guiding Questions- Use with excerpt from Lisa Delpit’s *Multiplication is for White People*
Identify one statement from the article that attempts connects/ responds to the questions below.

1. **Factual**- Do all students have access to content and process standards at their most cognitively demanding level?

2. **Conceptual**- What is the relationship of student(s), teacher(s), and content in the learning process?

3. **Debatable** - Can students engage in cognitively demanding work when they don’t have access to lower level skills and knowledge?

A. Quirk (2017)
Your Racial Autobiography Assignment

Directions: What can you recall about the earliest and most recent events and conversations about race, race relations, and/or racism that may have impacted your current perspectives and/or experiences.

**Earliest:** What was your first personal experience in dealing with race or racism? Describe what happened.

**Most Recent:** Describe your most recent personal experience in dealing with race or racism. Describe what happened.

To help you think about the time between your earliest and most recent racial experiences, jot down notes to answer the questions below. Let the questions guide but not limit your thinking. Note any other memories or ideas that seem relevant to you. When you have identified some of the landmarks on your racial journey, start writing your autobiography. Remember that it is a fluid document, one that you will reflect on and update many times as your racial consciousness evolves.

1. **Family:** Are your parents the same race? Same ethnic group? Are your brothers and sisters? What about your extended family -- uncles, aunts, etc.? Where did your parents grow up? What exposure did they have to racial groups other than their own? (Have you ever talked with them about this?) What ideas did they grow up with regarding race relations? (Do you know? Have you ever talked with them about this? Why or why not?) Do you think of yourself as White? As Black? As Asian? As Latino? As American Indian? Or just as "human?" Do you think of yourself as a member of an ethnic group? What is its importance to you?

2. **Neighborhood:** What is the racial makeup of the neighborhood you grew up in? What was your first awareness of race – that there are different "races" and that you are a member of a racial group. What was your first encounter with another race? Describe the situation. When and where did you first hear the word, “nigger,” or other similar racial slurs? What messages do you recall getting from your parents about race? From others when you were little?

3. **Elementary and Middle School:** What was the racial makeup of your elementary school? Of its teachers? Think about the curriculum: what Black Americans did you hear about? How did you celebrate Martin Luther King Day? What about Asian Americans, or Latinos, or American Indians? Cultural influences: TV, advertisements, novels, music, movies, etc. What color God was presented to you? Angels? Santa Claus? The tooth fairy! Dolls? What was the racial makeup of organizations you were in? Girl Scouts, soccer team, church, etc.?

4. **High School and community:** What was the racial makeup of your high school? Of its teachers? Was there interracial dating? Racial slurs? Any conflict with members of another race? Have you ever felt or been stigmatized because of your race or ethnic group membership? What else was important about your high-school years, racially speaking — maybe something that didn't happen in high school but during that time? What is the racial makeup of your hometown? Of your metropolitan area? What about your experiences in summer camp, summer jobs, etc.?
5. Present and Future: What is the racial makeup of the organization you currently work in? Of your circle(s) of friends? Does it meet your needs? Realistically, think about where you want to live (if different from where you are now). What is its racial makeup? Social class makeup? Where do you want to work in the next 10 years? What is its racial makeup? Social class makeup?

6. General: What's the most important image, encounter, whatever, you've had regarding race? Have you felt threatened? In the minority? Have you felt privileged?

Adapted from Pacific Educational Group (2010)
Literacy Autobiography Assignment  
Reflections on Your Literacy Life

Directions: Use the questions below to help “map out” your literacy/school life. Draft or take notes on a separate sheet of paper.

**Elementary School:** What memories surface when you think about learning to read and write in elementary school?

**Middle and High School:** What reading and/or writing activities do you recall from middle school or high school?

**Reading and Writing Instruction:** What instructional approaches did you find helpful or discouraging?

**Attitudes:** What were your attitudes about reading and/or writing as you moved throughout the grades? Why?

**Current Reading Experiences:** What are your present experiences and attitudes toward reading? Why?

**Current Writing Experiences:** What are your present experiences and attitudes toward writing?

**Mentor:** Who has influenced you as a reader and/or writer?

**Your Past Experiences Will Influence Your Work with Students:** How will these experiences come with you into the classroom? How have these events and experiences affected the way you think about reading and writing today?
Literacy Autobiography Example

I was born and raised in a literacy rich environment. I grew up having "bedtime attention" in which a story would be read, sometimes theatrically, by my mom and dad. One of my favorite bedtime stories was Madeline or Madeline's Rescue by Ludwig Bemelmans. My dad's voice changed to a falsetto as he performed Miss Clavel, scolding the twelve little girls to "get some sleep!" I never grew tired of that story.

