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How To Be An Antiracist Educator

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HOW TO BE AN ANTIRACIST EDUCATOR

by

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TABLE OF CONTENTS

CHAPTER ONE

Introduction

All teachers should be antiracist educators. The United States of America has a variety of cultures and languages yet the curriculum in schools is mostly representative of White culture. The purpose of this capstone project is to explore the many ways in which teachers can learn to become antiracist educators. The guiding question for this project is, *How can educators be antiracist and incorporate antiracist practices into teaching elementary students?* In this chapter, I explain why I am passionate about this topic and why I find it essential for teachers to become antiracist educators. Throughout this project, I explain what it means to be antiracist and how to actively work against the structures of the education system that promotes racist ideas and policies. This means recognizing implicit biases towards Black, Indigenous, People of Color (BIPOC) students, understanding the school to prison pipeline and opportunity gap, and being an advocate for ESL students.

An antiracist, as defined by Kendi (2019), is a person who actively is "expressing the idea that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity" (p. 24). It is not enough to be "not racist" or "neutral," one must actively work to be antiracist. Kendi (2019) also suggested that being racist or antiracist is not who you are but what you are. These can change with each situation, one could be racist about one thing and antiracist with another. It is important to evaluate oneself, to identify which circumstances call to one's racist beliefs and ideas, reflect, and work to change those biases.

My Journey

My interest in this topic stems from my own childhood education. I come from a mixed race family: my father is White and my mother is a first generation immigrant from Guatemala.

Growing up, I was one of the few BIPOC students in my school. Throughout my education, I never learned about anyone who looked like me. I never saw a writer, inventor, scientist, or musician who looked like me in my schools' curriculum or textbooks. The majority of perspectives I was taught were those of deceased White men. I understood this to mean that the people who were admired in our country were White and male, which I am not.

My passion for becoming an antiracist educator also came from reflecting on the ethnic identities of my teachers. I realized that none of my teachers looked anything like me, all of them were White, many with limited experiences in other cultures. None of them understood my identity and connected with my strong desire to see the people who looked like me succeed in our society so that I knew I could too.

As a young woman of color, I was not exempt from the microaggressions and hurtful comments from students and teachers throughout my primary and secondary education. Because of my dark, curly hair and tan complexion, I often received the question, "what are you?". When I explained to my peers that I am half White and half Guatemalan, they would reply, "I knew you weren't White." This made it clear to me that, even though I was in fact half White, I was not "White enough" to those who were 100% White. From teachers, I received identifiers such as "exotic," and I was often asked to express the opinions of my culture, as if I could speak for the entire Latinx community. These messages, though perhaps well intended, made me feel excluded and self-conscious.

The more that I realized that I was being rejected for half of my identity, the more I wanted to learn about the other half of my identity. However, I could not rely on my formal education to provide me with the opportunity to learn about the Latinx community and history, or even that of other BIPOC groups. I had to take this education into my own hands, and I did. The

more I learned on my own, the more concerned I became with this lack of knowledge in formal education. Not all BIPOC students had the resources I had to explore their cultural identity on their own. Not only that, but I realized that this exclusion of BIPOC narratives meant that my White peers, too, were not learning about the significant identities, histories, narratives, and achievements of BIPOC.

It was not until I went to college that I learned about the harm that was done to many ethnic and racial groups throughout the history of America. I found myself asking, "Why did I not learn this in high school or earlier?" There are many people who do not go to college and therefore do not get the opportunity to learn beyond what is taught in a White-centered classroom. Another thought that frequently entered my mind was, "If I were a teacher, I would include nonfiction narratives about BIPOC in the curriculum so that all students would learn this." Thoughts like these during my college experience, as well as my experiences being underrepresented in my primary education led me to become a teacher and create this capstone project.

During my first class in graduate school, the class took a quiz to help find out the type of educator we were. The results for my quiz identified me as a social justice educator. I had not realized this was an option, and I was excited at the prospect of making this a reality. In my second year of graduate school, I finally had a Black professor. In my 24 years, I had not had a single teacher or professor who was a person of color, even though I lived in a metropolitan area my whole life. I knew I was not the only one who had gone that long without a BIPOC educator. This thought was unsettling.

In the past five years, as an educator, I have had the privilege to work with students and families from a variety of backgrounds and cultures. Some similar to my own Latinx culture and

others from Asian and African cultures of which I am unfamiliar. The majority of the students and families were learning English as their second or third language. Growing up I watched my mother learn English as a second language and how difficult it was for her to meet the expectations of everyone around her to speak perfectly in a short amount of time. Although I was not fluent in Spanish, I felt comfortable speaking the Spanish that I knew. However, I felt I was providing a disservice to those who I could not speak their native language and knew nothing of their culture. I realized that it was important as an educator to be able to understand every students' backgrounds, not just the ones with which I was familiar, and incorporate who they were into the lessons, books, and curriculum.

This year as an English Language Development teacher for kindergarten and fourth grade, I work with mostly White teachers. I find it essential to be an advocate for the many students who are new to the country and learning English. Although English is my first language, as a child I saw the challenges my mother faced being new to the country, learning a new culture, and learning English as a second language. Ninety percent of the students at the school where I teach are English language learners. Many teachers do not understand the challenge of learning a new language and content simultaneously, so they do not understand the challenge of being an interpreter for parents as a third-grade student. They also do not know the challenge of holding on to one culture and language while incorporating new ones at such a young age and the many injustices they will face because they are new immigrants.

Not only has my past experiences greatly influenced my desire to be an antiracist educator, but also the present. The murder of George Floyd occurred in my neighborhood. The protests and riots that were displayed on the world news took place at the stores I frequented weekly. I can no longer use my privilege to ignore the injustices the Black community has been

facing for over four hundred years. I can no longer choose to ignore that these injustices greatly affect BIPOC students. Finally, I can no longer support the White centering lessons and curriculum that have been a part of the education system excluding the representation of BIPOC students. The purpose of this project is to help create antiracist educators and incorporate antiracist teaching into lessons in order to benefit every student that comes into the classroom.

Overview

Tatum (2017) provided a helpful metaphor for what it looks like to be actively racist, passively racist and antiracist:

> I sometimes visualize the ongoing cycle of racism as a moving walkway at the airport. Active racist behavior is equivalent to walking fast on the conveyor belt. Passive racist behavior is equivalent to standing still on the walkway. No overt effort is being made, but the conveyor belt moves the bystanders along to the same destination as those who are actively walking. Some of the bystanders may feel the motion of the conveyor belt, see the active racists ahead of them, and choose to turn around…But unless they are walking actively in the opposite direction at a speed faster than the conveyor belt – unless they are actively antiracist – they will find themselves carried along with the others. (p. 199)

As Tatum (2017) and Kendi (2019) both addressed, being passive or neutral about racism is still racist. One must actively work against racism and in this way one becomes antiracist.

Throughout this project, I will be using the more inclusive term, BIPOC, or Black, Indigenous, People of Color, to address people who are not White. This replaces the term POC or People of Color. The term BIPOC recognizes the different experiences Black people and Indigenous people have throughout the history of the United States, instead of grouping every person who is not White into one category (Cadet, 2020).

In order to become an antiracist educator, it is important to acknowledge and work to dismantle the different factors that contribute to racist policies in education. One of those structures that support white supremacy in the education system is the school to prison pipeline. Morris (2012) defined the school to prison pipeline as the "collection of policies, practices, conditions, and prevailing consciousness that facilitates both the criminalization within educational environments and the process by which this criminalization results in the incarceration of youth and young adults" (p. 2). According to the Advancement Project (2010), "arrests in school represent the most direct route into the school to prison pipeline, but out-of-school suspensions, expulsions, and referrals to alternative schools also push students out of school and closer to a future in the juvenile and criminal justice systems" (pp. 4-5).

Another factor that contributes to white supremacy present in the education system is the opportunity gap. The opportunity gap is defined as the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors that contribute to or perpetuate lower educational aspirations, achievement, and attainment BIPOC students (The Glossary of Education Reform, 2013). The opportunity gap is also often called the achievement gap, however, this term suggests that it is the student's lack of motivation that causes failing grades and entirely fails to acknowledge the multitude of other factors that contribute to academic success. One way that teachers have attempted to close the opportunity gap is to use culturally relevant pedagogy (Ladson-Billings, 1995) in the classroom. Culturally relevant pedagogy is a way of teaching that incorporates students' home culture into the curriculum so students see themselves in what they are learning and see the success of people similar to their own identities. Not only does this type of teaching incorporate each students' identity, it also allows for students to learn about identities that are different from their own.

Finally, this project discusses the ways in which ESL advocacy benefits students new to the country and/or learning English. This includes making sure students are receiving the services they legally require in order to succeed in the mainstream classroom. It also means speaking up for families that do not have the power or the resources to do so for themselves. Culturally relevant pedagogy will also benefit English language learners by incorporating their home language and culture into lessons.

Conclusion

By increasing the amount of antiracist educators in schools, we will see more BIPOC students graduate from high school and college, the amount of students in the student-to-prison pipeline will decrease along with the opportunity gap, and more students will be represented in the curriculum. My research question is: *How can educators be antiracist and incorporate antiracist practices into teaching elementary students?* My project will work towards addressing the racist systems within education and provide teachers with ways in which to actively work against those systems by incorporating antiracist practices into their teaching.

Chapter one introduced the topic and explained my passion towards becoming an antiracist teacher. Chapter one also identified important definitions of topics that will be further explained in chapter two including the school to prison pipeline, the opportunity gap, and becoming an advocate for ESL students. In the next chapter, chapter two, the literature review will explore the many factors that create an antiracist teacher reviewed by researchers. Chapter three will describe the project that accompanies this paper. Finally, chapter four will provide a reflection and my findings of my topic.

CHAPTER TWO

Literature Review

Introduction

The focus of this capstone project is to answer the question: *How can educators be antiracist and incorporate antiracist practices into teaching elementary students?* Growing up as one of few Latina and BIPOC students in my school, I often felt invisible and unimportant. My teachers were all White and did not know anything about my experiences or my culture. I never related to the white, male-centered curriculum nor did I learn about important people from my own culture, other than in Spanish class. Currently, as an English as a second language (ESL) teacher, working with mostly White teachers in a school that has a 99% BIPOC population, I find it extremely important that students do not have the same experience I had as a child. I believe every student should feel valued and celebrated in their learning. I also believe all educators should be equipped to work with students from different backgrounds and cultures, not just their own. Therefore, it is essential that all educators are actively antiracist in their teaching so that every student who comes into their classroom feels safe, understood, and celebrated.

In order to work towards being an antiracist, it is important to first understand the role white supremacy and racism in the educational system in the United States. Second, it is important to understand the school to prison pipeline and the role it plays in the overrepresentation of Black students being suspended and expelled, which also contributes to the mass incarceration of Black people. Third, teachers must acknowledge the opportunity gap and how it prevents students from achieving higher academic goals. Closing the opportunity gap requires culturally relevant pedagogy, positive relationships with students, and hiring more teachers who share the same culture, language, and race with students. Finally, for teachers who

have English language learners, it is essential to become advocates for those students and families. This includes understanding the services ELLs are legally required to receive, incorporating students' home languages and cultures into lessons and curriculum, and involving parents in students' learning experience. Through these efforts, educators will be able to actively work towards being an antiracist educator and incorporate antiracist practices into their teaching.

Antiracist

According to Kendi (2019), an antiracist is someone who views all races as equal and believes there is no race that is superior over another. An antiracist is also someone who actively works against racist ideas and policies that promote harm towards BIPOC (Kendi, 2019). In order to become antiracist, it is essential to understand that racism is embedded in laws and policies, including education. To be antiracist requires consistent self-reflection and self-criticism (Kendi, 2019). In order to fully understand what it means to be antiracist it is important to understand what racism means and what it means to uphold racist ideas and policies in education.

Racism

Racism is promoting ideas and supporting policies that oppress BIPOC both advertently and inadvertently (Kendi, 2019). Racist ideas are those that view a certain race as inferior or superior to another race. An example of a racist idea in education, is having lower expectations for students of color than for their White peers. Racist policies are written and unwritten laws, rules, regulations, and guidelines that govern people and create racial inequity (Kendi, 2019). An example of a race policy in education is the Zero Tolerance Policy that affects Black students at a much higher rate than their White peers, leading to higher rates of incarceration in the future (Hines-Datiri & Andrews, 2020; Morris et al., 2018). It is important to note that there is no such

thing as “race neutral” or being “color blind” (Kendi, 2019). Both of these terms are racist and take away the experiences of BIPOC who suffer from the racism present in society (Kendi, 2019). In terms of education, this means that educators who are not actively working against racism are promoting racism in the school.

Tatum (2017) described racism as walking on a moving walkway that one would find in an airport. An active racist is one that is walking in the direction that the walkway is moving you towards. This person is promoting racist ideas and policies. A passive racist is one that is standing still on the walkway but they are still being moved by the walkway and promoting racism (Tatum, 2017). Passive racists are those who claim to be “race neutral” or “color blind;” an antiracist is someone who is actively walking in the opposite direction of the walkway and walking faster than it (Tatum, 2017). In contrast to racist actions, an antiracist is someone who acknowledges there is racism in systems and whose actions work to dismantle racist ideas and policies.

An antiracist educator must examine the racism that is present in the education system. This means looking at the way schools discipline students, examining the expectations of BIPOC students in the classroom, and understanding that students have identities beyond being a student. The following sections discuss the racist ideas and policies present in the education system including white supremacy and implicit bias.

White supremacy

One of the major factors that upholds racist ideas and policies is white supremacy. According to Gillborn (2006), white supremacy does not only refer to the hate groups who promote “white power,” the term also refers to the prevalence that White people hold power in the economy, politics, systems, and culture present in society. White supremacy is the dangerous

ideology, both unconscious and conscious, that White people are superior over other races (Gilborn, 2006). It is important for educators to recognize white supremacy because it is present in education. White supremacy is evident in education through the white centering of curriculum. An example that comes to mind is the depiction of Christopher Columbus as someone who "discovered" the Americas and excludes key information on how his arrival started a mass genocide of Indigenous people who already lived in the Americas. This framing of Columbus as a discoverer erases the experiences of Indigenous people. White supremacy is also evident in education when schools receive funding through property taxes (Walters, 2001). Schools that are located in minority neighborhoods are in far worse condition with fewer materials for students than schools located in White neighborhoods (Walters, 2001). Additionally, white supremacy is also prominent in the ways schools discipline students (Morris et. al, 2018).

Implicit bias

Staats (2016) suggested that implicit biases are the attitudes and stereotypes that affect people's understandings and behaviors towards other people in an unconscious manner. Because implicit biases are a result of unconscious thinking, they often do not reflect our explicit beliefs (Staats, 2016). Therefore, someone can believe that every person should be treated equitably but their implicit biases may unconsciously create inequitable behaviors towards BIPOC students (Staats, 2016). The ways in which implicit biases show up in education includes instructional practices, lowering of expectations of BIPOC students, and the chosen discipline of BIPOC students (Dee & Gershenson, 2017). Implicit biases not only affect the judgments towards people based on race, but also ethnicity, gender, and sexuality (Dee & Gershenson, 2017).

