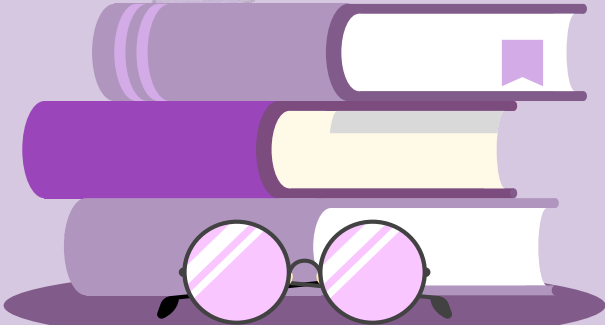


Fostering Critical Thinking and Cultural Competencies in First-Year College Students

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Jessica Tobin Nagle, Ph.D.

Fall 2022



Does your institution have a program
to support first-year students?
If yes, what does it look like?

Introduction

What is FYE?

- Required General Education Foundational 4-credit course
- Purpose: Grow and thrive at West Chester University
- Based on Major/Disciplinary Interest
- Team taught (4 instructors)
- Structure: 75 minutes per class
 - *Day #1*: Lecture with 150 students (all 4 instructors)
 - *Day #2*: Breakout Session with 35-40 students (1 instructor per breakout)

FYE Common Content

- **An overview of the Liberal Arts tradition**
- An overview of the structure of General Education
- An introduction to the e-portfolio and its use across the undergraduate degree
- **An overview of research in the Science of Learning**
- **An overview and discussions about university policies, ethics, student life**
- **An Experiential Learning Project (either research or service learning)**

“Critical thinking requires us to use our imagination, seeing things from perspectives other than our own and envisioning the likely consequences of our position.” ~bell hooks



Transform



Context



- Pandemic
- Racial unrest
- Political discord
- Book challenges/banning at national and local levels
- Outfest in local community
- Deferred Action for Childhood Arrivals (DACA)
- WCU Diversity, Equity and Inclusion initiatives in student population, faculty, etc.

PA Culturally Relevant and Sustaining Educator Competencies (CRSE)

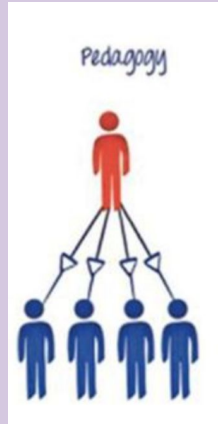
1. Reflect on One's Cultural Lens
2. Identify, Deepen Understanding of, and Take Steps to Address Bias in the System
3. Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces

How can we **bridge**
pedagogy and andragogy
to best support first-year
students in the current
context?

Theoretical Framework (Knowles, 1975, 1984)

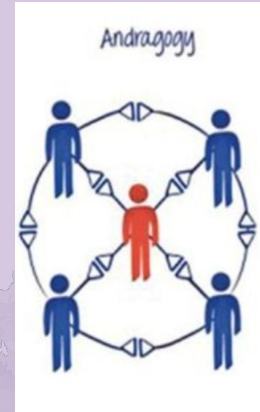
Pedagogy

- Teacher-directed learning
 - Teacher decides on specifics of learning - what, how, when
- Learner dependency
- Subject-centered
- Externally motivated