As I became literate myself in the 1st grade, I remember learning through phonics lessons inspired by Dr. Seuss stories. "The fink drinks pink ink!" My reading really flourished in the 3rd and 4th grade. This is when I became more confident with my reading and moved from reading picture books before bed to chapter books. Some favorites were the Laura Ingalls Wilder series and the American Girl series. Theses were still too hard to read on my own and comprehend at the same time, but I found that being read to aloud, allowed me to have better comprehension and appreciation of the story.

The remainder of my elementary years (4th-6th grade), comprehension remained a hard skill for me to fully grasp. On standardized reading tests, I performed below my ability because of comprehension. I know that if I had been taught to use metacognition strategies, or taught to “think about my thinking” I would have done better. I was a "word caller". I was good at reading, but I wasn't a good reader. I thought I was dumb, and therefore did not like reading. I would start a book and not finish it. I would skim a story, just to say I got it done, to feel that I had accomplished something bigger than I really had. I didn't enjoy reading because I didn't get it.

I was in the 6th or 7th grade when I finally finished an entire book on my own. It felt like quite an accomplishment. I found that it wasn't that I didn't like to read, it was just that I hadn't found the right book yet, or the right author. In junior high, I discovered the romance genre. I fell in love with books written by Lurlene MacDaniel, Sharon Creech and Gail Carson Levine. I devoured these authors’ complete works and waited in line at the library or bookstore when their new books came out. I discovered that I liked books with strong character development. I could relate to these characters, to their struggles and to their triumphs. Finding authors that I liked changed everything. Reading, for me, became even more exciting than watching TV or a movie. Instead of listening to music on the radio, I would borrow Books on Tape from the library to listen to in the car. I couldn’t wait to drive somewhere!
Still to this day, I have a special place in my heart for Young Adult novels, like Harry Potter and The Hunger Games series. Harry Potter got me and other kids in my generation excited about reading again, and The Hunger Games series made reading seem “cool” again. What I like about the Young Adult genre is that is it just sophisticated enough to pique adults interest too, and in turn start conversations between parents and their kids. I saw a parent and child looking around in the Teen section at Barnes and Noble and they were deciding on whether to get just one Hunger Games book or the whole series. I chimed in and said, “Oh, you’ll want the whole series. You’ll be done with them in a matter of a few days. Save on gas.” They smiled and thanked me. I could tell they were excited to crack open the book right when they got home.

Many parents of students that I teach come to me and ask about certain book appropriateness. I tell them, it is up to the parent to decide based on their values as a family. However, I never want to discount a students’ willingness to read for pleasure. If they want to read all the “Diary of a Wimpy Kid” books when they’re in the 6th grade, then so be it. It may not be at their reading level, but if the content is getting a student excited about reading, then I’m all for it. Many parents asked about The Hunger Games series. They were worried about the implications of kid on kid killing. Again, I told them it was up to them to determine whether they feel morally comfortable with the subject matter in their family, but again mentioned that if a kid finds a book that gets them excited about reading, let them read it.

Literacy needs to be individualized to a student’s needs. Literacy should be imbedded into all subjects and tasks in school. Science class should incorporate science notebooks. Social studies should include reading and writing, and math should include a math notebook, where a child can regurgitate their learning from the lesson into their own words. Literacy cannot be an isolated experience. It must be rich and multi-faceted. It is not just my job as a teacher to empower students to survive as citizens in our society, but to thrive in that society as life-long learners who want to continue their learning after they leave my classroom.

A. Quirk (2017)
# K-8 Reading Level Growth Target Chart

<table>
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<th>Month</th>
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Highlighted levels indicate end of year “on grade level” expectations.
SMART Goals Direction and TEMPLATE

SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed.

A SMART goal is:

**Specific (and strategic):** Linked to position summary, departmental goals/mission, and/or overall goals and strategic plans. Answers the question—Who? and What?

**Measurable:** The success toward meeting the goal can be measured. Answers the question—How?

**Attainable:** Goals are realistic and can be achieved in a specific amount of time and are reasonable.

**Relevant (results oriented):** The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

**Time framed:** Goals have a clearly defined time-frame including a target or deadline date.

Examples:

Not a SMART goal: *Sophie will improve their writing skills.*

Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.

SMART goal: Sophie will improve her reading comprehension by one Fountas and Pinnell reading level by implementing metacognition checks after every chapter of _____________.

She will do this for one month starting October 5th. On November 5th (or within a week of this date) her teacher will assess Sophie’s reading comprehension with the Fountas and Pinnell benchmark assessment. Sophie’s teacher will see if by using metacognitive checks, Sophie’s comprehension has improved a reading level.
SMART Goal Planning Form

Name of Student: __________________   Today’s Date: ____________________

<table>
<thead>
<tr>
<th>Specific – WHO? WHAT?</th>
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<tr>
<td>Measurement/Assessment – HOW?</td>
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<td>Attainable/Achieve – REASONABLE?</td>
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<td>Relevant – EXPECTED RESULT?</td>
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<td>Timed – WHEN?</td>
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<td>Timed – WHEN?</td>
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</table>
Pledge Example

• We will build an open, safe, and mutually respectful school community in which each child and each family is an important and equal member.