Another way implicit bias is present in education is through confirmation bias or self-fulfilling prophecy (Dee & Gershenson, 2017; Staats, 2016). Confirmation bias, or

self-fulfilling prophecy, is finding information that confirms a belief even when there is evidence that proves the contrary (Staats, 2016). An example of confirmation bias in education would be grading bias (Dee & Gershenson, 2017). Grading bias is when a teacher is grading students' essays, or another subjective form of assessment, and they are more aware of spelling and grammar mistakes in Black students' essays than in essays of White peers (Staats, 2016). These implicit biases in education can lead to gaps in opportunity and achievement in BIPOC students (Staats, 2016).

An antiracist educator actively works to reduce implicit biases. This does not mean that an antiracist educator completely eliminates implicit biases –that is impossible– but instead that they believe it is important to build an awareness of their biases and actively work against them (Dee & Gershenson, 2017).

Critical Race Theory

Critical race theory (CRT) is the theory of the relationship between race, racism and power (Ladson-Billings, 1999). In education, CRT is used to challenge traditional views of race within the school systems that denies students experiences of being oppressed in society and the education system, further promoting racism and white supremacy (Capper, 2015; Ladson-Billings, 1998; Ladson-Billings, 2013; Ladson-Billings & Tate, 1995). There are six principles of CRT as it pertains to racism in the education system (Capper, 2015; Ladson-Billings, 1998; Ladson-Billings, 2013; Ladson-Billings & Tate, 1995):

1. **The permanence of racism in society.** Racism is often viewed as isolated incidents of overt violent racial acts, CRT suggests racism has and always will be present in society (Capper, 2015). This changes the view of racism as normal and always present in every part of society including education, which allows educators to see that they are racist and

promote racism in education (Capper, 2015). By recognizing their part in racism and racial inequalities, educators may be more motivated to work against it, which emphasized that this becomes lifelong work with educational leaders, staff, and students (Capper, 2015).

2. **Whiteness as property.** According to Ladson-Billings and Tate (1995), the United States society is based on property rights. White people were legally allowed to own land which led to the take over of Indigenous peoples' land (Ladson-Billings & Tate, 1995). Additionally, for a significant period of United States' history, Black lives were considered property (Ladson-Billings & Tate, 1995). Today, property remains dominated by White people, including in education, where property values determine quality of education based on property taxes (Capper, 2015; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995). School curriculum is also viewed as property that White people continue to protect with the omissions or distortions of the perspectives of BIPOC in history and current events (Capper, 2015; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995).
3. **Counternarratives and the acknowledgement of majoritarian narratives.** This principle of CRT emphasizes the importance of BIPOC sharing their personal experiences (Capper, 2015). Stories that counter White norms show the microaggressions and racism that BIPOC experience daily and counter narratives that are used to justify racial inequities, so listening to stories from BIPOC communities is essential to antiracist work in education (Capper, 2015).
4. **Interest convergence.** This principle of CRT states that the work towards racial equality only happened in order for White people to protect themselves (Capper, 2015). For example, the Supreme Court Case *Brown v. Board of Education* was used to prevent harm

towards White people and property (Capper, 2015; Ladson-Billings & Tate, 1995). Although this court case eliminated segregation in the south, it also eliminated Black educators in public schools (Capper, 2015; Ladson-Billings & Tate, 1995). Interest convergence promotes avoiding discussions surrounding race and racism present in schools and accepts slow progress towards equity by using color blindness, which causes more harm (Capper, 2015.

5. **Critique of color blindness and equity practices.** Color blindness perpetuates racism in education by erasing the racial inequities and oppression of BIPOC students (Capper, 2015). Color blindness can be used to claim not to see students' color or that race does not matter to the educator (Capper, 2015). It can also mean that educators do not realize that the school where they teach is not race neutral and reflects White culture where students need to assimilate to the school's culture (Capper, 2015). However, educators cause more harm by denying students' race and culture and by being unaware that schools are not race neutral (Capper, 2015).
6. **Intersectionality in education.** Intersectionality recognizes that students hold many identities including race, language, sexuality, gender identity and expression, and ability (Capper, 2015). When educators only focus on one part or students' identity, or none, they are ignoring the other important aspects of the students' identities, which further perpetuates racism in schools (Capper, 2015). It is important that educators teach across all students' identities in the classroom.

Although Critical Race Theory was developed over 20 years ago, it remains an important aspect for addressing the extreme inequities that occur between BIPOC students and White students. Educators must commit to the lifelong work of creating an equitable education system

by recognizing that racism is ingrained in society. Educators must also recognize the voices that have been omitted from curriculum and elevate these narratives in order to counter justifying racial inequities. In addition, educators must work toward racial equity because it benefits BIPOC students and staff. In order to do this educators must reject color blindness, acknowledge that schools are not race neutral, and promote White cultural expectations of BIPOC students. They must acknowledge that their students have many identities that work together and that must be addressed and supported in the classroom.

In order for educators to be antiracist, it is essential to understand what it means to be antiracist, to understand what racism looks like and to recognize racism's presence in the education system. To be antiracist means actively working against oppressive systems and ideas that harm BIPOC. Racism includes white supremacy implicit bias. Critical Race Theory is a helpful framework for educators to use to understand inequities present in the education system. The next sections examine two main factors that promote racism and white supremacy in the education system. First, the school to prison pipeline, the removal of students from their classrooms leading to suspensions and expulsions and future incarcerations. Second, the opportunity gap contributes to the increased gap of academic success between BIPOC students and their White peers.

School to Prison Pipeline

One factor that contributes to racism in the education system is the school to prison pipeline. The school to prison pipeline is defined as the criminalization of students in an educational setting that results in the incarceration of young adults (Morris, 2012). According to Morris (2012), Black students are criminalized in schools at a much higher rate than their White peers. Black students represent 17% of the youth population but they are 58% of those that are

incarcerated in their youth in adult prisons (Morris, 2012). Arrests in school are not the only way to lead students into the school to prison pipeline– out-of-school suspensions, expulsions, and referrals to alternative schools also result in the school to prison pipeline (Morris, 2012). These punishments have also been found to negatively affect student engagement, increase drop out rates, and impact test scores in the overall outcome of schools (Brown et al., 2020). Black students are more likely to be suspended or expelled due to disrespect, excessive noise, threat, and loitering than their White counterparts (Morris, 2012).

Although Black males represent the largest group of students who are led into the school to prison pipeline, Morris (2012) suggested Black females are the fastest growing group that are part of the juvenile population. In 2000, Black girls were 34% of the students who were suspended and in 2006 this increased to 43% (Morris et al., 2016). Black females being suspended is even more severe in the southern states where they make up 24% of the school population but they are 75% of those who receive out-of-school suspension (Morris et al., 2016).

The disproportionate suspension of Black girls is not only a problem in southern states, but all across the country. In the 2011-2012 school year, Wisconsin had the highest rate of suspension of Black girls (Morris et al., 2016). In New York schools, Black girls were expelled at 53 times the rate for White girls (Morris et al., 2016). The majority of the Black girls who were suspended were suspended due to “willful defiance”, which is attributed to Black girls’ attitudes and refusal to follow orders of teachers such as removing a hat or completing an assignment (Morris et al., 2016). In 2014, California limited the ability to suspend a student due to “willful defiance” (Morris et al., 2016, p. 70).

Suspensions and expulsions do not only occur for teenage students, it can begin as young as four years old. Black preschool-aged children make up 19% of preschool students but are 47%

of students that receive out-of-school suspensions (Morris et al., 2016). In 2007, a six- year- old girl in Florida was placed in handcuffs by a police officer because of a temper tantrum (Morris et al., 2016). In 2012, another six -year- old girl was put in handcuffs by police and taken to the police station for throwing books and toys in the classroom (Morris et al., 2016). People who have been around young children know that temper tantrums are not unusual for children around the age of six. It is important to recognize that children at such a young age are not able to control their emotions as well as mature adults. It is the educators responsibility to comfort and help children in distress. The actions that were taken by the educators and leadership team of the schools that allowed police officers to handcuff small children should never be allowed.

It is evident that the problems that have led students to the school to prison are a result of racism and white supremacy. It is important to recognize that the majority of teachers are White while the students who are most likely to be suspended or expelled from school are Black students. The separation of students from the classroom portrays the fact that the educator does not want them in the classroom. This can cause permanent damage to the relationship between teacher and student and create an environment where the student no longer feels welcome. In order to prevent damaging relationships and exclusionary acts towards students, educators and school leaders must work to create alternatives to out-of-school suspensions that show students they are not wanted in school and in their classroom.

Green et al. (2018) suggested alternatives to three misconceptions of out-of-school suspensions. The first misconception is that out-of-school suspensions will improve teaching and learning environments (Green et al., 2018). Instead, teachers should explicitly teach the expectations of behaviors using examples and non examples and allow for students to practice and receive praise (Green et al., 2018). Then, once students have understood the expected

behaviors, the teacher can consistently encourage and reinforce the expected behaviors in the classroom (Green et al., 2018). It is important to notice that this is a proactive approach rather than reactive, which allows for teachers and students to understand what the expectations are for each other. It is important to note that the focus should not be to control students and the behaviors should not be based on a White lens but a multicultural one.

The second misconception is that out-of-school suspensions can be used to discourage other students from misconduct (Green et al., 2018). There is no evidence that shows other students will avoid the same behaviors when a student is suspended (Green et al., 2018). Schools with higher rates of suspensions have lower rates of student motivation and engagement, student-teacher relationships, and achievement (Brown et al., 2020; Green et al., 2018; Hines-Datiri & Carter Andrews, 2020). In order to be proactive, teachers should provide differential reinforcement and behavior-specific praise. Differential reinforcement involves ignoring undesired behaviors, such as blurting out answers, and praising desired behaviors that are consistent with expectations (Green et al., 2018). Behavior-specific praise is very similar to differential reinforcement except it purposely provides students with the opportunity to perform the desired praise (Green et al., 2018). Again, it is important for educators to reflect on the desired behaviors through a multicultural lens.

Finally, the third misconception is that out-of-school suspension will help improve a student's behavior by getting parents involved (Green et al., 2018). Communication with parents should occur far before any problems arise with a student. Educators should be in frequent contact with families to share success in the classroom. In order to have better success in family engagement it is essential the educator builds a strong relationship with families, which requires the educator to be culturally aware of the various families (Green et al., 2018).

Zero tolerance policy.

The Zero Tolerance Policy (ZTP) is believed to contribute to the school to prison pipeline due to the use of exclusionary discipline (Curran, 2019; Goings et al., 2018; Hines-Datiri & Carter Andrews, 2020; Morris et al., 2016). The ZTP was developed in the 1980s due to President Reagan's "war on drugs" as a way to punish all drug offenses. However, the term was borrowed and used in schools as a way to keep schools safe through discipline that was harsh and severe mostly by suspensions and expulsions (Curran, 2019; Goings et al., 2018; Hines-Datiri & Carter Andrews, 2020; Morris et al., 2016). In 1994, ZTP applied to the Gun-Free Schools Act which made it mandatory to expel students for one year for the possession of a firearm (Curran, 2019; Hines-Datiri & Carter Andrews, 2020). Since then, ZTP have been applied to a broader range of disciplinary actions; many schools have ZTP that result in harsh disciplines for such minor infractions such as truancy or dress code violations (Curran, 2019; Hines-Datiri & Carter Andrew, 2020).

According to Curran (2019), there are two types of ZTP in the education system, explicit ZTP and mandatory expulsion policy. The study found that many states across the country use ZTP and mandatory expulsion policy due to weapons, but most of the school districts in these states also have many other policies that require expulsion (Curran, 2019). Curran also confirms that the policies present in the schools contribute to racial disparities in discipline and continue to worsen.

Similar to the data on the school to prison pipeline, Hines-Datiri and Carter Andrews (2020) suggest the use of ZTP has mainly looked at such policies that affect Black boys, yet it has affected Black girls at an alarmingly high rate. Black girls are more likely to receive harsher disciplines than White or Latina students due to infractions that include violent behavior, truancy,

dress code violations, and talking back to teachers (Hines-Datiri & Carter Andrews, 2020; Morris et al., 2016). It is obvious that only one of these infractions threaten the safety of students and the teacher, yet many Black girls are being removed from the classroom and suspended for any one of those behaviors. This harsh discipline for even minor infractions results in Black girls being more likely to enter the school to prison pipeline. Students who are punished under ZTP are more likely to be a part of the juvenile system, have lower achievement in academics, and be a part of the criminal system in the future (Hines-Datiri & Carter Andrews, 2020; Morris et al., 2016).

There are many ways to combat these exclusionary practices in schools. According to Hines-Datiri and Carter Andrews (2020,) policymakers need to be encouraged to view ZTP with a race and gender lens instead of using a colorblind lense. School boards should review the policies that dictate what types of discipline should be used for certain violations of school policies as well as the students that are at a higher rate of violating the policies (Hines-Datiri & Carter Andrews, 2020). Teachers must create a welcoming and safe environment for all students to consider whether certain actions and behaviors are dangerous and which ones are viewed as "willful defiance" (Hines-Datiri & Carter Andrews, 2020; Morris et al., 2016). Student performance and motivation are often a function of the students' social relatedness with teachers, especially in early grades (Morris et al., 2016).

Increased police presence in schools.

Brown et al. (2020) suggested that in order to enforce ZTP, in the 1980s schools introduced police officers to their campuses. The goal of this was to improve communication with schools and share resources that would improve the safety of schools (Brown et al., 2020). Fears of school violence and shootings also contributed to police presence in schools. However,

the placement of police officers in schools created a criminal system within the education system that emphasized the value of punishment over education (Brown et al., 2020). Schools often argue that the presence of police officers decreases students' opportunities to misbehave yet, there is no evidence that showed the presence of police officers in schools decreases violence or misconduct of students (Brown et al., 2020; Morris et al., 2016).

A study conducted by Fisher and Devlin (2020) examined whether the presence of police officers in schools related to changes in crimes that were reported in schools and police. The duties required of the police officer in schools are to address crime and disorder, patrol school grounds, conduct investigations, perform searches for weapons and drugs, and to make arrests (Fisher & Devlin, 2020). Within these duties, there were three common roles that school police officers played low engagement, full triad, and reactionary. Full triad are officers that engaged in law enforcement and also to mentor students, while reactionary officers only engaged in law enforcement in the school. Fisher and Devlin (2020) found that schools with full triad officers reported fewer crimes than schools with reactionary officers. When the officers acted as mentors and teachers, they were less likely to report non-serious crimes than reactionary police officers (Fisher & Devlin, 2020).