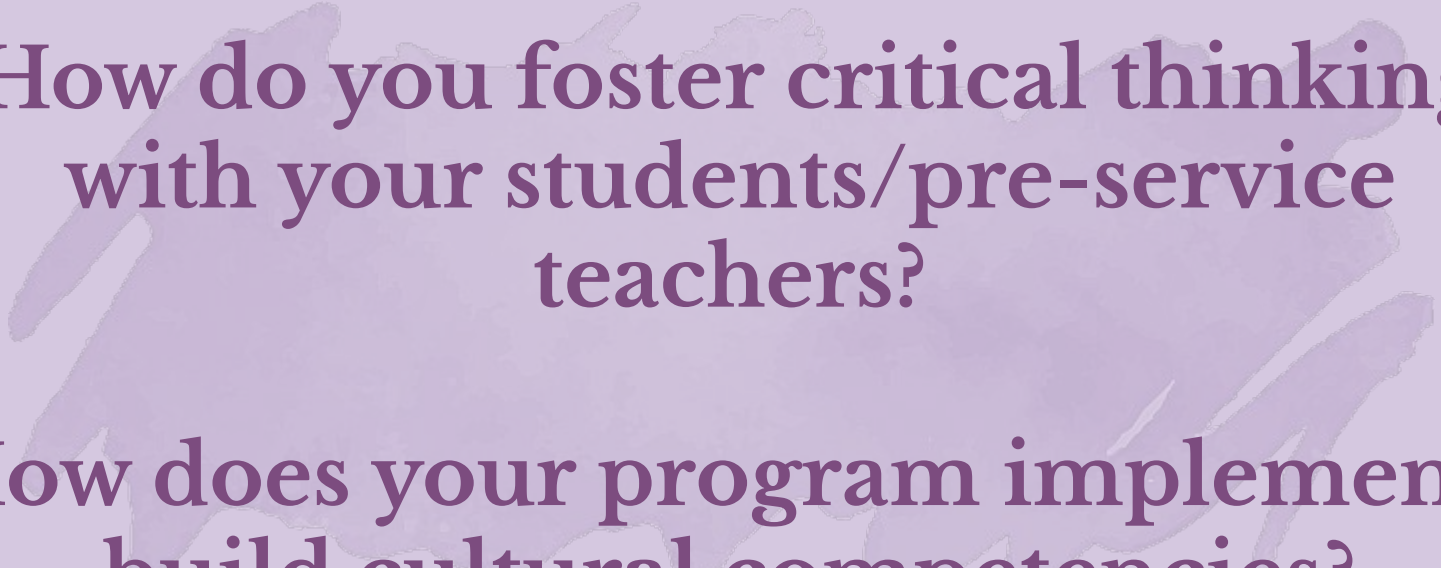
Andragogy

- Self-directed learning
 - Student is in control of learning
- Self-oriented
- Self-dependent
- Problem-centered
- Internally motivated



Our Instructional Design

Pedagogical	Andragogical
<ol style="list-style-type: none">1. Model and guide students in how to tackle and participate in challenging conversations2. Encourage students to evaluate their own education related to racism and anti-racism3. Promote students' awareness of and interest in issues of race and equity related to education and society today4. Connect to university resources5. Foster professional dispositions (empathy, responsibility, critical thinking)	<ol style="list-style-type: none">1. Research topics of their choice related to race and equity2. Work collaboratively3. Build on their own experiences (Mews, 2020)4. Real-life, application-based project focused on equity issues (Mews, 2020)5. Offer solutions



How do you foster critical thinking
with your students/pre-service
teachers?

How does your program implement/
build cultural competencies?

Description of Project/Unit: Central Text

■ Anchor

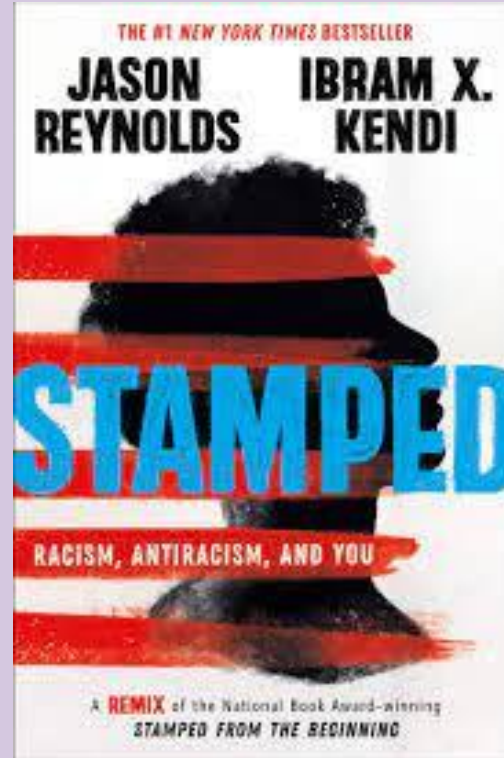
Anchor to teach active reading strategies and research skills

■ Centered Discussion

Centered/Sparked discussion on critical current events in the world and their field

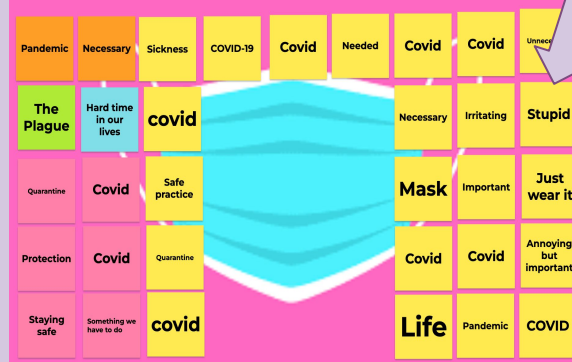
■ Fostered Cultural Competencies

Helped foster/further cultural competencies critical to future teachers



Pre-Reading - Fall 2021

To begin, the students participated in an activity designed to demonstrate the impact of experience on perspective