• We will never allow differences of any kind to be an excuse to make fun of, exclude, or hurt you.

• We will listen carefully and lovingly to what worries you and give you thoughtful, age-appropriate information and support.

• We will nurture you to feel strong and proud about yourself and your family.

• We will honor your family’s importance to you by building respectful partnerships with them.

• We will work to uproot our own personal biases as adults and will speak out against prejudice and bias wherever we encounter it.

• We will mobilize our courage and become active with others to resist and change any policies and practices that threaten to hurt you or your family. We are in this together — working for a world where every child is protected and honored, exactly as they are.

Source: Derman-Sparks, L.& Edwards J.O. (2017)
APPENDIX B
PowerPoint Slides and Notes
Implicit Bias and the Self Fulfilling Prophecy and What to do About It
Making the Unconscious Conscious
Anna K. Quirk, Facilitator (2017)

Welcome Slide
-Introduce myself and talk about my journey and how I came to know about and more importantly want to know about implicit bias and it’s implications.
DAY 1

Implicit Bias and the Self-Fulfilling Prophecy and What to do About It
Get with a partner and interview them. Be ready to be able to introduce your neighbor as if they were your new friend.

Get to know your students-
Student Survey Software

Explain the importance of getting to know people in the course. It will be important for everyone in the course to know each other, in order to feel more comfortable and “safe” in the environment to talk about sensitive material.

Pass out interview questions. (Appendix A)

Allow 10-15 minutes for the initial interview to take place and then have a few groups share, introducing their neighbor(s).
Course Objective:

Participants will become familiar with the concepts of implicit bias and the self-fulfilling prophecy phenomenon and how they can affect student achievement in literacy.
We will be using the norms from Glenn E. Singleton’s Courageous Conversations about Race (2006) and Don Miguel Ruiz’ The Four Agreements (2004) to help facilitate healthy and productive conversations.

The Norms are:
Stay Engaged
Speak your Truth
Experience Discomfort
Expect and Accept Non-closure

The Four Agreements are:
Be impeccable with your word
Don’t take anything personally
Don’t make assumptions
Always do your best—be brilliant!
Pass out the Courageous Conversations (2006) compass (Appendix A)
Stay Engaged

Staying engaged means remaining morally, emotionally, intellectually, and socially involved in the dialogue. To stay engaged is to not let your heart and mind “check out” of the conversation while learning your body in place.
Speak Your Truth

Speaking your truth means being absolutely honest about your thoughts, feelings, and opinions and not just saying what you perceive others want to hear.
Experience Discomfort

Using the Courageous Conversations model, we ask that participants agree to experience discomfort in order to authentically open up and examine core racial beliefs, values, perceptions and behaviors around race and equity issues.
Expect and Accept Non-Closure

This agreement encourages participants to recognize that they will not reach closure in their racial understandings or in their interracial interactions. Understanding race and equity and how it affects day to day life is a journey and can not be completed in one day.
Four Agreements:
1. Be impeccable with your word
2. Don’t take anything personally
3. Don’t make assumptions
4. Always do your best – be brilliant!

We will also be using the Courageous Conversations Compass. This compass will be presented each day of the course and you decide “where you are coming from” that day on the compass. Maybe you’re coming with a mindset of “let’s jump in with two feet”, you’re really jazzed about going out and doing the right thing, getting this implemented in your school etc. Maybe you are more skeptical about this PD and you are entering from more of a thinking side, but you are still not ready to go out there on your own. That brings me to the believing quadrant. You may be entering from a place of disbelief. “This is not my problem. I don’t have a bias towards anyone.” and then finally feeling- you may yourself have experienced or been a victim of implicit bias (as we all have in some form or another) and you know first hand how it can deeply affect you.

Incidentally, these norms and four agreements would be great to share with your students, if and when you implement these ideals into your classroom.
Course Overview

Pass out syllabus (Appendix A). Discuss and answer any questions.

There will be a lot of writing in this course. I believe that we can not promote literacy with our students if we can not be literate people ourselves. These writing assignments too will help to get you in the right mindset for discussion about implicit bias and racial equity talk. These writing assignments would also be great for use in your classroom with your students. Some may need to be modified per your grade level.
Day 1 Objectives:

- Participants will become familiar with the Courageous Conversation Norms and Procedures including the Courageous Conversations’ compass.

- Participants will become familiar with an overview of the course by reading through the syllabus.

- Participants will assess “where they are” on their equity journey.

- Participants will assess their beliefs in how they treat their students using the common beliefs survey.
Common Beliefs Survey

This survey will help understand your initial response to certain situations with your students.

- Answer honestly and with a “gut” response. Don’t try to “over-think” your response.
- Use the “What makes you say that?” area to add any additional comments about your experience that led you to your answer.