This study emphasized the importance of building relationships with students to create a trusting environment in order to decrease the crimes that occur in schools. The study also showed that any adult in the school building needs to create a welcoming environment for students, it is not only for the teachers to do. Therefore, if it is required of the school to have a police officer present, that officer needs to be involved in the teaching and mentoring of students rather than only searching for possible crimes.

The school to prison pipeline is an example of white supremacy within the education system. Students are more likely to enter the school to prison pipeline when they are removed from the classroom, especially when they are suspended or expelled from school. The BIPOC students, especially Black students, are suspended at a disproportionately higher rate than their White peers. With the "war on drugs" and the Gun-Free Schools Act introduced in the late 1980s and early 1990s the use of ZTP and police presence has increased significantly in schools. As a result, more students enter the school to prison pipeline increasing the chance of being incarcerated in their adult life. The following section discusses another example of white supremacy present in the education system: the opportunity gap.

Opportunity Gap

The opportunity gap, also known as the achievement gap or education debt, is defined as the ways in which "race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, and/or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment" for BIPOC students (The Glossary of Education Reform, 2013, para. 1). Thompson and McDonald (2015) suggest the opportunity gap disproportionately affects BIPOC students. The key takeaway in regards to the opportunity gap in terms of education is that White students are not inherently more intelligent than BIPOC students; rather, historic injustice and oppression BIPOC students experience affects their performance in school (Love, 2020).

The education system was not built with the success of BIPOC students in mind. This is evident in the white-centered curriculum that is taught in schools and the majority of White educators who work in schools. Allen (2008) suggested historically, slavery, Jim Crow, racism, discrimination, and other racial inequalities shaped the education system, and that shaping

continues to affect BIPOC students today. There are many other factors that contribute to the opportunity gap that are currently present in the education system including teacher expectations, property taxes, socioeconomic status, race and ethnicity (Henry et al., 2020; McKown & Weinstein, 2008; Thompson & McDonald, 2015; Walters, 2001)

One study conducted by McKown and Weinstein (2008), identified that teachers often base their expectations of students on students' race and ethnicity. Teachers were found to have higher expectations for White students than those of their Black and Latinx peers (McKown & Weinstein, 2008). Students whose teachers had higher expectations of them also received higher quality work and instruction (McKown & Weinstein, 2008). Results of the study also show that teachers with classrooms that have more diversity have lower expectations of students (McKown & Weinstein, 2008). White and Asian students were ranked almost seven places higher on a 30 point scale for reading and eight places higher for math than their Black and Latinx peers (McKown & Weinstein, 2008). In analyzing this study, it is clear to see the importance of educators examining and reflecting on their implicit biases in order to hold high expectations of all students no matter their race or ethnicity and reducing the opportunity gap.

Another study, conducted by Thompson and McDonald (2015), looked at skin tone and academic achievement based on teachers' implicit bias. Skin tone bias, or colorism, describes the discrimination that BIPOC experience based on skin tone, hair texture, and facial features (Thompson & McDonald, 2015). A hierarchy of of skin tones was created as result of European colonialism and slavery in America (Thompson & McDonald, 2015). Light-skinned people were considered closer to the top of the hierarchy and dark-skinned people were at the bottom (Thompson & McDonald, 2015). Today, this hierarchy continues to be a problem, lighter-skinned Black people attain more education and higher-paying jobs (Thompson &

McDonald, 2015). The study conducted by Thompson and McDonald (2015), found that darker-skinned students had lower GPAs than light-skinned students; this was found largely to be a result of teachers' implicit bias.

A longitudinal study conducted by Henry et al. (2020) examined the relationship between socioeconomic status (SES) and the opportunity gap between Black and White children. Black children tend to grow up in lower SES families than their White peers (Henry et al., 2020). Additionally, Black children tend to enter kindergarten with poorer skills in literacy and math than White children because families often cannot afford to help develop literacy and math skills, both financially and physically (Henry et al., 2020). Race and SES are strongly linked to academic performance, White children often outperform Black students in academics even when their SES are similar (Henry et al., 2020). According to the study, the gap between Black and White students continued to grow throughout their academic careers even when SES was the same (Henry et al., 2020). Thus, both race and SES contribute gaps in academic achievement.

Public schools in the United States rely heavily on property taxes, and the inequalities in tax revenues result in inequalities in resources and academic opportunities (Walters, 2001). In the early 1800s, one way to get voters to agree to pay taxes was to use some of the money towards public education (Walters, 2001). Using taxes as a way to fund public education has continued to be the way schools receive financial support today (Walters, 2001). Because Black people disproportionately live in poor areas, that means the schools these Black children attend receive disproportionate funding in relation to schools in wealthier and often, Whiter areas (Walters, 2001). Districts that receive little money lack the resources to provide children with the education they deserve, which causes large gaps in academic success (Walters, 2001).

Minneapolis Public Schools (MPS) is attempting to close the opportunity gap that results from property taxes. As a result, the school system has created a Comprehensive District Design plan for the 2021-2022 school year that would redraw school boundaries to create a more equitable access to education for BIPOC students (Star Tribune, 2020). MPS made this decision because the current district lines have created more segregated schools and certain schools have worse outcomes than others (Star Tribune, 2020). The attempt to redistribute resources allows for students in low SES families to gain a better opportunity for equitable access to education.

There are three key ways in which districts, schools, and educators can work towards closing the opportunity gap and create higher academic success for BIPOC students. First, teachers must adopt culturally relevant pedagogy, in which they incorporate students' culture into the curriculum. Second, teachers must develop strong, positive relationships with their students to better understand their culture, behavior, and attitudes. Lastly, there needs to be a greater representation of teachers who look like the students schools are serving. By actively working towards these three goals, the opportunity gap will likely close and the academic success of BIPOC students will increase. The following section explores how teachers can work towards these goals in order to achieve that end.

Culturally Relevant Pedagogy

Culturally relevant pedagogy (CRP) is a term coined by Ladson-Billings (1995) that provides a solution to close the opportunity gap by incorporating aspects of students' cultural background into curriculum. Educators who practiced CRP met three criteria: they were dedicated to develop high academically achieving students, they included cultural representation within curriculum, and they provided students with the opportunity to critically think about inequities around them (Ladson-Billings, 1995).

According to Ladson-Billings (1995), Black students who achieved success in their academics did so at the expense of their cultural and psychological well-being. Black students also felt the need to separate themselves from other Black students so as to avoid teachers' negative expectations (Ladson-Billings, 1995). Ladson-Billings (1995) also suggested that Black students often find themselves struggling with doing well in school and maintaining their culture, therefore, CRP must provide students with the ability to maintain their culture and succeed academically. This requires educators to develop strong, positive relationships with students in order to understand their cultural backgrounds.

Culturally relevant pedagogy requires students to recognize, understand, and analyze inequities (Ladson-Billings, 1995). In addition, these educators are also aware that there are political influences that negatively affect students' communities. However, teachers have often shown that they do not recognize social inequities and often reject information that suggest and highlight social inequities among BIPOC students (Ladson-Billings, 1995). Therefore, Ladson-Billings (1995) emphasized the importance to recruit students into teaching that are aware of these inequities.

Throughout classroom observations, Ladson-Billings (1995) observed three major findings in addition to incorporating students' cultures into instruction. First, effective teachers of CRP had strong understandings of self and others and believed all of their students were capable of academic success (Ladson-Billings, 1995). In addition, effective teachers of CRP recognized that pedagogy is always changing and needs to be consistently altered to meet students' needs (Ladson-Billings, 1995). These educators also viewed themselves as members of the community and saw teaching was a way to give back to the community. (Ladson-Billings, 1995).

Second, teachers who practiced CRP understood positive relationships with all students were essential (Ladson-Billings, 1995). The student-teacher relationships were equitable and reciprocal (Ladson-Billings, 1995). Students were also held to high expectations and encouraged to work together in order to reach those expectations and to take ownership of their learning (Ladson-Billings, 1995). This collaborative learning also created a strong sense of community within the classroom amongst the students and teacher (Ladson-Billings, 1995).

The third finding was that educators who effectively used CRP showed that they had strong beliefs about knowledge (Ladson-Billings, 1995). For example, educators understood that they were not the only people students could learn from but students also learned from each other (Ladson-Billings, 1995). Teachers were passionate about knowledge and learning and made this clear for students to see (Ladson-Billings, 1995).

The goal of culturally relevant pedagogy is to provide students who were previously left out of a quality education to be included in instruction and gain skills that lead them to academic success while also seeing themselves within the curriculum (Ladson-Billings, 1995). Culturally relevant pedagogy not only allows students who previously were not included in curriculum to feel heard but also become critical of the social inequities around them. The following section supports the claim that teachers can build strong relationships with BIPOC students which leads to closing the opportunity gap.

Teacher-Student Relationships

In addition to culturally relevant teaching, teachers must create strong, positive relationships with students. Strong, positive relationships between teachers and students have been shown to increase academic performance and close the achievement gap (Hughes, 2011; Muller, 2001; Yunus et al., 2011). Positive relationships create trust between teachers and

students; students are shown to perform better when they trust that their teachers care about their success (Muller, 2001). Hughes (2011) suggested when teachers and students have positive relationships the teachers consistently provided students with high levels of support and, in turn, teachers and students exhibited lower levels of classroom conflict. Students who feel supported by teachers feel a stronger sense of community and membership improving academic success (Hughes, 2011). Positive relationships allow the teacher to provide more responsive and quality instruction (Hughes, 2011). In addition, Yunus et al. (2011) suggested teacher-student relationships contributed to students' motivation to learn and increased academic success and also contributed to a lower drop-out rate. These positive findings also apply to BIPOC students who come from low SES families (Fowler et al., 2008).

Antiracist educators work towards closing the opportunity gap by creating strong relationships with all of their students. According to Morris et al. (2016) "The student teacher relationship is a critical component of whether a girl's comments will be seen as part of her expression and learning, or as a deliberate and willful affront to the teacher's authority" (p. 63). The next section discusses the benefits of districts and schools who hire teachers that look like their students and share the same culture to close the opportunity gap.

Teacher Representation

As previously mentioned by Ladson-Billings (1995), teacher representation is essential when it comes to student academic success. Research shows that students are more successful in school when teachers share the same culture and awareness as them. Gershenson et al. (2017) conducted a longitudinal study that evaluated the impacts of Black students who had Black teachers. The study evaluated student performance beginning in third grade and continued through their senior year of high school (Gershenson et al., 2017). The results showed a decrease

of high school dropout by 39% and an increase of future education plans such as taking college entrance exams (Gershenson et al., 2017). This study not only emphasized short term educational outcomes, but also long term educational investments.

Another study, conducted by Egalite et al. (2015), found that BIPOC teachers are severely underrepresented in American public schools, while the number of BIPOC students continues to grow. The study evaluated the performance of students in the entire state of Florida who had a teacher that shared their race or ethnicity. The results of the study showed Black, Asian, and White students who had teachers of the same race significantly increased their performance in math and reading (Egalite et al., 2015).

These studies emphasize the need for school and districts to hire more teachers that represent the population of students within schools. At the time of writing, no studies could be found that analyze teacher representations relating to Indigenous students. This suggests either researchers were unable to find Indigenous teachers or it was not an important contribution to their study. Both of these explanations are extremely problematic and emphasize the importance of including an Indigenous lens to education.

The opportunity gap is another example of racism that affects BIPOC students in the education system. The opportunity gap not only focuses on the achievement gap between BIPOC students and their White peers, but also other factors that prevent BIPOC students from succeeding. This includes teachers' expectations of BIPOC students, how schools receive funding, socioeconomic status, and skin color of students. Fortunately, researchers and educators have found helpful ways in which to close the opportunity gap by incorporating culturally relevant pedagogy into curriculum, developing strong and positive relationships with all students, and hiring more teachers that share the same race and culture as students. Using these

strategies will create more antiracist educators and close the opportunity gap between White and BIPOC students. The following section discusses another factor that creates antiracist educators, being an advocate for English language learners in the classroom.

ELL Advocacy

Definition of ELLs

English language learners (ELLs) are defined as students, kindergarten through twelfth grade, who were declared by a parent or guardian as using a language other than English and determined to be in need of English language skills to be successful in an English taught classroom (Minnesota Department of Education, 2019). Minnesota Department of Education (2019) also included subpopulations of English language learners, which include long-term English learners (LTEL), recently arrived English learners (RAEL), and students with limited or interrupted formal education (SLIFE).

English language learners make up 10% of the student population in the U.S. and cover over 400 languages (National Education Association, 2015). English language learners face the challenge of learning an additional language while simultaneously learning content, therefore, educators must also work towards making ELLs learning more manageable. However, there are also other factors that make it more difficult for ELLs to receive an equitable education as their non-ELL peers in class. It is important for educators to understand the history of discrimination that ELLs have faced and continue to experience. In order for educators to be antiracist they must also work towards making ELLs learning more equitable.

History of ELLs

Dating back to 1839 through 1880, due to many European immigrants, students were provided with bilingual instruction in German, French, and Spanish (Fenner, 2012). This shows

that there was an acceptance of immigrants and the importance of maintaining their native languages (Fenner, 2012). However, this was greatly changed due to World War I and the hostile political climate which resulted in the termination of bilingual education in German and English (Fenner, 2012).

In 1963, the second phase of bilingual education started (Fenner, 2012). The United States government viewed Cuban immigrants fleeing Cuba as admirable because it showed they rejected Communist ideas and accepted democracy (Fenner, 2012). This resulted in the reemergence of bilingual education and created the Bilingual Education Act in 1968 and also the Formation of the National Association for Bilingual Education in 1975.

In 1980, bilingual education ended due to President Reagan and his lack of support for bilingual education (Fenner, 2012). He also formed several initiatives against bilingual education that negatively affected Spanish speaking immigrants and their communities, such as the English-Only movement that advocated for English to be the country's official language and English to only be used in public spaces such as schools and government offices (Fenner, 2012).

In 1994 there was another reemergence of bilingual education and the reauthorization of the Bilingual Education Act that supported the goal of developing students' native language skills to promote bilingualism and multiculturalism (Fenner, 2012). However, this surge declined in the late 1990s and early 2000s when the George W. Bush administration limited the options for bilingual education (Fenner, 2012).

This brief history shows the tumultuous past of bilingual education in the United States and the many ways people in power made it more difficult for immigrants to receive an education because of their negative views towards immigrants. Antiracist educators acknowledge the fact that immigrants who speak languages other than English also deserve a valuable

education. Educators must be advocates for their ELL students' education because, as history shows, ELL students are not guaranteed the support of the education system itself.