Pre-Reading - Fall 2022

FREE ASSOCIATE - ADD WORDS/PHRASES THAT COME TO MIND

Illegal immigration

sad

my mom

powerful

sad

freedom

freedom

Powerful



Focused more on **diverse perspectives** and inviting discussion and disagreement in a respectful manner —→ **Liberal Arts education**

- ❖ Still anonymous
- ❖ Waited to reveal responses
 - More authentic and more voices
- ❖ Less images
- ❖ More current images

FREE ASSOCIATE - ADD WORDS/PHRASES THAT COME TO MIND

Russia

free her she did nothin wrong

Not fair

basketball

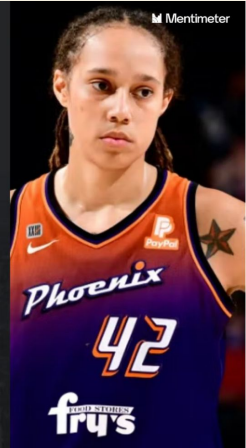
Don't smoke and this wouldn't happen to you. Fell bad for her though

russia

Equal Pay for Women's Sports

Possible swape with Biden

Broke the law.




Pre-Reading

Then, we had students define terms they may be unfamiliar with but would encounter throughout the unit.

systematic
marginalized microaggression
cultural oppression
privilege
diversity **bias**
inclusion racism competence
discrimination
tokenism equity

Pre-Reading

- ▶ The Office of Diversity, Equity and Inclusion at WCU came to talk about issues and opportunities in and around our students' school community.



WCU HOME > ADMINISTRATION > OFFICE FOR DIVERSITY, EQUITY, AND INCLUSION

OFFICE FOR DIVERSITY, EQUITY, AND INCLUSION

CONTACT OFFICE FOR DIVERSITY, EQUITY, AND INCLUSION

DEI HOME	ABOUT US	POLICIES	DIVERSITY CALENDARS	HELPFUL INFO	RESOURCES
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WHO ARE WE:

The Office for Diversity, Equity and Inclusion is located at 114 W. Rosedale Avenue. Our office is open 8:00 AM- 4:30 PM (Monday-Friday).

Report an Incident

Pre-Reading

Lastly, we watched an interview with the authors and discussed critical background for reading.



"Everyone's goal is to always be fighting towards anti-racism . . .but it does not mean that things are not complex...it does not mean there aren't extraordinary pressures and nuisances to these things."

Jason Reynolds

Active Reading Strategies

Building off a module on the Science of Learning, we assigned reading responses to help the students process their reading and also scaffold active reading strategies.

As you complete your reading, please write down:

- 3 **quotes/ideas** that really “speak to you” or are of particular interest to you and explain why.
- Next, record **2 comments or connections** you have concerning the content.
- And finally, write **1 question** based on the material you read.

Quotes/Ideas: Please write the quote in the space provided

1. a. Quote:

b. Explanation:

2. a. Quote:

b. Explanation:

1. Choose at least 3 people below and discuss their impact on the anti-racist movement then and now (if applicable). Cite specific evidence from the text to support your ideas.

- **Malcolm X**
- President Lyndon B. Johnson
- Stokely Carmichael
- **Angela Davis**
- President Ronald Reagan
- **Bill Cosby**
- President George W. Bush
- President Bill Clinton
- Louis Farrakhan
- Spike Lee
- President Barack Obama

Response:

Angela Davis: Her impact on the anti-racist movement began on September 16, 1963, when she first heard the four girls' names that died in the Birmingham church bombing. In 1967 she started a Black Student Union at the University of California, San Diego. She worked on the campaign for the first black woman to run for U.S. presidency. Despite trying to be taken down plenty of times she never gave up, if anything these downfalls made her stronger. She was charged with murder, while spending time in prison she developed her Black feminist theory. She represented herself and won. Once she was let out she wanted to help all; she was an antiracist. She gave the closing speech at 'Black Women in the Academy: Defending Our Name, 1894-1994' conference. Her first ever time voting in her life, she voted for Barack Obama. She is still alive, and 77 years old. She still speaks for the anti-racism movement.

Malcolm X: He believed black people had internalized, an inferiority complex forced on them by white supremacy. He spoke out against the likelihood of the Civil Rights Act of 1964 ever actually being enforced. At the end of 1964, he came back from

*We used the responses to guide in-class discussions that were student-centered.