The facilitator will compile your responses and look for trends. We will discuss the results tomorrow.

See Appendix A for materials and facilitator lesson plan.
Pass out the action continuum explanation sheet. Discuss each point on the gradient. Everyone will be at a different place on their journey. Have participants share with their neighbor, “where” they are on the gradient and why.
Rita Pierson “Be Their Champion”

Rita Pierson Ted Talk: Be Their Champion
Please read **Educational Leadership Article**
Unless someone like you cares a whole awful lot,
Nothing is going to get better.
It’s not.

—Dr. Seuss, The Lorax
DAY 2

Implicit Bias and the Self Fulfilling Prophecy and What to do About It
I am From... Poem

Write I am from... poem

Use template and share example in Appendix A.
Day 2 Objectives

• Participants will discuss and understand implicit bias and how teachers may affect their students’ ability to learn.
• Participants will examine their own implicit biases.
• Participants will begin to examine how implicit bias affects kids
Courageous Conversations Compass

Norms for Equity Conversations

Four Agreements
1. Stay engaged
2. Speak your truth
3. Experience discomfort
4. Expect and accept non-closure

Revisit Compass - Where are you entering today?
Four Agreements:
1. Be impeccable with your word
2. Don’t take anything personally
3. Don’t make assumptions
4. Always do your best - be brilliant!

Ruiz (1997)
### What Do you Think about These Students?

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in afterschool and summer school programming every year</td>
<td>Participated in afterschool and summer school programming every year</td>
</tr>
<tr>
<td>Averaged 96% attendance over 9 years</td>
<td>Averaged 97% attendance over 9 years</td>
</tr>
<tr>
<td>Student has not met standards on MCA in Reading, Math, and Science MCAs</td>
<td>Student has partially met, met, and exceeded standards in Reading, Math, and Science MCAs</td>
</tr>
<tr>
<td>Received interventions in reading and math Has had Tier 3 interventions in both subjects.</td>
<td>Received no interventions</td>
</tr>
<tr>
<td>WIDA in 3rd grade: 3.1; 7th grade: 3.5</td>
<td>WIDA in 3rd grade: 4.5; 7th grade: 6.0</td>
</tr>
<tr>
<td>GPA: 1.625</td>
<td>GPA: 3.51</td>
</tr>
</tbody>
</table>

Look at both students. What are you thinking about Student A? What are you thinking about Student B? Why do you think this? Were you surprised to find out about yourself and the way you “jumped” to conclusions about a student?

Begin discussion about how our minds can make up stories about people and perpetuate these stories for the entirety of their school career.
Implicit Bias

“We are either unaware of, or mistaken about, the source of the thoughts or feelings”.

(Zajonc, 1980)
What is Implicit Bias

Implicit bias is “a positive or negative mental attitude towards a person, thing, or group that a person holds at an unconscious level”.

Source: http://med.stanford.edu/diversity/FAQ_REDE.html

We all have it. We can’t get away from it. It is deeply entrenched in who we are, the culture and environment that we live in.
How does implicit bias affect our lives?

Implicit bias impacts:

- The automatic nature of beliefs or stereotypes when they capture associations between social groups and their common stereotypes.

- The automatic nature of attitudes or preferences when they capture associations between social groups and common evaluations of them.

Source: [http://www.fas.harvard.edu/~mrbworks/articles/InPress_Shafr.pdf](http://www.fas.harvard.edu/~mrbworks/articles/InPress_Shafr.pdf)
How does implicit bias affect our lives?

Professionally implicit bias impacts:

- The judgments we form about individuals (students, parents, co-workers), situations, and circumstances that are based on stereotypes
- Interpretation of student behavior and use of discipline measures
- Effective interaction with parents, families, and community members
- These judgments impact our ability to effectively interact with students, parents, and co-workers to facilitate positive academic outcomes for students and the development of a supportive learning environment
Chimamanda N. Adichie’s TedTalk about falling victim to a Single Story is powerful and will make you think. Think how your students might feel in your classroom, if all they have is books with people that don’t look like them.

Single Story TED Talk
Action Continuum - Where are you?

Supporting Oppression  Confronting Oppression

Revisit Action Continuum. Check in with your neighbor

View Syllabus for access to article or click link on PPT.
Discuss the article “Why Good Intentions aren’t good enough?” Talk with group about the Action Continuum again. Ask participants to think about what just standing by will do for students and what action would look like. 

[Educational Leadership Article]
The Results are in!

Common Belief Jigsaw

Share out the results of the Common Belief Survey

Break participants into 13 groups (one for each common belief) and have them discuss and take notes on their common belief, reading the context as well as comparing the data that was brought forth in the results. What are the AHA’s and other noticings. See appendix A for materials and lesson plans.
CNN's Anderson Cooper makes a special report on implicit bias and how it affects kids. How are our actions (as adults) affecting how kids see themselves and others? 