In order for antiracist educators to advocate for their ELL students, it is important to understand what it means to be an effective advocate. Fenner (2013) defined an ELL advocate as someone who believes that ELL students deserve equitable education as their non-ELL peers. An ELL advocate is someone who works to be a voice for their ELL students and their families when they are unable to advocate for themselves (Fenner, 2013). To be an effective advocate for ELLs also requires educators to understand the state and federal policies that cite what services students are legally required to receive in school. It also means creating opportunities for parental involvement and incorporating students' home languages and cultures into curriculum.

State and Federal Laws

In Minnesota, there are ten state laws that educators have a responsibility to follow when teaching ELLs. These laws ensure that teachers provide ELLs the services they are legally required to receive (Minnesota Department of Education, 2015). Each ELL student brings $704 in federal money to the school where they attend. The school is legally required to use that money towards the development of the student and provide detailed information for how they spent the money (Minnesota Department of Education, 2015). Another state requirement is that the teachers providing services to ELL students have a license and have been trained to teach English instruction that will increase students' English language development (Minnesota Department of Education, 2015).

In addition to state laws, there are also federal laws made by the U.S. Department of Education to protect the legal rights of all ELL students in the country. The first law, Title III English Language Acquisition, Language Enhancement, and Academic Achievement Act,

ensures ELL students receive the same challenging academic content that their non-ELL peers receive (U.S. Department of Education, 2004). Title III also acts to promote parental involvement in the language instruction of their student. Finally, this law requires schools, districts, and teachers to provide progress reports on each ELL student (U.S. Department of Education, 2004). These three aspects of Title III hold teachers and schools accountable for not only providing ELL students with equitable education, but also increasing ELL students' language proficiency.

The second federal law is the Title VI of the Civil Rights Act of 1964. This law protects students from discrimination based on race, color, or national origin in programs that receive financial assistance (U.S. Department of Education, 2004). As a result of this Act, ELL students are legally required to be a part of mainstream classrooms and schools are prohibited to deny equal access to education because of a language minority students' limited proficiency in English (U.S. Department of Education, 2004). The Equal Education Opportunities Act of 1974 reaffirms ELL students' rights; this Act prohibits states from denying equal access to ELL students and requires them to provide instruction for ELLs to become proficient in English (U.S. Department of Education, 2004).

To be an antiracist educator means understanding the laws that protect ELL students in the classroom. It also means that antiracist educators provide and maintain rigorous and challenging instruction to ELLs and have high expectations for their work and success in their academics. These state and federal policies are further supported by Supreme Court Cases that took place during the 1970s through the 1980s.

Supreme Court Cases

The following are Supreme Court Cases that provide English language learners an equitable access to quality education.

The Supreme Court Case, *May 25 Memorandum* in 1970, ruled that school districts were responsible for helping ELL students overcome any language barrier that prevented the students to receive an equitable education (U.S Department of Education, 2004). The second Supreme Court Case regarding ELLs happened in 1974; *Lau v. Nichols* ruled that identical education did not mean it was an equal education under the Civil Rights Act of 1964 (U.S. Department of Education, 2004). As a result, the court ruled that school districts must work to help ELLs overcome language barriers in education (U.S. Department of Education, 2004).

The third case, *Castañeda v. Pickard*, occurred on June 23, 1981, which created a three-part evaluation of the adequacy of a school district's program for ELLs. First, the program is based on education theory approved by experts. Second, the program effectively implements the educational theory into its practices for ELLs. Third, the district must evaluate the programs used and adjust practices according to the evaluation in order to help students overcome the language barrier (U.S. Department of Education, 2004).

In 1982, the Supreme Court case, *Plyler v. Doe* ruled that a state cannot deny undocumented immigrants access to a free education. This was a result of a Texas school district that attempted to receive money from families of students who could not confirm their U.S. citizenship. In addition, the court ruled that it could not be proven that children who were U.S. citizens received a poorer education because "illegal" students were present (U.S. Department of Education, 2004).

The Supreme Court Cases worked against the many inequitable practices used with ELLs to create equal access to quality education. The following sections discuss the various ways

advocates for ELLs create an equitable education in their classrooms. In order for students to be successful in the classroom educators must involve families in the student's education. Families are students' first teachers and students' main support system at home.

Family Involvement

The term family involvement is used, as opposed to parent involvement, because it is often the case that students do not live with their parents, many students live with siblings, grandparents, and aunts and uncles. Research shows that family involvement positively affects student achievement in academics. According to Ferguson (2008), creating a welcoming environment for families allows educators and families to create a strong bond and work together in order for their students to succeed academically. By creating a strong relationship with families, it decreases the mistrust that can occur between the educator and families (Ferguson, 2008).

When schools and educators provided families with specifically targeted areas of growth, families were able to provide greater support for their students (Ferguson, 2008). This requires educators to understand the backgrounds of families in order to better understand what resources are needed in order for students to continue their learning at home (Ferguson, 2008). When school staff knew the background of their students and provided families with resources to encourage learning at home, the student's academic achievement increased because there was an adult in the home that took the time to provide academic support in the home and also held high expectations of their child (Ferguson, 2008).

When it comes to parental involvement for ESL students, it is far lower than parents of non-ESL students (Fenner, 2013). This is a result of multiple factors such as language barriers between educators and families, differences between school culture and family culture, and other

challenges that include time off of work, childcare, and transportation to the school (Fenner, 2013; Panferov, 2010).

A study conducted by Panferov (2010) interviewed two families, one from Russia and the other from Somalia, with students enrolled in an elementary ESL program. Parents were asked about their own educational background, their background in the English language, what they thought it meant to be literate, the learning that was done within the home, and the type of communication that occurred with the school (Panferov, 2010). The school communication with the Russian family was almost always positive and praised their students. However, communication with the Somali family was mostly negative with messages about disciplinary issues and learning issues that occurred (Panferov, 2010). The messages were often sent home with the kids but because their mom did not speak English she had to rely on her children truthfully translating the information to her. Because their mother was unable to communicate with the school, this caused a strain on the relationship between the school and the family (Panferov, 2010).

Panferov (2010) concluded that schools with successful family involvement frequently communicated with families in their native language. Families need to be provided with specific guidance for how to support their students at home in order to increase student achievement at school (Panferov, 2010). In addition, educators who conducted home visits established mutual respect between the school's culture and the family's culture and built strong relationships with students' parents (Panferov, 2010).

Another study, conducted by Harper and Pelletier (2010), examined and compared the parental involvement of kindergarten students both ELLs and non-ELLs. Teachers completed questionnaires that explained how frequently the parents of each child communicated with them

and how involved the parents were in their child's education. Parents also completed a questionnaire where they were asked about their demographics, their highest level of education, and rated about how they thought their child was achieving at reading and math.

Harper and Pelletier (2010) suggested that parents of ELLs communicate less frequently with teachers than those of non-ELL students. However, even though communication was lower, parents were involved with their child's education relatively the same as parents of non-ELLs (Harper & Pelletier, 2010). This emphasizes that parents of ELL students are equally interested and involved in their child's education as parents of non-ELLs (Harper & Pelletier, 2010). The study suggests that the lack of communication may be a result of the language barrier rather than the lack of motivation in their child's education and success (Harper & Pelletier, 2010).

This research shows that it is essential for educators to involve ELL students' families in their education. Educators who built trust with families and created a welcoming environment made families more comfortable to speak with the educator. In addition, advocates for ELL students incorporated students' home language and cultural backgrounds into lessons.

Incorporating Home Language and Culture

Schools where bilingual education and the use of ELLs native language in instruction are implemented outperform in their English language development in ELL students than those in schools with anti-immigrant and anti-foreign language ideology that emphasize "English only" teaching (Haas & Gort, 2009; Reyes, 2008). One study found that teachers who spoke Spanish and incorporated the language into their lessons saw success in their ELL students whose native language was Spanish when learning science and social studies (Ramos, 2005).

Khan (2016) conducted a study that examines the impact of native language use on learning vocabulary in a second language. The study tested two groups of learners, one group

received translations of the vocabulary words and the other group did not. The students who received translations outperformed the group who did not on the same test of 30 vocabulary words three weeks after learning the words (Khan, 2016). Therefore, students who received support using their native language were able to learn English words better than those who did not receive support in their native language. This shows the benefits of incorporating students' first language while they learn an additional language.

Similar results were found in another study conducted by Madriñan (2014) in Colombia, which looked at the comprehension in a second language in two separate groups. One group was taught using only English while the other group of students were taught in English and Spanish. The study found that students who were taught in both English and Spanish were able transfer knowledge from their native language of Spanish into their second language, English (Madriñan, 2014). The study emphasized the importance of including students' native languages into lessons because they are able to transfer knowledge from their first language into learning an additional language.

Using students' native language is also beneficial when it comes to writing lessons. A study completed by Karim and Nassaji (2012) explored the use of first language transfer in second language writing. The study confirmed that students are able to transfer their knowledge of the writing process and concepts they learned in their first language into writing in their second language. However, if students do not have strong writing skills in their first language they will also struggle to write in another language because the concept has not been fully developed. This emphasizes the importance that students' first language can support in their learning of English language development.

Incorporating ESL Practices into Mainstream Curriculum

Providing English language learners with various support to develop their language skills is essential for antiracist educators to use in any classroom. The following are beneficial strategies to use with ELL students. This is not an extensive list but includes strategies that provide ELL students with the opportunity to succeed and receive a quality education.

Visual Aids. Visual aids are often used in mainstream classrooms but they are also essential when teaching ELLs. Macwan (2015) suggested visual aids allow for ELLs to use multiple senses as they learn English through listening to the teacher and seeing a picture associated with the topic. Pictures provide association with learning new vocabulary words, while charts, maps, and diagrams can be used for whole concepts. Videos not only provide students with a source of entertainment, but also provides students with visual and auditory input and provide context for particular vocabulary or abstract ideas (Macwan, 2015).

Background Knowledge. When introducing new material in the classroom, ELL students should be provided with opportunities to use their background knowledge in order to better understand that topic. Background knowledge is knowledge students already have about a certain subject (Huang, 2009). In the research conducted by Huang (2009), building background knowledge supported ELL students with reading comprehension in a new topic. One successful strategy is giving students the chance to participate in a class discussion about the topic, which allows ELLs to practice English orally and to share their own ideas (Huang, 2009). Another beneficial strategy was students wrote about their personal experiences related to the topic. This provided students with the opportunity to share their ideas and build background knowledge based on their own life (Huang, 2009). Another beneficial strategy is using videos or slideshows to build background knowledge. The teacher in the study used a slide show to display scenes of the aftermath of an earthquake to introduce new vocabulary and encourage student discussion

about the pictures they saw (Huang, 2009). Incorporating the background knowledge of students before beginning a new topic can ensure that ELL students are set up to succeed by adding the new information they learn into pre-existing knowledge structures (Huang, 2009).

Total Physical Response. Another strategy to support English language learners in the classroom is to incorporate physical gestures and movement into lessons. Total Physical Response (TPR) is a style of teaching that focuses on learning through listening and movement. In order to show comprehension, students respond with an action, similar to how young children acquire their first language (Asher, 1969). Asher believed this could be transferred to acquiring a second language by focusing on using physical movement and gestures in learning a second language.

Total Physical Response is often used to help students learn new vocabulary. Research by Oflaz (2019) showed that physical movement incorporated into a vocabulary lesson made it more likely for students to remember the target words. Educators created a hand motion or full body gesture that related to the vocabulary word and continued to use the motion each time the word was said (Oflaz, 2019). An additional benefit of TPR is that it reduces the stress that students experience when learning a new language that often prevents them from participating to avoid public mistakes (Oflaz, 2019).

When it comes to being an advocate for English language learners in the classroom, it is essential to understand the history of oppression students faced and continue to experience. In order to provide ELL students with the best services it is important for educators to understand the state and federal laws along with Supreme Court cases that legally require ELL students to receive a quality education. Educators with ELL students in their classrooms should provide students with opportunities to succeed by involving families in their education and incorporating

students' home language and culture into their curriculum. This also means including best practices of language support into curriculum such as visual aids, background knowledge, and physical gestures. Through these practices, teachers work towards being antiracist educators. The following section provides a conclusion to chapter two's literature review and a glimpse of chapter three.

Conclusion

There are many contributions of a racist education system that harms and oppresses BIPOC students. Fortunately, there are ways for educators to incorporate antiracist practices into their teaching that are essential to better serve BIPOC students in the classroom. Antiracist educators understand that they must actively work against the racist systems in education including the school to prison pipeline and the opportunity gap. Therefore, it is important students feel seen in the classroom and represented in the curriculum through culturally relevant teaching. This also means reducing the amount of times students are removed from the classroom by developing strong relationships with all students in the classroom. Antiracist educators also acknowledge and recognize the importance of advocating for English language learners in their classroom by including their home language and involving families as much as possible. All of which work towards answering the research question: *How can educators be antiracist and incorporate antiracist practices into teaching elementary students?* Chapter three incorporates the findings of the literature review from chapter two and describes the project created for educators to use to work towards being antiracist educators.

CHAPTER THREE

Project Description

Overview

In order to best serve BIPOC students and their identities, it is essential for all educators to develop antiracist practices and incorporate them into their classrooms. The purpose of this project is to answer the research question: *How can educators be antiracist and incorporate antiracist practices into teaching elementary students?* This project is a series of five professional developments (PDs) to examine implicit biases, evaluate school practices that contribute to the school to prison pipeline, develop skills to close the opportunity gap, develop culturally relevant teaching into curriculum, and add ELL supports into lessons. Through the use of PDs, educators will be able to start developing an antiracist classroom. Developing an antiracist classroom is work that does not end and needs to constantly be learned; therefore, it is essential educators continue their work even when the PDs are completed.

In the following sections, I provide in-depth details of what occurs within each PD. In addition, I identify the PD's intended setting and audience and the research that supports the choice of using professional developments. Finally, I provide a timeline for the completion of the project and a look into chapter four.

Project Description

This capstone project is a series of professional development sessions with activities that lead teachers through various antiracism work, which includes examining implicit biases, evaluating practices that contribute to the school to prison pipeline, developing strong relationships to close the opportunity gap, incorporating culturally relevant pedagogy into lessons, and ways to incorporate supports for ELLs into lessons. The duration of each PD is one

hour each. The school where I teach ends early each Friday afternoon therefore, this is the time the PDs will take place.

The first session of the professional development series (see Appendix A) introduces implicit bias. Educators participate in an activity that requires them to create groups based on a piece of paper they received with a shape and color. This activity portrays affinity bias, where people create relationships based on similar characteristics. Following the activity, is the lesson on implicit bias accompanied by a PowerPoint. Concluding the session, each group of educators receives a puzzle, which when completed, are pictures of the school's students to show all of this work is for BIPOC students' well-being.

The second professional development (see Appendix B) discusses how implicit bias impacts the decision making of disciplining students, especially BIPOC students, that contributes to the school to prison pipeline. The session includes a video of a TED Talk, which states that suspensions are an adult behavior and following the video segment is a discussion that will lead educators into a thoughtful discussion about suspensions. After the discussion, educators participate in a jigsaw activity where they read an article suggesting alternatives to suspensions. Closing the session educators will reflect on alternatives to suspension that they could use in the future.