Active Reading Strategies

Stamped Section 1 - How was racism/slavery justified?

- The biggest connection I made in Section 1 is this; Everything revolves around one thing: money. It's a very recurring theme, almost impossible to miss.
- But you know how death is. Your body goes, but your ideas don't" (p. 36). I picked this quote because I sat and thought about this quote for a while. We don't really know what happens after death. We all have our suspicions, but your thoughts are kind of like the internet, they exist forever. All of these ideas could lead to something good, but could just as well lead to something bad. This quote made me think.
- "Because if there's one thing we all know about humans, it's that most of us are followers, looking for something to be part of to make us feel better about our own selfishness." (p. 11)
- How does an individual gain so much power? Toward the end of chapter 4, it is explained that Cotton Mather and his family grew together to have so much increasing power. I just keep wondering to what extent do others question authority.
- The amount of bandwagoning going on in the first section reminds me of what kinds of things go on in politics today. The media twists things that some people say and release whatever they want to the public, who, for the most part, believe it without question. It reminds me of Zurara when he released his book.

Supporting and Extending Understanding

In class, we also looked at supplementary materials related to the text's events and themes. We asked them to consider connections to the text and connections to present day events/issues?.

Example #1

Harlem

BY LANGSTON HUGHES

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?

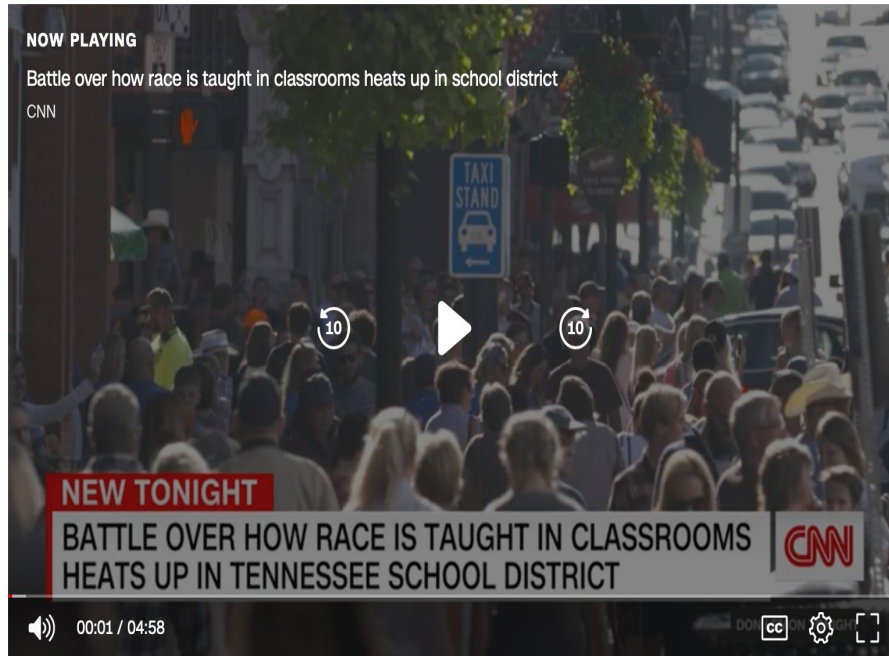
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

Example #2



Supporting and Extending Understanding

Example #3



Source: CNN

What other ethical contradictions are presented in *Stamped?* in history?

What ethical contradictions are present in today's world?

What are the implications, results, impact of these contradictions?

Active Reading Strategies - Fall 2022

4As Notetaking

4A QUESTION PROTOCOL Notetaking Guide	
ASSUMPTIONS What <u>assumptions</u> does the author of the reading hold?	AGREE What do you <u>agree</u> with in the reading?
ARGUE What do you want to <u>argue</u> with in the reading?	ASPIRE What parts of the reading do you <u>aspire</u> to?

Annotation with OneNote

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Text Lasso Insert Draw Eraser Pen Marker Highlighter Ink Color

2 mm 3 mm 5 mm 6.5 mm 8 mm

Jessica's Notebook

Quick Notes October 26, 2022

October 26, 2022

tory, where they could make up their own rules and live their lives as racist as they wanted. Shortly thereafter, the rest of the South joined in on the disuniting. This was a big deal, because to lose an entire region meant the other states lost that region's resources. All that land. Those crops. Those people. That wealth. But it happened, and the split-offs called themselves the Confederacy. They voted in their own president, Jefferson Davis, who had declared that Black people should never and would never be equal to Whites. There were now two governments, like rival gangs. And what have gangs always done when one gang feels their turf is being threatened?