Watch and discuss reactions, first in small groups then all together.
Day 2- Homework

Write about a family tradition or about the meaning of your name.

See appendix A for materials and examples.
"One cannot start to solve a problem until it is identified and understood. If teachers do not know how their own cultural blinders can obstruct educational opportunities for students of color, they cannot locate feasible places, directions, and strategies for changing them."

DAY 3

Implicit Bias and the Self Fulfilling Prophecy and What to do About It
Community Builder

Share Tradition or Name Assignments
Day 3 Objectives

• Participants will discuss and understand implicit bias and how they as teachers affect their students’ ability to learn.
• Participants will use the computerized IAT test to assess their implicit (unconscious bias) towards groups of people or things.
• Participants will discuss overcoming unconscious bias through self-awareness and positive talk and actions.
• Participants will write their own racial autobiography.
Courageous Conversations Compass

Norms for Equity Conversations

Four Agreements
1. Stay engaged
2. Speak your truth
3. Experience discomfort
4. Expect and accept non-closure

Revisit Compass- Where are you entering today?
Four Agreements:
1. Be impeccable with your word
2. Don’t take anything personally
3. Don’t make assumptions
4. Always do your best - be brilliant!

Ruiz (1997)

Incidentally, these norms and four agreements would be great to share with your students, if and when you implement these ideals into your classroom.
Kristen Pressner, TedTalk

Are you biased? I am.
Kristen Pressner, HR Exec. Shares her story

How does your implicit bias affect others?

https://www.youtube.com/watch?v=Bq_xYSOZrgU
Blindspot (2016)
Excellent resource for people interested in learning more about hidden biases.
Let’s try something. Take 10 seconds and remember as many words as you can, don’t write anything down, but try to remember. Now, I’ll cover it up and write down as many words as you can think of in 30 seconds.

(Allow time to write)

Ask for volunteers to share how many they were able to remember. Did anyone remember all 16? You had 17? What do you mean? (“I wrote down the word ‘insect’”) Actually, insect was not part of the list.
Warm-Up- Which ones did you remember?

Ant feelers fly slimy bee
spider web poison crawl
wing bug small bite fright
wasp creepy

Did anyone else write down insect?

Take a look at the original list of words, it did not include insect. Our brains are clever, or they think their clever. They will automatically insert a new word that would “associate” with these other words, and stick in your brain. These are called “mind bugs” and are partly the reason why biases and stereotypes exist.
Think for a minute and then discuss with a neighbor how our brain associating with certain ideas, images etc. could affect our life, or the lives of our students.
Implicit Association Test (IAT)

- Project Implicit was founded as a multi-university research collaboration in 1998 (University of Washington, Harvard University, University of Virginia).
- This test examines the “automatic pilot” that drives our thoughts and actions.
- The IAT measures implicit attitudes and beliefs that people are either unwilling or unable to report.
- Examines social attitudes.
- Offers one way to probe unconscious bias.
There is an online test, put out by Harvard University that tests for biases that are unconscious or implicit.

Here’s how it works:

Show flower test
After taking the test as a group explain, how objects in the “in” group are easily associated with “in” words.
Where as objects in the “out” group are easily associated with words that may describe them.
IAT Test cont’d

What happens when the words are reversed?
IAT Test (cont’d)

Scary

Ugly

Freaky
But what if you reverse it? You are in front of a computer screen: the left half of the screen contains a picture of a spiny poisonous caterpillar and the word “calm;” on the right half is a picture of a tulip and the word “freaky”. When a positive word or an insect name comes up, you press the left arrow. When a negative word or a flower name comes up, you press the right arrow.

The second task turns out to be complicated — we don’t generally associate insects with positive words. This complication leads us to do worse (to react more slowly) on a test that pairs insects with “pretty,” “sweet,” and “calm” than one that pairs insects with “ugly,” “scary,” and “freaky.” By measuring reaction times in tests like these, scientists believe that they are able to measure your association of positive words with flowers and negative words with insects. We call this positive association a preference and the negative association a bias.

Although this seems silly enough, it gets less so when “flowers” and “insects” are swapped for what’s called in-group (the group you belong to) and out-group (groups you aren’t a member of) perceptions. When similar tests are administered to people with regards to race (i.e. measuring White Americans to African Americans) they frequently demonstrate bias. It turns out, not surprisingly, that it is generally harder
for people to associate out-group images and names with positive words.
Implicit bias, as measured by the IAT and other tools, has been found to predict behaviour accurately outside of the computer setting.

It has predictive validity.

In a recent meta-analysis Greenwald and colleagues found statistically significant links between people’s implicit bias scores and their daily behaviour.

The implicit bias scores were better predictors of discriminatory behaviour than explicit self-reports.
Now it’s your turn...