The third session of the professional development series (see Appendix C) introduces the opportunity gap. This PD helps teachers to close the opportunity gap through the development of strong, positive relationships with students. The last fifteen minutes of the professional development allows educators to incorporate times into their schedule to immediately develop relationships with students with whom they have the least in common.

The fourth professional development session (see Appendix D) discusses culturally relevant pedagogy and requires educators to incorporate culturally relevant teaching into their future lessons. This PD begins in a whole group to introduce culturally relevant pedagogy and its components. After, educators split into grade teams in order to brainstorm culturally relevant practices in the curriculum for each particular grade.

Finally, the fifth session of the professional development series (see Appendix E) works to help educators incorporate various supports for ELLs in their lessons. This PD begins in a whole group to review the importance of using ELLs home language, scaffolding, visuals, and incorporating their background knowledge into lessons, along with examples. Afterwards, educators split into grade teams to work together and incorporate age-appropriate supports into the curriculum. Supports used for kindergarten look different than those in fourth grade. For example, visuals and graphic organizers can be used for all grades but the ways they are used and integrated vary.

This series of professional developments are meant to be a starting point for educators to integrate antiracist practices into teaching. Antiracist work, especially for educators, is one that requires constant reflection and continuous research therefore, educators are provided with a list of resources at the end of the PD series in order to continue their development. The list of resources includes books, podcasts, articles, and social media resources that support educators to continue their work of creating an antiracist classroom. The variety of platforms provide resources that appeal to the educator and the way they learn or spend their time.

These five professional developments, along with the resource list, provides elementary educators with the start to develop antiracist practices. Because antiracist work does not have an end goal but requires constant learning, educators must use what they have learned from the

professional developments and continue to develop antiracist skills in order to create a safe space for BIPOC students in their classroom. The next section discusses the setting and participants for which the capstone project was designed.

Setting and Participants

The setting of the PDs may differ, it can be in person in a room large enough for the entire staff to congregate or in an online meeting platform. Due to COVID-19 and the safety of educators, an online platform may be required. The online meeting platform that is preferred is Zoom because of the option to create breakout rooms that mimic an in-person small group environment. The aim for these particular professional developments is for schools and staff to develop antiracist practices in order to best serve BIPOC students. In my experience, there are not many professional developments that provide opportunities to build antiracist skills and incorporate antiracist practices at the elementary school where I teach. Also, because my teaching experience is limited to teaching in elementary schools, this PD is created for elementary school educators.

The intended audience of these professional developments is for all teachers and staff who work with BIPOC children in an elementary school setting, especially in urban communities. This includes homeroom teachers, specialists, paraprofessionals, special education, ESL, leadership team, and any other professional. The following section provides research that supports using PDs to lead antiracist lessons for educators.

Research

Research emphasizes the importance of using professional developments to convey important information to educators. During PD, educators are able to have discussions and brainstorm ideas together that would not be able to happen if they were to do them alone. Tatum

(2001) led a series of professional developments for White teachers to inspect their own ethnic and racial identity and their attitudes towards other groups in order to be proactive with their response to racism in school. Throughout the professional developments, teachers were asked to journal their reflections about required readings; at the end, they completed course evaluations.

According to the reflections and course evaluations that were collected, Tatum (2001) suggested teachers gained more racial awareness, no longer supported "color-blindness", and recognized the importance of incorporating culturally relevant teaching into their classrooms. The study found that people who actively examined their own racial identity were more likely to be respectful of other peoples' racial identity and work better in mutilracial settings (Tatum, 2001). Many teachers in this study discussed the lack of development they received during their teacher education program and professional developments led by their school (Tatum). As a result of this series of professional developments, more teachers signed up for the program and a waitlist was needed. This study emphasized the need for more professional developments for teachers to learn antiracist practices and include them in their classrooms.

Based on the research conducted by Tatum (2001), professional developments provide educators with opportunities to explore antiracist practices that they have not received from the school where they work. Through activities and reflections, teachers were able to gain skills to become antiracist educators and best serve their BIPOC students. In the following section, I provide how to measure the success of the PDs with staff.

Assessment

In order to measure the effectiveness of the PDs with staff, each PD concludes with a written reflection. Staff are asked to answer three reflection questions (1) a major takeaway from the PD; (2) if they had already been incorporating these antiracist practices into their classrooms

or what new strategies they will use; and (3) how they think these practices will benefit the students in the school and in their classroom. By answering these questions, educators are able to reflect on what strategies are best for their students taking into account students' backgrounds and needs. The following section reviews the timeline for the completion of the project.

Timeline

The development of this project began in the fall of 2020 and was completed in the spring of 2021. The creation of the project was a nine month investment of conducting research, revising, and publishing the work. August through December 2020 I wrote chapters one through three. The literature review in chapter two took the most amount of time and dedication because this chapter required research for each topic followed by writing the chapter. In January 2021, I began to create the project of professional development sessions to develop antiracist educators. I created the structure and talking points of the professional developments for implicit bias, school policies, opportunity gap, culturally relevant pedagogy, and ELL supports. Simultaneously, I started writing the draft of chapter four to closely align with the project. In March 2021, I completed the revisions of chapters one through three. Finally, in April 2021, I completed chapter four along with the project.

Summary

The focus of chapter three was to describe the capstone project in order to answer the research question: *How can educators be antiracist and incorporate antiracist practices into teaching elementary students?* This chapter first introduced the project and describes the content in the professional developments. The second section of this chapter described the intended setting and audience for the series of PDs. The third section discussed the professional developments in more detail. In addition, chapter three provided research by Tatum (2001) that

supported the choice of using professional developments to help educators become antiracists. Finally, chapter three provided a timeline for the completion of the project. Chapter four provides a reflection in regards to the creation of the project. Chapter four also discusses the limitations that occur in the professional developments.

CHAPTER FOUR

Conclusion and Reflection

Introduction

This past year has highlighted how essential it is for educators to be antiracist. The murder of George Floyd that occured in my students and my neighborhood greatly impacted our lives, especially my Black students who saw their lives severely undervalued. The insurrection of the United States Capitol demonstrated just how deeply ingrained white supremacy is in this country and proved that the police are capable of not killing civilians who break the law. Finally, COVID-19 has shown the major gap in opportunity between White and BIPOC students. These circumstances have led to my research question: *How can educators be antiracist and incorporate antiracist practices into teaching elementary students?*

In this chapter I share my reflections on the series of professional developments I created for this project in order to develop antiracist educators in the elementary school where I work. First, I reflect on key understandings from the literature review in chapter two. Next, I discuss the implications and limitations of the project. Finally, I reflect on the necessary work the future of this essential topic needs.

Reflection of the Capstone Process

The process of creating the capstone project was eye opening experience and a tremendous amount of work. Over the past nine months, I spent an incalculable amount of hours researching, writing, revising, and reflecting. This project was developed not only for fellow teachers to be antiracist educators but also to develop my antiracist practices in the classroom both online and in-person.

Self-Reflection

A key takeaway from the capstone process is constant self-reflection. Teachers are told to frequently reflect on their teaching practices. However, it is also essential to self-reflect on implicit biases that could occur within those lessons. While working on this project and at the same time teaching BIPOC students I began to constantly reflect on the interactions I have with my students based on my research. Did I give each student the opportunity to share? Did I only call on certain students to answer questions? Did I celebrate students' identities today in the classroom? Did I leave out a topic happening in society that affects their lives? Did I provide adequate supports for my ESL students? How could I have handled that situation differently? Did I listen to my student's needs when they were escalated? These are some of the questions that run through my head each day and I am most likely not thinking of other important questions that I should be asking due to biases that are unconscious. However, these implicit biases are more likely to be highlighted when educators are able to frequently reflect on interactions with students each day.

Antiracism Work is a Lifelong Process

The capstone process of how to be an antiracist educator made it obvious that this work cannot be done in a few, hour-long professional development sessions. It is impossible. It was very difficult deciding what to include in the sessions and what to eliminate because it is all important. As a result, the sessions did not include every helpful detail for educators, which is why antiracist work is a lifelong commitment. This is not to say that professional developments on antiracism are not important but they are only small steps to the greater work that needs to be done outside of the work day. Antiracist work is also a lifelong process because it is not a goal that can be completed. There is no checklist that you can mark and be declared antiracist. Being

an antiracist educator requires dedication and consistency for the rest of one's life. The following section highlights the key understandings from the literature review in chapter two.

Key Understandings from Literature Review

Implicit Bias

I chose to focus on implicit bias for my capstone project based on the audience of the professional developments. The teachers with whom I work have previous experience with antiracist work therefore, I decided to begin with implicit bias. Staats (2016) stated implicit bias is the unconscious manner in which people treat others. This includes everyone even if someone believes everyone should be treated equally, everyone has implicit bias that affects the way they behave towards others. However, as Kendi (2019) suggested, racism is not who you are but what you are. Racist ideas can be fixed like a bad habit. I apply this thinking to implicit bias as well. Through self-awareness and constant self-reflection, everyone can work towards minimizing implicit bias.

As I continued to work on the various topics for the capstone, including the school to prison pipeline and the opportunity gap, I realized that implicit bias was woven into every one of them. Most teachers are not actively trying to get their students incarcerated nor do they want their BIPOC students to struggle academically yet their actions are making this still occur. Therefore, it is evident that even though teachers are not actively working towards hurting their students it is still happening, which suggests it is happening unconsciously. As Staats (2016) stated "This unwavering desire to ensure the best for children is precisely why educators should become aware of the concept of implicit bias" (p. 30). This emphasizes the importance of self-reflection of interactions with students and opportunities given to them, especially BIPOC students.

Culturally Relevant Pedagogy

During my research, I noticed, just as implicit bias is intertwined in antiracist education, so is culturally relevant teaching. Culturally relevant pedagogy (CRP) can close the opportunity gap between White and BIPOC students because, as Ladson-Billings (1995) stated, CRP incorporated students who have been previously left out of curriculum showing their value in education. CRP required educators to develop strong, positive relationships with students, which allows students to feel safe in the classroom. In addition CRP showed that when teachers believed their students are capable of academic success students also believed they could succeed. If our students feel seen, heard, and respected in the classroom then they will be able to succeed in school.

Each and every students' culture should be present in the school work they do. However, I would like to encourage educators to not only allow students to maintain their culture in school through curriculum, but also provide students with opportunities to celebrate their culture. I hear many teachers tell their students "It's ok to be different." I completely disagree, educators should tell their students "It's wonderful to be different!" We need to celebrate differences and similarities, not simply tolerate them.

While creating the professional development series I understood that CRP also includes English language learners. I realized ESL Advocacy, in chapter two, should not have been a separate section but intertwined into the previous three sections. Students' languages are included in culture and identity, all of which need to be present in the classroom. Many ideas from CRP and ESL Advocacy in chapter two work together to support every student in the classroom.

I believe that CRP can also eradicate the school to prison pipeline. As previously mentioned, part of CRP is developing positive relationships with students. If teachers work to foster positive relationships with all their students their disciplinary decisions will be based on what is best for the student, not on punishment. Hughes (2011) emphasized strong, positive relationships between teachers and students because it led to higher quality support, lower levels of conflict, and long lasting academic achievement. This is what will help BIPOC students stay out of the school to prison pipeline and close the opportunity gap. In the following section I discuss the implications and limitations of the project.

Implications and Limitations

Implications

The implication of this project is that educators, especially White educators who work with BIPOC students, can work towards being antiracist educators. Again, I say "work towards" because it is not something that can be completed, rather it is something that is a work in progress. I believe these sessions provide educators with a solid foundation to begin and continue their antiracist work because educators are provided with opportunities to incorporate these practices into their lessons and classrooms. Although this project does not cover every essential topic, continued work and development of this project can result in creating antiracist educators who are dedicated to serving BIPOC students who have previously been left out of the curriculum.

Limitations

One of the major limitations of this project was narrowing the topics to focus on that contribute to antiracist teaching. Every aspect of antiracist teaching is essential, therefore it was very difficult to create a series of professional developments lasting one hour each session and

provide educators with all the necessary information to go and be the best teachers they can be for their BIPOC students. Choosing which parts of antiracism is more important felt wrong. A three hour session to discover one's own implicit bias is not enough time let alone one hour to actively engage educators on a topic that makes many people uncomfortable. As an educator who has attended many professional developments I know firsthand how quickly minds can wander from a topic and how long an hour can feel. However, as someone creating professional developments I realized how quickly an hour can pass and the need to exclude necessary information because of time. The professional developments I created feel like bare bones missing the rest of what makes a complete and functional body, furthering the extreme importance of educators taking their learning into their own hands outside of work to become antiracist.

Another limitation to antiracist professional developments is the desire to "do something" yet one session, nor a series of sessions, is not enough to go out and be an antiracist educator. In order to change the education system it is important to understand how and why it is broken. Without knowing why the education system was created this way, educators will only focus on surface level fixes when the problems are much more ingrained into the system. After creating the PD sessions, I realized that antiracist work is a lifelong process. The professional developments do not require educators to read my entire capstone paper for background knowledge on the broken system, that in itself is an entire series of professional developments. Therefore, it is important to note that more needs to be done than attending a few hour long antiracist PDs. So much more work needs to be done in order to change what is broken. In the following section I suggest further research that needs to be conducted in order to attempt to fix the damaged education system.

Further Research and Communication of Results

Further Research

The fact that all of the studies I read for the literature review excluded data on Indigenous students and educators emphasized the severe underrepresentation of Indigenous people in the education system. This alone shows the racism present in education. The data on the opportunity gap mainly focuses on the gap between White and Black students. While some included Latinx students, I could not find information including Indigenous students. When it came to discussing teacher representation in the classroom there was no information that included Indigenous teachers. This may be because there are so few Indigenous teachers it is difficult to gather data or very few people have considered conducting a study on them. Either one is concerning and by excluding Indigenous people shows that they are not valued in society or in education. Therefore, it is highly important for future research to include Indigenous people. By including every group of people in research regarding education, teachers can be antiracist educators and create an education system that benefits all students.

Communication of Results

During each session, educators are required to write reflections from the PD. Each educator is provided with a reflection sheet that is collected as the educators leave the session. The reflection questions at the end of each session includes, what is the biggest takeaway of the session? How has this session shifted your thinking of your own teaching practices? In what ways will you work to reduce implicit bias? Participants in the PD will also be given opportunities of reflection through discussions with those seated nearby. Being able to review the participants' reflections will provide me with critical information for if these sessions are helpful,

whether I need to alter the following PD sessions, or help someone who needs more ideas regarding topics covered.