RIGHT?

Welcome to the Civil War:

The biggest change agent in the war was that slaves wanted to fight against their slave owners, and therefore join Northern soldiers to battle. They wanted the chance to fight against the thing that had been beating them, raping them, killing them. So, the first chance they got, they ran. They ran, ran, ran by the droves. They ran north to cross into the Union and join the Union army.

Anything for freedom. And then got sent back. Anything for slavery.

Union soldiers were enforcing the Fugitive Slave Act, which mandated that all runaways be returned to their owners. This was the summer of 1861. But by the summer of 1862, the slave act had been repealed and a bill passed that declared all Confederate-owned Africans who escaped to Union lines or who resided in territories occupied by the Union to be "forever free of their servitude." And it was this bill that would morph into an even bolder bill by Lincoln just five days later. "All persons held as slaves within any state [under rebel control] shall then, **thenceforward, and forever, be free.**"

Just like that.

Lincoln was labeled the Great Emancipator, but really, Black people were emancipating themselves. By the end of 1863, four hundred thousand Black people had escaped their plantations and found Union lines. Meaning four hundred thousand Black people found freedom.

Or at least the potential for it. Because let's not pretend that life in the North, life across Union lines, was immediately sweet. It wasn't some bastion of peace and acceptance. The Union believed most of the same hype about Black people as the Confederacy. The only difference was they'd pushed past owning them a little sooner. But their feelings toward Black people—that they were lazy and savage and blah, blah, blah—were the same. On top of that, there were many Black people who feared that freedom would be nothing without land. What good was it to be free if they had nowhere to go and no way to build a life for themselves? And what about voting? These were a couple of the questions at hand, a few of the issues Lincoln was trying to work through. What he was comfortable with, however, was the way Black people praised him. They'd run up to him in the street, drop to their knees, and kiss his hands. And when the Civil War finally ended in April 1865, on the eleventh day of that same month, Lincoln delivered his plans for reconstruction. And in

that plan, he said what no president had ever said before him—that Blacks (the intelligent ones) should have the right to vote. No wonder three days later he was shot in the back of the head.

Supporting and Extending Understanding

1. Record words/phrases around magnet idea.
2. Pass your magnet summary to the next person to add ideas.
3. Connect the figures/people and magnet ideas. How do they relate?
4. When you receive your original magnet idea back, write a 2-3 sentence summary using the words/phrases on the sleeve.

slavery = economic system

the great contradictor

assimilationist

Slave Trade Act

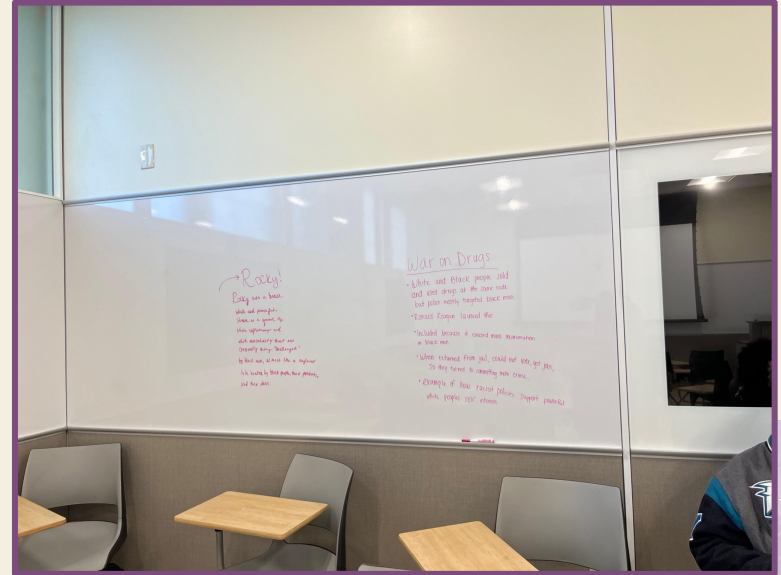
Thomas Jefferson

colonization

slaveholder (over 600 slaves)

owner/breeder of slaves

The Louisiana Territory



Exit Tickets

Exit Ticket

What would you say to one of these people and why?

“How do you feel? I mean, I hope after reading this *not history* history book, you’re left with some answers” (p. 245).

- ★ What is a take-away from this reading/our discussions?
- ★ What questions do you still have?