Website for Project Implicit:
http://www.projectimplicit.net/index.html

Website to view IAT Tools:
https://implicit.harvard.edu/implicit/
See Appendix A for questions:

Guiding Questions- Use with excerpt from Lisa Delpit’s *Multiplication is for White People*
Identify one statement from the article that attempts connects/ responds to the questions below.

**Factual**- Do all students have access to content and process standards at their most cognitively demanding level?

**Conceptual**- What is the relationship of student(s), teacher(s), and content in the learning process?

**Debatable** - Can students engage in cognitively demanding work when they don’t
have access to lower level skills and knowledge?
Use the statements below to discuss with your group, the implications that could occur because of these assumptions. **Alternatively, divide statements onto cards for groups to look at in a jigsaw format.

Instructors may assume that students know to seek help when they are struggling. The reverse, however, is likely to occur: Students who are at higher-risk for struggling academically are often the least likely to seek help from instructors or peers.

Instructors may assume that students from certain backgrounds or social groups have differing intellectual abilities and/or ambitions. For example, an instructor might assume that a student from a certain background will be satisfied with lower achievement levels.

Instructors may expect students who speak with an accent to be poor writers.

Students with substandard writing abilities may be stereotyped as lacking intellectual ability more generally.

Instructors may assume that students with cultural affiliations are tied to non-English
speaking groups also speak the language of their affiliated group.

Students who are affiliated with a particular identity group may be treated as the expert on issues related to that group.

Instructors may assume that students will best relate to the historical, contemporary, or fictional character who resembles them demographically.

Students of certain groups may be expected to have certain participation styles (quiet, argumentative, agenda-oriented).

Source: Yale, Center for Teaching and Learning
Day 3- Homework

Write your Racial Autobiography- What do you know about who you are (racially) and what it means?

See appendix A for materials and examples.
The less we know about each other, the more we make up.

-Donna Ford
DAY 4

Implicit Bias and the Self Fulfilling Prophecy and What to do About It
Take 10-15 minutes to do this with a partner. Have a few people share out to the group.
Day 4- Objectives

• Participants will discuss and understand the concept of self-fulfilling prophecy (The Pygmalion Effect)
• Participants will discuss the negative and positive outcomes of the Self-Fulfilling Prophecy
• Participants will write their own school/literacy autobiography and discuss implications of a positive or negative experience.
• Participants will begin to discuss SchoolTalk and how it can be used to facilitate talk in their own classroom and school.
Revisit Compass - Where are you entering today?
Four Agreements:
1. Be impeccable with your word
2. Don’t take anything personally
3. Don’t make assumptions
4. Always do your best - be brilliant!

Ruiz (1997)

Incidentally, these norms and four agreements would be great to share with your students, if and when you implement these ideals into your classroom.
Self-Fulfilling Prophecy

“The Rich get Richer and the Poor get Poorer”

Matthew Affect
Self-Fulfilling Prophecy

- Our beliefs about what we think we can accomplish and what others tell us we can accomplish have a huge impact on how we interact with people and what we get out of those interactions.
- We are more likely to become what we truly believe we are - whether it’s true or not.
The Self Fulfilling Prophecy

- What we believe about ourselves
- How we act
- What others believe about us
- How others act toward us

A1 → B1 → A2 → B2
For example...

- Child doesn’t study and fails
- A child is told (s)he is stupid
- Others form the belief the child is stupid
- (S)He believes it’s true
We are what we expect. . .

- What we believe becomes our experience, not because it is the only option, but because we choose to act in ways that affirm our beliefs.

- Interrupting the self-fulfilling prophecy cycle at any stage can begin to change what we believe is possible.
Jane Elliot did an experiment with her third graders about discrimination. It also shows an extreme example of how students who were doing great, could easily be influenced and turned around by teacher influence. Students who were doing well, now were not.

Watch video and discuss reaction.
There is hope...

- Self-fulfilling prophecies aren’t always a bad thing (they are what we make them).
- The more you orient to positive beliefs, the more your brain will use them (choose those beliefs) over the negative ones.
In George Bernard Shaw’s play Pygmalion, which then was turned into a musical “My Fair Lady”, Eliza is given the opportunity to reach her “fullest potential” by a dedicated teacher.

Watch video and discuss how the Pygmalion effect and the self-fulfilling prophecy phenomenon could be implemented into your own practice.
Read the introduction (pp. 2-3) from SchoolTalk by Mica Pollock (2017). Discuss and share out.

Answer this: Did anyone ever say anything about you in school that particularly supported your school success, or slowed you down? Try to remember one story.
Day 4- Homework

Write your literacy or school autobiography. How did you learn to read/write? Was school easy for you? Hard?