Benefit to the Profession

The benefit of this project to the profession is creating educators who are prepared to best serve their students of color. My hope is that this project leads educators to fight against racist systems that harm BIPOC students. I also hope that this project lights the flame that creates a lifelong burn and desire to not just be kind to students but antiracist for students. So, *How can educators be antiracist and incorporate antiracist practices into teaching elementary students?* By committing to lifelong work to reduce implicit bias, destroy the school to prison pipeline, close the opportunity gap, and support English language learners. Commit to the selfless work that shows students unconditional love, that their life matters, and that they belong. Commit to being actively antiracist and never choose the "neutral" side.

Conclusion

This chapter provided a reflection of the capstone project and the long process of developing it. I reflected on the key understandings from the literature review including implicit bias and culturally relevant pedagogy. I also reflected on the implications and limitations of the project along with suggestions for further research. The capstone process was long and exhausting but it helped me to develop as an antiracist educator.

To be an antiracist educator is not an easy task, many mistakes will be made but just as teachers encourage students to make mistakes and learn from their mistakes I encourage all teachers to show themselves the same grace and allow those mistakes to guide them in their learning. Learning is a lifelong endeavor for an educator and so is antiracist work. My antiracism work will not end with the completion of this project, it will continue to be a lifelong journey as

an antiracist educator. Everything we do as educators, we do for our students. A quote from author Isabel Wilkerson (2020) “We’ve lost the contributions of millions and millions. How much farther ahead would we be as a species if everyone were able to contribute?”

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APPENDICES

Appendix A

Implicit Bias

Implicit Bias PD Lesson Plan

Time	Activity	Materials	Citations
2:30-2:35	**Welcome/Introductions** ● S1: Welcome to the first session in How to be an Antiracist Educator. Today we will be discussing implicit bias and how it affects the way we interact and teach our students. ● S2: Here is the schedule for today's session (read slide)	PowerPoint	
2:35-2:45	**Team Building** ● S3: First, let's start with some team building. With the people at your table go around and share: What is something people wouldn't know about you just by looking at you? Why is it important to you?		
2:45-2:55	**Implicit Bias Activity** The Tag Game: ● Each of you received a piece of paper as you walked in. Without talking, I would like for you to split up into small groups of 4-5 people ● Repeat 2 more times After activity questions: ● What was your strategy for splitting up into smaller groups? ● Did anyone look beyond the tags people were wearing? Why? Affinity Bias ● This is one example of implicit bias known as affinity bias ● Affinity bias is the tendency to work with or form relationships with those who are like us. Notice how I did not say you needed to get into groups that had the same shape or color as you, only that you needed to get into smaller groups	Pieces of paper in different shapes and colors (one per staff member)	
2:55-3:25	**Lesson: Implicit Bias** ● S4: (Name) can you read our objective for today's PD? (T reads). Thank you! We also have our agreement at the bottom that we created at the beginning of the year together. Because it's on the powerpoint and we can't	PowerPoint	Staats, C. (2016). Understanding implicit bias:

	sign our names to it, let's read the agreements all together in lieu of signing our names. (choral read) ● S5: (read slide) Unconscious is key to implicit bias. Even if you consider yourself to be extremely open minded it doesn't matter. These are ways you feel that you don't even realize and this applies to every single person. ● S6: Today we are going to focus on how our implicit biases can impact our work as educators with our students and coworkers. We will go more in-depth for each of these but this is the list that we will be focusing on. First, our implicit biases can affect the relationships we have with both our students and our coworkers. Implicit biases contribute to the opportunity gap that we strive to close. It affects the way we choose to discipline students of color. And it affects the way educators work with different genders of students and what they encourage them to pursue. ● S7: As we saw in our activity at the beginning of the session, our implicit biases can impact who we choose to have relationships with. We tend to choose who we work with or which students we develop a relationship with based on who is more similar to us. Our implicit biases prevent us from reaching out to those who look or behave differently from us. With the person sitting next to you I want you to take a minute to discuss some of the disadvantages of not working with other educators that are different from you. (1 min T-P-S) Let's come back to the group in 3, in 2, in 1. (1 min to share whole group) Now turn to someone else at your table and share some of the disadvantages of not developing relationships with students who look or behave differently from you. (1 min T-P-S) Come back to the group in 3, in 2, in 1. (1 min to share whole group.) ● S8: Another way our implicit biases can impact our students is by contributing to the opportunity gap. Teachers with greater anti-Black bias leads to greater disparities in test scores between Black students and their white peers. ○ Studies have also found that teachers are more likely to give students lower grades if they previously received low grades. The opposite is also true, teachers gave higher grades to students that had previously received higher grades. This is known as the halo effect. The halo effect does not accurately show student progress because of implicit bias. ● S9: Our implicit biases significantly affect the way we choose to discipline our students. (read slide) Black boys are more likely to be suspended from school than any other student group. However, Black girls are being		What educators should know. *American Educator, 39*(4), 29-33. http://www.aft.org/newspubs/periodicals/ae Morris, M. W., Conteh, M., & Harris-Perry, M. (2016). *Pushout: The criminalization of Black girls in schools.* New York, NY: The New Press.

	suspended at an alarmingly fast rate. Suspensions, and even removing a student from the classroom, greatly contributes to the school to prison pipeline. Each time a student is removed from the classroom or suspended the chance of being in juvenile detention or incarceration in adulthood increases. ● S10: The gender of students can also be a part of our implicit bias. As it says on the slide, the studies I looked at only considered two genders boys and girls. Boys outperform girls in math which leads to them outperforming in STEM programs and going into high profit careers. Even though the majority of teachers are women there implicit biases encourage boys to pursue STEM programs over students who are girls. ● S11: Just as Ibram X. Kendi says "racism isn't who you are it is what you are." Implicit bias should be viewed as a bad habit that you can fix. ● S12: If you're like me after hearing about this and think "Great! Let's get started!" This is how we break the habit of implicit bias. (read slide) During our sessions we will cover curriculum and policy change but today I encourage you to start the work by consistently reflecting on your teaching practices to gain awareness. Only then will you kick the habit and be able to go further. ● S13: In our upcoming sessions we will go further into curriculum and policy change by looking at (read slide)		
3:25-3:30	**Closing/Reflection** ● Each table has puzzle pieces to put together. Take the next three minutes to complete your puzzle together at your table. ● This topic is uncomfortable and hard work but it helps us reach our goal to put our students at the center of everything we do. We do this hard work for them. ● Hand out post PD reflections	Puzzle pieces (one small puzzle per table with student faces) Post PD Reflections	

Implicit Bias PD Slides

How to be an Antiracist Educator Part 1

Implicit Bias

1

Schedule

- ❏ Welcome/Introductions (5)
- ❏ Team Building (10)
- ❏ Opportunity Gap Review (5)
- ❏ Culturally Relevant Pedagogy (15)
  - ❏ Independent work (15)
- ❏ Closing (5)

2

Team Building

What is something people wouldn't know about you just by looking at you? Why is it important to you?

Objectives

- I will be able to identify the different ways implicit bias exists in education.
- I will be able to identify implicit bias and how it impacts students in the classroom.

Our agreement: Be present, lean into discomfort, be engaged, be open minded, assume good intent

Implicit bias

"The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner." (Staats, 2016, p.29)

5

"Our perceptions of difference can sometimes fuel unconscious bias that inform our subconscious reactions to individuals based upon latent, involuntary ideas about race, gender, sexuality, or other aspects of identity." (Morris, 2016, pg. 65)

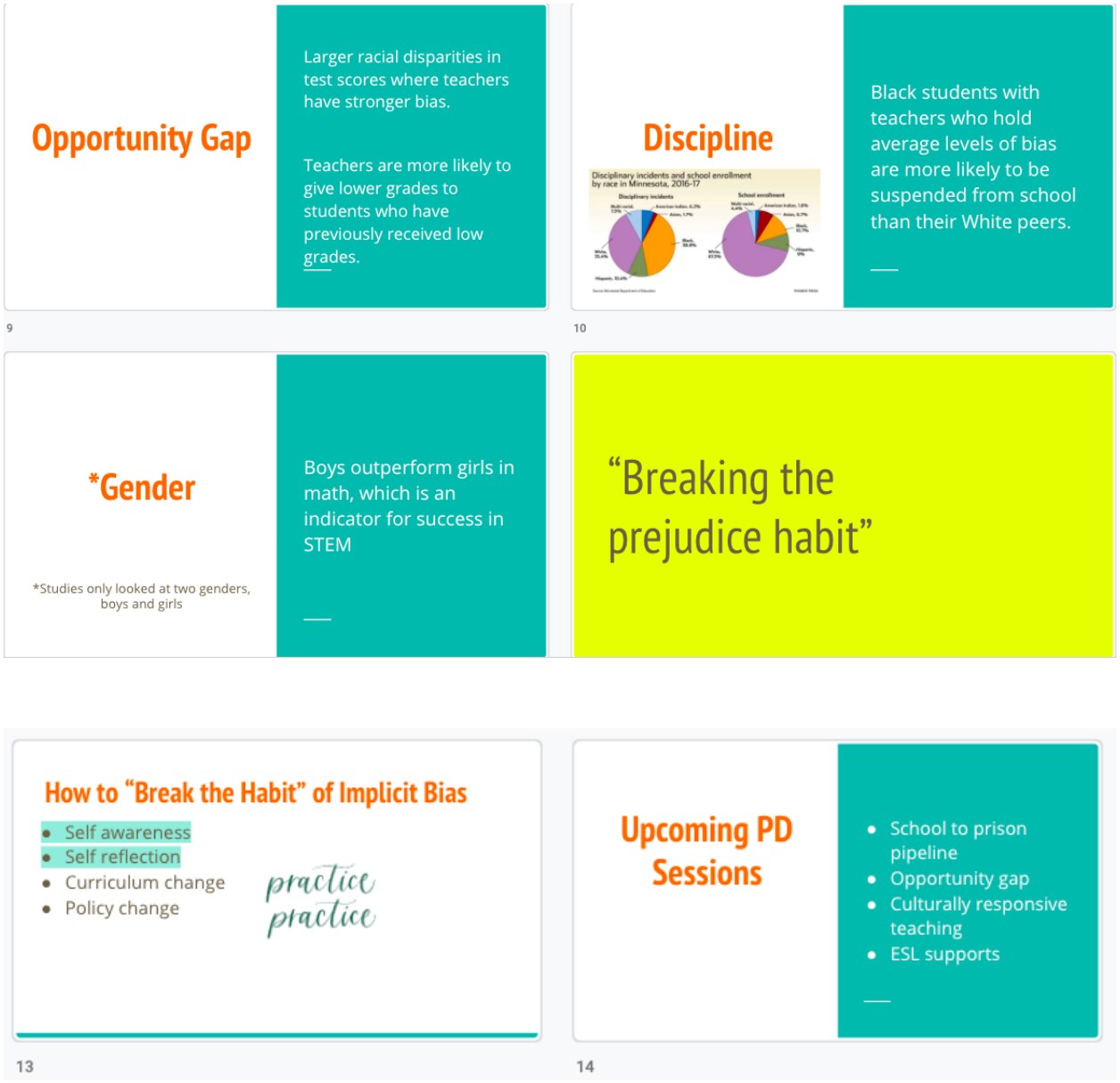
6

Implicit Bias in Education

- Relationships
- Opportunity Gap
- Discipline
- Gender

Relationships

Affinity bias: working with or forming relationships with those who are most similar to us



Post Implicit Bias Reflection

How to be an Antiracist Educator: Implicit Bias

Reflection Questions:

1. What is the biggest takeaway from the professional development, *How to be an Antiracist Educator: Implicit Bias*?

2. How has this professional development shifted your thinking of your own teaching practices?

3. In what ways will you work to reduce implicit bias in your teaching practices?

Appendix B

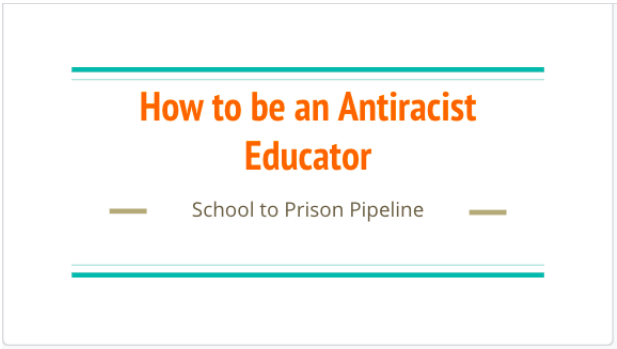
School to Prison Pipeline

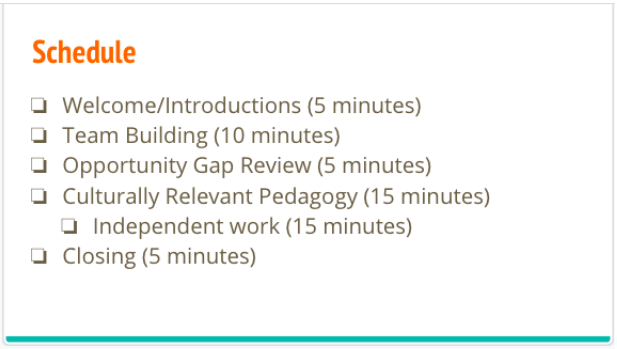
School to Prison Pipeline PD Lesson Plan

Time	Activity	Materials	Citation
2:30-2:35	**Welcome/Introductions** ● S1: Welcome to the second session of How to be an Antiracist Educator. Today we are going to focus on the school to prison pipeline ● S2: Here is the schedule for today's session (read slide)	PowerPoint Slides	
2:35-2:45	**Team Building** ● Each table will form a small circle with a ball. The ball has multiple questions on it. When you catch the ball, read the question that one of your thumbs lands on and share with the team. Once you throw the ball to someone else, sit down. Continue until everyone has shared. ● Questions on the ball include: ○ What is your favorite memory from elementary school? ○ What was your favorite subject in school? Why? ○ What was something you had in your locker as a kid? Why did you have it in your locker? ○ What activity did you do when you got home from school?	Foam dodgeball with questions written on it	
2:45-3:05	**Lesson: Suspensions** ● S3: (Name) can you read our objective for today's PD? (T reads). Thank you! We also have our agreement at the bottom that we created at the beginning of the year together. Because it's on the powerpoint and we can't sign our names to it, let's read the agreements all together in lieu of signing our names. (choral read) ● S4: In our last session, we discussed implicit bias. Implicit biases are unconscious thoughts that affect how we interact with other people based on race, gender, culture, language, and so much more. In education, our implicit biases affect the way we develop relationships with students, implicit biases contribute to the opportunity gap, and dictate how we discipline students. ● S5: Play video (12:24 minutes) ○ What resonated with you most from this video? ○ What did you disagree with? ○ Does this remind you of a student in your classroom (now or in the past)? Is there anything you would change about how you handled a	PowerPoint Slides	*School suspensions are an adult Behavior | Rosemarie Allen | Tedxmilehigh*. (2016). https://www.youtube.com/watch?v=f8nkcRMZKV4&t=2s.

	situation with them?		
3:05-3:25	**Jigsaw Activity: Suspension Alternatives** ● S5: Read article: Common misconceptions of suspensions: Ideas and alternatives ● Split the room up into three groups. Group 1 reads misconception 1, group 2 reads misconception 2, and group 3 reads misconception 3. (5 minutes to read) ● After reading, groups will discuss the misconceptions and suggested alternatives (10 min to discuss) ● Groups of three will be formed with one person from group 1, one person from group 2, and one person from group 3. ● Each person shares misconceptions and suggested alternatives from the section they read		Green, A. L., Maynard, D. K., & Stegenga, S. M. (2018). Common misconceptions of suspension: Ideas and alternatives for school leaders. *Psychology in the Schools*, *55*(4), 419–428. https://doi.org/10.1002/pits.22111
3:25-3:30	**Closing/Reflection** Everything we do as educators we do for our students. This is another step to fighting against racism in education and in your educational practices.	Reflection Sheet	

School to Prison Pipeline PD Slides





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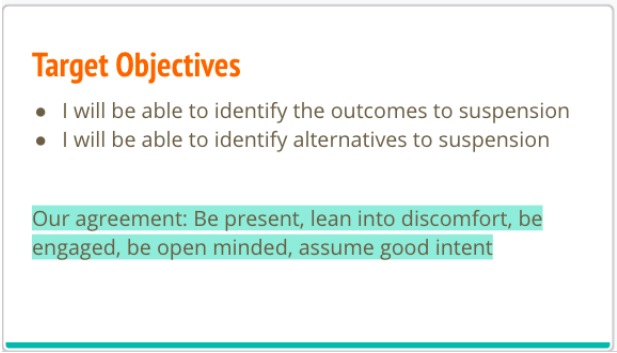
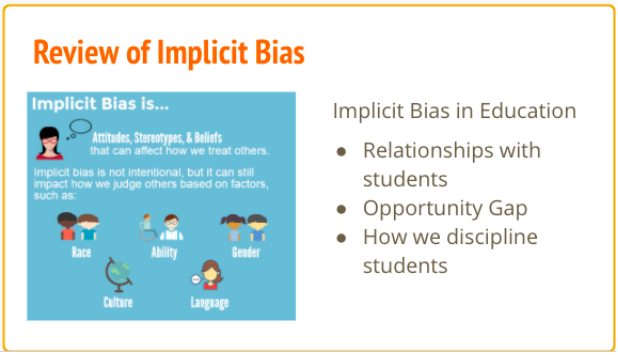
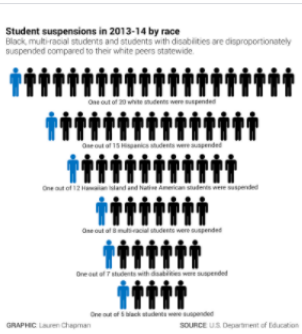




"Our perceptions of difference can sometimes fuel unconscious bias that inform our subconscious reactions to individuals based upon latent, involuntary ideas about race, gender, sexuality, or other aspects of identity." (Morris, 2016, pg. 65)

5



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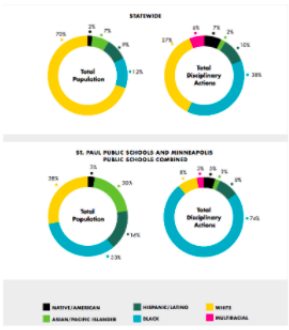


"School suspensions are an adult behavior."

Rosemarie Allen

Discussion Questions

- What resonated with you the most from this video?
- Is there something you disagreed with?
- Does this remind you of a student you have worked with?
- Have you been in a situation similar to what Allen described? What would you change about how you handled it?

9

Negative Outcomes from Suspensions

- Linked to negative school climate, lower performance, and increased school dropouts
- Increased likelihood of entering the juvenile or criminal justice system

10

Jigsaw Activity

Common misconceptions of suspension: Ideas and alternatives for school leaders (Green et al., 2018)

Post PD Reflection Sheet

How to be an Antiracist Educator: School to Prison Pipeline

Reflection Questions:

1. What is the biggest takeaway from the professional development, *How to be an Antiracist Educator: School to Prison Pipeline*?

2. How has this professional development shifted your thinking of your own teaching practices?

3. In what ways will you work to eradicate suspensions and prevent students from entering the school to prison pipeline?

Appendix C

Opportunity Gap

Opportunity Gap PD Lesson Plan

Time	Activity	Materials	Citations
2:30-2:35	**Welcome/Introductions** ● S1: Welcome to the third session of How to be an Antiracist Educator. Today we will focus on one way to close the opportunity gap, developing strong relationships with our students. First, we will spend 10 minutes on a team building exercise so get excited. Then we will review what we discussed in the last session. After we will jump into the opportunity gap and how we can work to close it. And end with our closing. ● S2: Here is the schedule for today's session (read slide)		
2:35-2:45	**Team Building:** Educators will be numbered off to form small groups and answer the following questions: ● S3: Who was your favorite teacher in elementary school? Why? How did they make you feel? ● S4: Who was your least favorite teacher in elementary school? Why? How did they make you feel? Everyone comes back to the whole group. On a large chart paper, *How did your favorite teacher make you feel?,* facilitator asks participants to shout out descriptive words and writes them down (1 min) Then, on another large chart paper, *How did your least favorite teacher make you feel?*, facilitator again asks participants to shout out descriptive words and writes them down (1 min)	PowerPoint *How did your favorite teacher make you feel?* Anchor Chart *How did your least favorite teacher make you feel?* Anchor Chart	
2:45-2:50	**Review School to Prison Pipeline** ● S5: Last time we discussed suspensions and how it contributes to the school to prison pipeline. We covered the negative outcomes of suspensions (read slide). Our jigsaw activity reviewed alternatives to suspensions that identified three misconceptions and the alternatives. ● S6: read slide ● S7: read slide ● S8: read slide ● S9: The reason why we work towards the alternatives of suspensions is so that we can change these statistics for our BIPOC students.	PowerPoint	

2:50-3:25	**Lesson: Opportunity Gap** ● S10: (Name) can you read our first objective for today? (T reads). Thank you! And (Name) can you read the second objective? (T reads). Thank you! We also have our agreement at the bottom that we created at the beginning of the year together. Because it's on the powerpoint and we can't sign our names to it, let's read the agreements all together in lieu of signing our names. (choral read) ● S11: Implicit bias also shows up in the opportunity gap. Who can jump in and read the definition of the opportunity gap. (T reads) Thank you. ● S12: Implicit bias shows up to contribute to the opportunity gap through (read first two bullet points). Implicit bias is also evident in students with low socioeconomic status because even when white and BIPOC students have low SES the white students outperformed BIPOC students. With someone next to you, discuss what the implications are of this bullet point (2 minutes). Finally, property taxes also contribute to the opportunity gap by determining how much money is provided to schools. ● S13: One of the ways every educator in this room can work to close the opportunity gap is to develop strong and positive relationships with students. Positive teacher student relationships lead to (read slide) ● S14: Another way schools can work to close the opportunity gap is through teacher representation. Students who had teachers that looked like them and shared the same culture had (read slide) ● S15: To close the opportunity gap schools are responsible to hire BIPOC teachers but it is also educators' responsibility to foster a love of school. If BIPOC students do not feel seen, heard, safe, nor celebrated they will not seek a career in education when the time comes. ● S16: Now you will use the rest of the time for independent work. Think of a student that needs you to be their champion. Now, let's look back at our anchor charts we made at the beginning of the session. What can you do so that your student feels how you felt with your favorite teacher? Use the reflection sheet to help guide your reflection. Also, with the lesson plan that you brought for next week, you will add in times when you check in with the student throughout the day to develop a strong and positive relationship.	PowerPoint *How did your favorite teacher make you feel?* Anchor Chart *How did your least favorite teacher make you feel?* Anchor Chart Reflection sheet (teacher lesson plans)	
3:25-3:30	**Closing** We just spend a jam packed hour learning one way to close the opportunity gap. As always, we are doing this for our students. Everything we do, we do for them.	Post PD Reflection Sheet	

Opportunity Gap PD Slides

How to be an Antiracist Educator

Opportunity Gap

1

Schedule

- ❏ Welcome/Introductions (5)
- ❏ Team Building (10)
- ❏ School to Prison Pipeline Review (5)
- ❏ Opportunity Gap (15)
  - ❏ Independent work (15)
- ❏ Closing (5)

2

Question 1 (4 minutes)

Who was your favorite teacher in elementary school? Why?

How did they make you feel?

Question 2 (4 minutes)

Who was your least favorite teacher in elementary school? Why?

How did they make you feel?

Negative Outcomes from Suspensions

- Linked to negative school climate, lower performance, and increased school dropouts
- Increased likelihood of entering the juvenile or criminal justice system

5

Misconceptions of Suspensions

1. Suspension leads to a change in student behavior when they return to school/classroom

Alternative:

Precorrection - educator states desired behavior before starting the activity

6

Misconceptions of Suspensions

2. Suspension can "make an example" for the rest of the students in the classroom

Alternatives:

Differential reinforcement - ignoring undesirable behaviors and acknowledging expected behaviors

Behavior Specific Praise - providing students with the opportunity to be successful and receive praise

Misconceptions of Suspensions

3. Suspension gets adults attention and requires family involvement

Alternative:

Creating a partnership with families at the beginning of the year

9

Target Objectives

- I will be able to identify the importance of positive teacher-student relationships.
- I will be able to create opportunities to represent students' identities in the classroom.

Our agreement: Be present, lean into discomfort, be engaged, be open minded, assume good intent

10

Opportunity Gap

The ways race, ethnicity, socioeconomic status, English proficiency and/or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment of BIPOC students.

Opportunity Gap

- Teachers show higher expectations of White students than their BIPOC peers
- Teachers with more diverse classrooms have lower expectations
- White students with low SES outperformed BIPOC students with low SES
- Property taxes determine financial support towards schools

Teacher-Student Relationships

- Increases motivation and long term academic performance
- Low levels of conflict
- Creates a strong, positive learning environment leading to lower dropout rates

13

Teacher Representation

- Increased performance in math and reading
- Decreased dropout rates by 39%
- More likely to continue education after high school

14

Teacher Representation

- Hiring more teachers of color
- Developing a love for school.

Independent Work

15 minutes

Based on your reflections, how can you incorporate your student's identity and interests into your lessons?

Schedule time throughout the day to check in and make a connection with your student.

Opportunity Gap Independent Worksheet

How Can You be a Champion for Your Student?

Reflection Questions:

1. How do you want your student to feel when they are in your classroom?

2. What are your student's behaviors telling you or asking of you?

3. What topics is your student interested in? How can you implement them into your lessons, morning meeting, etc.? Make notes in your lesson plan with time codes.

Opportunity Gap Post Reflection

How to be an Antiracist Educator: Opportunity Gap

Reflection Questions:

1. What is the biggest takeaway from the professional development, *How to be an Antiracist Educator: Opportunity Gap*?

2. How has this professional development shifted your thinking of your own teaching practices?

3. In what ways will you work to close the opportunity gap and create strong, positive relationships with your students?

Appendix D

Culturally Relevant Pedagogy

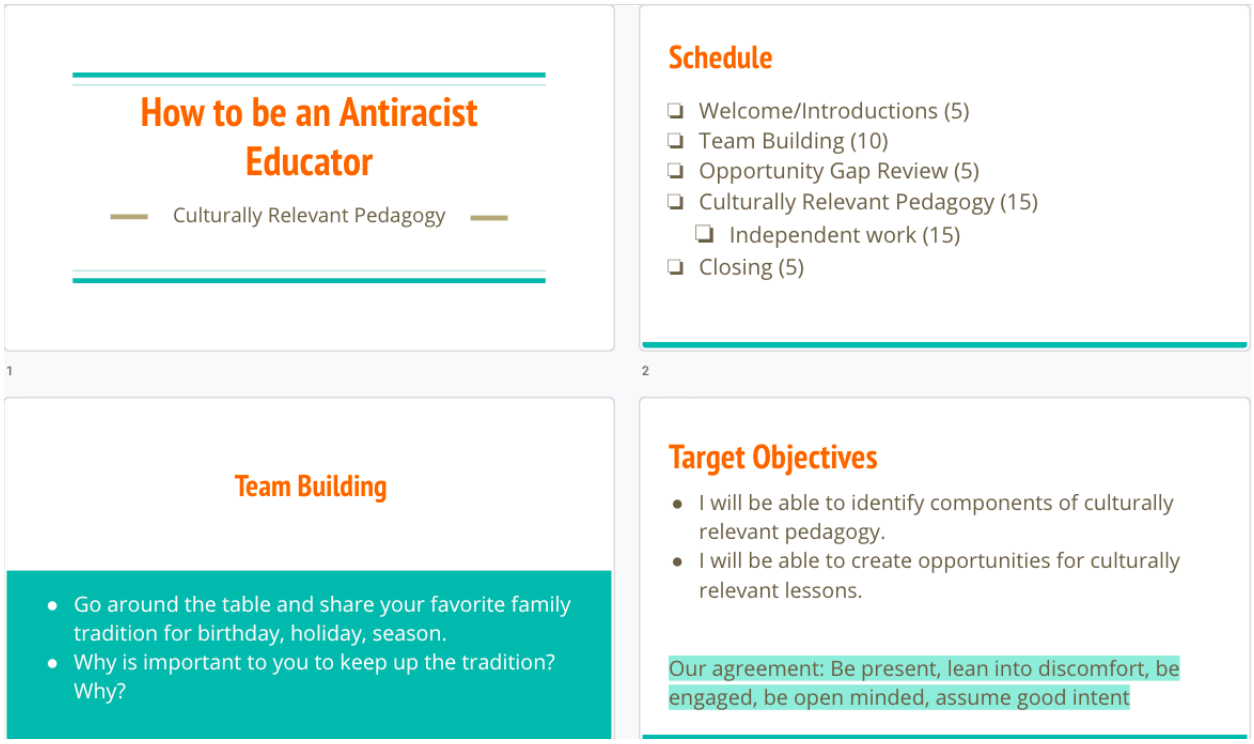
Culturally Relevant Pedagogy Lesson Plan