See appendix A for materials and examples.
"Aerodynamically, the bumble bee shouldn't be able to fly, but the bumble bee doesn't know it so it goes on flying anyway"
DAY 5

Implicit Bias and the Self Fulfilling Prophecy and What to do About It
Give 10-15 minutes for partners to share their writing and then choose a few participants to share out with the whole group.
Day 5-Objectives

- Participants will familiarize themselves with Guided Reading protocol and how it can hinder student growth in reading.
- Participants will understand author’s (Fountas and Pinnell) true purpose for Guided Reading (2012).
- Participants will familiarize themselves with the Fountas and Pinnell Literacy Continuum (2017) and learn how to use it to benefit student growth.
- Participants will write SMART goals for each of their students to help create an action plan for literacy growth.
Courageous Conversations Compass

Norms for Equity Conversations

Four Agreements
1. Stay engaged
2. Speak your truth
3. Experience discomfort
4. Expect and accept non-closure

Revisit Compass- Where are you entering today?
Four Agreements:
1. Be impeccable with your word
2. Don’t take anything personally
3. Don’t make assumptions
4. Always do your best - be brilliant!

Incidentally, these norms and four agreements would be great to share with your students, if and when you implement these ideals into your classroom.
Read “Guided Reading: The Romance and Reality” Article - Fountas and Pinnell

Guided Reading: The Romance and the Reality

Read the article and discuss any AHAs with your neighbor. Think about: How do you teach guided reading? Are you allowing for all students to make progress?
Teachers should have a copy of their students current reading levels or lexile levels. Using the Fountas and Pinnell Literacy Continuum, teachers can determine how they can help their students to progress through the reading levels quickly.

First Grade Teacher story:
As I walked around to introduce myself, as the new reading specialist in an inner-city school, I asked all teachers if they needed anything. Many teachers told me they needed more access to books at lower levels. One first grade teacher stated, “I need more A and AA books, that’s the level my students come in with and that’s the level that they will remain all year.” I was floored. I knew we had a lot of highly mobile and several students in poverty who had limited access to books at home, but to limit a child’s potential so severely. I wanted to say to the teacher: “If these students are remaining on level A all year, something needs to change with your teaching!”

What’s wrong with this story?
Each reading level “letter” has skills and attitudes attached to it for students to achieve.

Teachers will peruse the Literacy Continuum, looking specifically at adjacent levels examining just how close one letter is from the next. There are only a few skills that change from letter to letter. This knowledge can help progress students quickly through the literacy continuum by setting goals.
Using this goal sheet for each of their students, teachers can work with their students to set attainable SMART goals to accelerate reading level progress. If teachers wait to test their student only once or twice a year, teachers may be stagnating a student’s progress, but only allowing them to read books at their “level”. This level may have been appropriate back in September but significant progress can be made between September and December.

Sharing the letter with your students to help with growth, not to hold back. In Fountas and Pinnell’s article, the a student’s level was never meant to be shared with parents and students, this information was specifically for the teacher. However, involving students in their goal setting for reading can be motivating and help positively contribute to a self-fulfilling prophecy.
Help your students set goals that are measurable and attainable!

<table>
<thead>
<tr>
<th>GOAL:</th>
<th>SMART Goals</th>
</tr>
</thead>
</table>
| **S**pecific | • What do you want to accomplish?  
• How will you know when it is accomplished?  
• Why did you choose this goal? |
| **M**easurable | • How will you measure your progress?  
• How will you know when the goal is accomplished? |
| **A**chievable | • How can the goal be accomplished?  
• How are the goals you set realistic? |
| **R**elevant | • Is this goal appropriate?  
• Is this goal necessary?  
• Is this goal connected to the big picture? |
| **T**ime-bound | • When do you want to accomplish this goal?  
• When can you start working on the goal? |

Explain the SMART goal. Materials and directions in Appendix A.
This type of a form could be shared with parents. What does a book at ________ level have, what are the skills that readers should have mastered already and what are the skills that students will be working on at the current level.
See appendix A for materials and examples.
DAY 6

Implicit Bias and the Self Fulfilling Prophecy and What to do About It
Community Builder

Review Goal Setting
Day 6- Objectives

- Participants will gain understanding of the Growth Mindset as coined by Carol Dweck (2007)
- Participants will understand the implications of the “false” Growth Mindset
- Participants will gain a working understanding of how growth mindset and the resiliency of the human brain can affect student achievement in literacy
- Participants will create a lesson around mindset to share with their students using children’s literature.
Courageous Conversations Compass

Norms for Equity Conversations

Four Agreements
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3. Experience discomfort
4. Expect and accept non-closure

Revisit Compass- Where are you entering today?
Incidentally, these norms and four agreements would be great to share with your students, if and when you implement these ideals into your classroom.
Fixed and Growth Mindset

1. In your experience, what does a fixed mindset look like in a school setting?

2. What have you done in the past to address the dimensions of these mindsets in your class?

Watch Video.

Fixed and Growth Mindset is a educational “trend”. Everyone is doing it. Teachers ask their students to have a “growth” mindset, allowing students to feel comfortable making mistakes. Teachers have to realize though too, that growth mindset is a journey. There may be times where you have growth mindset about a certain subject and other times when you need a little work to attain growth mindset.
Reframe Fixed and Growth

**Fixed Mindset**
What a smart group of kids! You guys pick this up so quickly!

**Growth Mindset**
Wow - you have that down! What’s our next challenge so you can grow?

Help teachers realize that many times they think they are using growth mindset, but really they are perpetuating fixed mindset, or perfectionism. Show examples of how language should change.
Reframe Fixed and Growth

**Fixed Mindset**
Don’t worry! This is easy, you can get this. It’s not as hard as you’re making it out to be.

**Growth Mindset**
Yes, it is tough. Sometimes things are going to be hard, and that’s ok. We learn best by doing things that are too hard at first.

Help teachers realize that many times they think they are using growth mindset, but really they are perpetuating fixed mindset, or perfectionism. Show examples of how language should change.
False Mindset

Carol Dweck Explains "False Mindset"

When has a fixed mindset about a student affected your behavior toward that student?

Overcoming False Mindset Article

Read Carol Dweck Article “Overcoming False Mindset”.

Carol Dweck, author of Mindset (2007) has recently come out with new research on “False Mindset” and how teachers are thinking they have Growth Mindset, but they don’t.

Watch short clip. Then have participants work in small groups to read the article and discuss AHA moments.
Our Fantastic Elastic Brain

While thinking about overcoming unconscious attitudes may be overwhelming, the good news is our brains are malleable.

Read excerpts from Fantastic Elastic Brain by Joann Deak, highlighting how the brain grows by making mistakes. How could this be a good lesson for your students?
Participants will choose a picture book and create a lesson plan for how they would like to implement the text with students. Lesson plan template can be found in Appendix A.
Day 6- Homework

Read: “Every Student has something to teach me” by Carol Dweck

See appendix A for materials and examples.

Article can be found here:
The world we have created is a product of our thinking. We cannot change things until we change our thinking.

-Einstein
DAY 7

Implicit Bias and the Self Fulfilling Prophecy and What to do About It
Participants choose a partner and make eye contact with them for at least 15 seconds. This is not a staring contest, but rather a chance for people to really “see” people. Participants make a note of one aspect of their partner that they see, compliment their partner and then say “I see you”. This activity would be a great morning meeting activity.
Day 7- Objectives

- Participants will revisit the Action Continuum from Day 1 and assess their learning and place on the continuum (for their journey).
- Participants will discuss and write a pledge to students detailing their commitment to self-awareness and for noticing signs of implicit bias.
Courageous Conversations Compass

Norms for Equity Conversations

Four Agreements
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"Every Student has Something to Teach Me"

Use the article to discuss how each student is unique and can not be put in the same "box". Teachers need to look to their students to understand how and what works for them as learners. Each individual student has something to teach their teacher.
Teachers will work in small groups and jigsaw one out of the ten ways, discussing the negative implications of their individual “way” and how they could change this in their own classroom setting (solutions):

1. Lowering or Raising achievement expectations based on race/ethnicity
2. Being “Race-Neutral” rather than Culturally Responsive
3. Using Racially Coded Language
4. Intentionally or Unintentionally Mispronouncing Names
5. Enforcing Harsh Discipline practices that disproportionally impact students of color
6. (Inadvertently) Valuing Whiteness
7. Tokenizing Students’ Cultures to connect with them
8. Culturally Appropriate in an effort to connect with students
9. Devaluing what non-teachers contribute to the school community
10. Doing little or nothing to advocate for more teachers and staff of color

After each group has time to discuss the implications of their groups “way”, combine the groups so that all participants can hear and share about the other implications and solutions to each “way”.

Article Jigsaw- What are the negative implications of each “way” and how can you change it to a positive?

Jamie Utt’s article “10 Ways Well-Meaning White Teachers Bring Racism Into Our Schools”
Pass out the action continuum explanation sheet. Discuss that this is a gradient. Everyone will be at a different place on their journey. Where are you now?
A Pledge to Students

Write a pledge to your students to show that you are engaged and aware of implicit bias and are ready to counteract your biases to make a better future for your students.

Example:

- We will nurture you to feel strong and proud about yourself and your family.
- We will honor your family’s importance to you by building respectful partnerships with them.
- We will work to uproot our own personal biases as adults and will speak out against prejudice and bias wherever we encounter it.

Pledge example in Appendix A.
Day 7- Reflection

What are the implications for your students if you make a pledge of awareness? Be prepared to share with someone at home or at your school site.

Thank you!

See appendix A for materials and examples.
Clint Smith

“Raising a Black Son in America” Video

Raising a black son in America
We can talk or dream about the glorious schools of the future or we can create them.

- Marilyn Ferguson