Time	Activity	Materials	Citations
2:30-2:35	**Welcome/Introductions** ● S1: Welcome to the fourth session of How to be an Antiracist Educator. Today we will discuss culturally relevant pedagogy, what it looks like and then you will have the opportunity to add it into the lesson that you brought with you today. ● S2: Here is the schedule for today's session (read slide)	PowerPoint Slides	
2:35-2:45	**Team Building** ● S3: read slide		
2:45-2:50	**Review: Opportunity Gap** ● S4: (Name) can you read our first objective for today? (T reads). Thank you! And (Name) can you read the second objective? (T reads). Thank you! We also have our agreement at the bottom that we created at the beginning of the year together. Because it's on the powerpoint and we can't sign our names to it, let's read the agreements all together in lieu of signing our names. (choral read) ● S5: Today we will focus on culturally relevant pedagogy but first let's review what we talked about in the last session. We know that implicit bias is the unconscious manner that decides how we behave and respond to people who are different from us. Implicit bias affects how we develop relationships with people including our students. But teacher student relationships are important to close the opportunity gap because (read slide) ● S6: We also see evidence to close the opportunity gap through teacher representation. It is the school's responsibility to hire BIPOC teachers but it's also the educators responsibility to create the love of school in BIPOC students so that they go into the profession.	PowerPoint Slides	
2:50-3:05	**Lesson: Culturally Relevant Pedagogy** ● S7: Culturally relevant pedagogy is a term coined by Gloria Ladson-Billings in 1995 (read slide) ● S8: The education system is centered around Whiteness, which leaves out 95% of our students who attend this school. Culturally relevant pedagogy is a way to change the focus on white culture to represent	PowerPoint Independent Work Reflection Sheet	Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy.

	the students in the classroom. All of our students have the right to feel seen in their education. ● S9: Ladson-Billings observed many classrooms and found that the educators who successfully implemented CRP 1. (read) of course we all believe our students are capable of success but this is where implicit bias comes in and our actions show the opposite. 2. (read) again in order to close the opportunity gap we need to change the focus of education on white culture and teach based on who our students are. 3. (read) this means thinking about our students beyond the classroom. As educators we need to think about our students not just as students but as people out in society. As a Black boy, as a Latinx girl learning English and talking about them in the classroom. Take a moment to think about which one you think will require the most practice. ● S10: Ladson-Billings also found that (read) students noticed how the teacher treated Black students and did their best to separate themselves from being grouped with them. Therefore, (read). I see 'maintain' and 'acknowledge' being used a lot but we should not simply accept our students' cultures. I urge everyone to celebrate your students. ● S11: CRP requires educators to be aware of political influences that negatively affect students and their communities. As educators of BIPOC students we cannot ignore the injustices they face because as Desmond Tutu says, "If you are neutral in situations of injustice, you have chosen the side of the oppressor." Their lives cannot afford for us to be neutral. If we care about our students we have to care about every aspect of our students beyond the classroom. That is why teacher representation is so important not only so that students see themselves in their teachers but so that teachers understand what students go through every day. The reality is most of us can never understand what our students experience every day.	Teacher lesson plans	*American Educational Research Journal, 32*(3), 465-491. Retrieved October 01, 2020.
3:05-3:25	**Independent Work** ● S12: Now you are going to have time for independent work. With the lesson plan you brought with you today, you are going to incorporate culturally relevant pedagogy as a way to work towards closing the opportunity gap. Use the reflection sheet to help guide you. I also encourage you to work with your grade team to discuss how to incorporate cultural representation in your lessons.		
3:25-3:30	**Closing** As I have said before, all this work that we do, we do it for our	Reflection Sheet	

	students. We work to become antiracist educators so that all of our students receive an education they deserve.		

Culturally Relevant Pedagogy PD Slides



Teacher-Student Relationships

- Increases motivation and long term academic performance
- Low levels of conflict
- Creates a strong, positive learning environment leading to lower dropout rates

5

Teacher Representation

- Increased performance in math and reading
- Decreased dropout rates by 39%
- More likely to continue education after high school

6

Culturally Relevant Pedagogy

Incorporating students' cultural background into curriculum as a solution to close the opportunity gap.

CRP provides students who were previously left out of quality education to feel seen in curriculum.

Educators who successfully implemented CRP

1. Believed all students are capable of academic success.
2. Included cultural representation in curriculum.
3. Provided opportunity to think critically about inequities around them.

9

Black students who were successful academically was at the expense of their cultural wellbeing

CRP must provide students with the ability to succeed academically and ~~maintain~~ celebrate their culture(s)

10

Educators are aware of political influences that negatively affect students' communities

Educators need to be recruited who are aware of these inequities

Independent Work

15 minutes

How can you affirm and celebrate your students' identity in the classroom, lessons, curriculum?

What language(s) do they speak?

How are current events affecting their community?

Culturally Relevant Pedagogy Independent Worksheet

Culturally Relevant Pedagogy Checklist

Culturally Relevant Pedagogy	**1 Limited**	**2 Developing**	**3 Proficient**	**Notes:**
1. Do the visuals in the lesson incorporate your students' cultures and background knowledge?				
2. Does the lesson include texts that represent students' cultures?				
3. Does the lesson center White culture? (1=low, 2=medium, 3=high)				
4. Does the lesson give students the opportunity to learn from each other?				
5. Does the assessment (formal/summative) include questions that are culturally relevant to your students?				
6. Do the assessment questions reflect high expectations of the students?				

Reflection Questions:

1. What cultures do your students bring to the classroom? Think of ways to celebrate their culture in the classroom visually.

2. How can you show representation in your lessons? What books can you replace with characters similar to your students?

3. What current events are happening that negatively affect their community? For example, the Derek Chauvin trial and anti Asian hate crimes. How do they negatively affect your students and their families?

4. How will you address these events? Schedule a time during the day for the discussion.

Culturally Relevant Pedagogy Post Reflection

How to be an Antiracist Educator: Culturally Relevant Pedagogy

Reflection Questions:

1. What is the biggest takeaway from the professional development, *How to be an Antiracist Educator: Culturally Relevant Pedagogy*?

2. How has this professional development shifted your thinking of your own teaching practices?

3. In what ways will you work to increase culturally relevant pedagogy in your teaching practices beyond this session?

Appendix E

ESL Advocacy

ESL Advocacy PD Lesson Plan

Time	Activity	Materials	Citation
2:30-2:35	**Welcome/Introductions** ● S1: Welcome to the first session in How to be an Antiracist Educator. Today we will be discussing being an advocate for ESL students and intentionally incorporating them into the curriculum. ● S2: Here is the schedule for today's session (read slide)	PowerPoint	
2:35-2:45	**Team Building** ● S3: For our team building time you are going to share with a partner next to you your favorite vacation you've had and why. The trick is you have to tell the story without using the letter 'e'. The person with their birthday closest to today's date will go first. Each person will get three minutes to share. I will let you know when to switch partners. ● Partner A shares 3 minutes ● Partner B shares 3 minutes ● S4: Discussion Questions whole group: (4 min) ○ What challenges came up when sharing your story? ○ What strategies did you use to continue to share your story?	PowerPoint	
2:45-2:55	**Activity** ● S5: You are going to hear a children's story in Arabic twice. First, you will only listen. Try to listen for words you may recognize. After, you will turn and talk and retell the story in order of events. ● Play video (2:47) ● Now, turn and talk to retell the story (1 min) ● Come back in 3, in 2, in 1. Who would like to share and retell the part of the story we listened to. (1 min) ● Now we will listen to the story and watch the video that goes along with it (2:47) ● Now, turn and talk to retell the story (1 min) ● S6: Discussion questions	Video	The Little Pianist: https://www.youtube.com/watch?v=C3404VCLeEM
2:55-3:25	**Lesson: ESL Advocacy** ● S7: (Name) can you read our objective for today's PD? (T reads). Thank you! We also have our agreement at the bottom that we created at the beginning of the year together. Because it's on the powerpoint and we can't sign our names to it, let's read the agreements all together in lieu of signing our names. (choral read)	PowerPoint	Asher, J. J. (1969). The total physical response approach to second language learning. *The Modern Language*

	● S8: First, let's start with the definition of English language learners (read slide) ● S9: English language learners have had a tumultuous history with acceptance and rejection in the United States including education. ○ Immigrants from Germany, France, and Spain were able to continue to use their native languages and incorporated them into their education. ○ Then in WWI because of the political climate, German was no longer accepted in schools and students were only taught in English. ○ In 1963, Cuban immigrants were accepted because it showed they rejected communism and bilingualism was respected ○ Unfortunately, in the 1980s, President Ronald Reagan eliminated bilingual education and shifted education to be English only. ○ Then, bilingualism in education was used again to promote multiculturalism ○ Again, acceptance of English language learners decreased when President George W. Bush limited bilingual education ● S10: My research led me to the intersection of antiracism and ELL students. Antiracist educators fight for their ELL students. This means as advocates for ELL students we believe that they have a right to an equitable education. The following slides provide educators with a start to incorporating ELLs into lessons and curriculum. ● S11: One way we can advocate for our ELL students is to develop a relationship with families. Of course this is something that is useful for all students but this can create barriers because of language differences. Family involvement increases academic achievement. The ways educators can do this is (read slide). Collaboration with families is key to students' academic success. ● S12: Incorporating students' home language is another key strategy to incorporate ELLs in curriculum. ○ (read bullet point) ○ Students who are literate in their home language are able to transfer what they know in their native language into learning English. Students' native language should be viewed as an advantage to their learning. ○ Incorporating students' language is part of culturally relevant teaching because it brings part of their identities into their learning. ● S13: Using visuals while teaching new ideas, concepts, and vocabulary is shown to be successful in teaching ELLs. Anytime you can incorporate visuals into lessons will be helpful that means pictures, videos, and slideshows. Just as		*Journal, 53*(1), 3-17. doi:10.2307/322091 Fenner, D. S. A. (2013). Need for advocacy for English learners. In *Advocating for English learners: A guide for educators* (pp. 5–26). SAGE Publications. Ferguson, C. (2008). The school-family connection: Looking at the larger picture a review of current literature. *National Center for Family and Community Connections with Schools,* 1–25. https://files.eric.ed.gov/fulltext/ED536948.pdf. Huang, Q. (2009). Background knowledge and reading teaching. *Asian Social Science, 5*(5), 138-142. Macwan, H. (2015). Using visual aids as authentic material in ESL classrooms. *Research Journal of English Language and Literature, 3*(1), 91-96. Minnesota Department of

	our activity was nearly impossible for those that do not know Arabic and didn't have visuals to provide context. That is exactly how ELs feel in the classroom. ● S14: Background knowledge is used in lessons in order for students to better understand new topics. These are three ways educators can create opportunities to use background knowledge. ○ When introducing a new topic class discussions help ELs practice English orally and share their own ideas and experiences that relate to the topic. ○ Giving students the opportunity to share their personal experiences allows students to share what they know. ○ This can also be used when using visuals including pictures, videos, and slideshows and asking students what they know about it can help students share what they know and helps educators understand what students know about the topic. ● S15: One strategy that is helpful for all English learners is incorporating movement into lessons. This includes full body movements and/or gestures. ○ Students who are learning a new language experience a silent period. If students are forced to speak during this silent period their stress increases and the likelihood of wanting to speak decreases. Educators often struggle to assess what their students know but with Total Physical Response students can respond with movement rather than speech.		Education (2019). *English Learner Education in Minnesota.* https://files.eric.ed.gov/fulltext/ED608456.pdf National Education Association (2015). *All In! How educators can advocate for English Language Learners.* https://www.nea.org/sites/default/files/2020-07/ALL%20IN_%20NEA%20ELL_AdvocacyGuide2015_v7.pdf Oflaz, A. (2019). The foreign language anxiety in learning german and the effects of total physical response method on students' speaking skill. *Journal of Language and Linguistic Studies, 15*(1), 70–82.
3:25-3:30	**Closing** ● Learning a new language can be extremely stressful because it is not students only learning a new language but learning a new culture and developing a new identity. Anything we can do to reduce this stress will show how much we care about our students and know what they are doing is incredibly brave. Everything we do, we do for our students that includes advocating for your students including English language learners. Congratulations! You just made through the series of How to Be an Antiracist Educator! Now it is time to do the hard work and use what you learned for the rest of your teaching career!	Post PD Reflection Sheet	

ESL Advocacy PD Slides

How to be an Antiracist Educator

English Language Supports

1

Schedule

- ❏ Welcome/Introductions (5)
- ❏ Team Building (10)
- ❏ Activity (10)
- ❏ ESL Supports (15)
  - ❏ Independent Work (15)
- ❏ Closing (5)

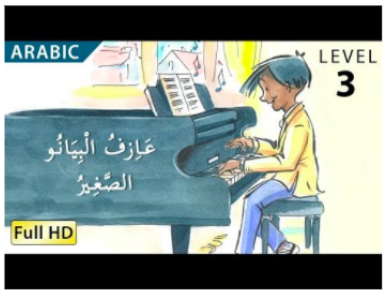
2

Team Building

Share your favorite vacation with a partner without using the letter 'e'.

Discussion Questions

1. What challenges came up when sharing your story?
2. What strategies did you use to continue to share your story?
3. What connections can you make between this exercise and English language learners?



Retell the story in order of events

5

Discussion Questions

1. How easy did you find it to retell the story after only listening to it?
2. How did your ability to retell the story change from the first listen to the second?
3. How can this be transferred to English language learners in the classroom?

6

Target Objectives

- I will be able to identify supports for English language learners.
- I will be able to incorporate supports for English language learners into my lessons.

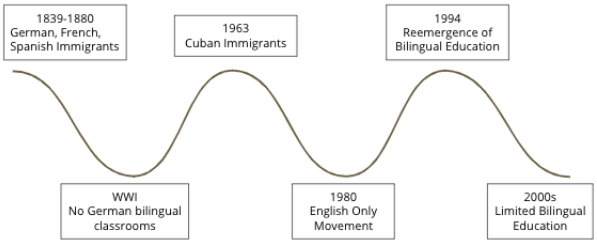
Our agreement: Be present, lean into discomfort, be engaged, be open minded, assume good intent

English Language Learners

A student who uses another language other than English and in need of language skills to succeed in an English only classroom

- Make up 10% of the student population in the U.S.
- Make up 8.4% of the student population in MN
- Cover over 400 languages

History of ELLs



9

Antiracist educators believe ELL students have the right to an equitable education.

10

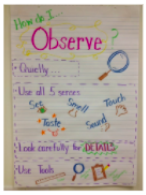
Family Involvement

- Create welcoming environment of student and family to build trust
- Frequent communication with ELLs families in native language.
- Collaboration in students success

Home Language

- ELLs who receive instruction in their native language outperform ELLs who do not
- Language Transfer
- Language is part of identity

Visuals



- Allows students to use multiple senses while learning English
- Visual and auditory input and provides context to abstract ideas and vocabulary

13

Background Knowledge

- Class discussions
- Personal experiences
- Videos or slideshows

14

Total Physical Response (TPR)

- Movement / gestures to learn language
- Ability to show comprehension during silent period
- Reduces stress students feel while learning a new language

ESL Advocacy PD Reflection

How to be an Antiracist Educator: ESL

Reflection Questions:

1. What is the biggest takeaway from the professional development, *How to be an Antiracist Educator: ESL Advocacy*?

2. How has this professional development shifted your thinking of your own teaching practices?

3. In what ways will you work to incorporate ESL advocacy into your teaching practices?