Culminating Activity Challenge-Based Learning Project



Generating Questions with Mural

Group M2:

What strategies can we use as educators, in order to make our classrooms the most diverse and inclusive?

How does social media help and harm this conversation, where can it limit the discussion and where may it help?

Impacts of underrepresentation in our school system?

Connections with race/racism and child psychology

Recovery vs Oppressive?

What can educators do to change faulty district policies?

How do we change Language?

How to call attention to Black erasure?

When we don't talk about topics that are hard, it get passed down the generations and then more people become afraid to talk about the important stuff.

We should talk and ask more questions about representation at earlier ages, so we are more comfortable talking about it in the future.

How do we expand vocabulary for understanding racism in school?

How do we talk to children about race?

We need more representation in small communities.

How would you respond to people who always feel that they are being mistreated because of their race, in every day life, such as someone not wanting to use the elevator with them?

We could ask them where they live and what they see. Read different books and different projects about race/racism.

What are some ways we can influence predominately racist areas?

How can we make our classrooms more inclusive?

How can we expose children to race?

How can I make myself more aware of race and ethnicity?

What is a good age to introduce a student to race? Should a teacher wait or do it as early as possible?

What is the best way to approach racism in public if something does happen to a POC and something needs to be done?

How can we learn more about racism without getting overwhelmed?

What if my some of my students aren't taught about race? How do you teach them about it?

How can we be more inclusive in a classroom, when you don't want to say the wrong thing?

The effect of the news on racism. Does it cause people to develop certain beliefs?

What if this problem of racism is never solved?

What if racism was never a concept

How do I approach uncomfortable topics related to race

How do we confront racist ideas when it comes from someone in our family?

How do I approach a conversation about racism without offending anyone?

What is an appropriate way to bring up race to middle schoolers, when that is their same relationship making time?

How to bring up race to children in a respectful manner

How will talking about race change students perspective on school?

Who can we talk to about introducing race?

How can we set a good example for others.

What if we changed the entire curriculum around to be more inclusive?

How can we implement gender equality in the classroom?

What are some of the ways we can combat institutionalized racism?

How can we make the curriculum more inclusive?

What if the children don't understand.

Group C6:

Group C7:

Guiding Questions:

What is the right age to start talking about race?

How can I make myself more aware of race and ethnicity?

How do I start a conversation with certain grade levels?

How do we confront racist ideas when it comes from someone in our family?

How do I approach uncomfortable topics related to race

How do we expand vocabulary for understanding racism in school?

How do we talk to children about race?

We need more representation in small communities.

How would you respond to people who always feel that they are being mistreated because of their race, in every day life, such as someone not wanting to use the elevator with them?

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What are some ways we can influence predominately racist areas?

How can we make our classrooms more inclusive?

How can we expose children to race?

How can I make myself more educated/aware?

What are some of the ways we can combat institutionalized racism?

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How can we make the curriculum more inclusive?

What if the children don't understand.

Challenge-Based Learning Project

- **Challenge**

- Big Idea, Essential Question, and Challenge Statement
- Why is this important to your group?

- **Investigation/Research** - *Explain your team's process to determining a solution*

- What questions did you ask? What activities did you do? What resources did you use?

- **Solution** - *Include solution, implementation plan, and results*

- "The solution we identified is . . ."
- What is your plan for implementing your solution?
- How will/could you measure your results and prove that you made a difference?
- *If you have already implemented solution, what was the impact?*

- **Reflection**

- What have you learned from this challenge?
- What would you do differently if you were to do this challenge again?
- How might you use this in your future career/life?

- **References** - at least 5 resources

Our Guiding Questions

(Questions we need to answer—*what we think we need to know to find a solution*)



Our Guiding Activities

(Learning activities, research, experimentation, interviewing, exploring—*how we will get information*)



Connections to University Resources/Personnel

- ★ Office of Diversity, Equity and Inclusion guest speaker
- ★ Library tour/Introduction to resources
- ★ Writing Center presentation
 - APA format/citations
- ★ Learning Assistance and Resource Center presentation
- ★ Center for Civic Engagement & Social Impact presentation
- ★ Poster presentations
 - Guests were faculty and administration in college and across university



The Challenge and its Importance:

Racism is everywhere. Black and Latino communities receive less educational opportunities than white communities. Students of color often lack access to educational opportunities which nourish intellectual growth. These are issues that need to be addressed.

Many teachers in predominantly black and Latinx schools are white. These white teachers have different life experiences than their students. They cannot control these differences, but it can be difficult to understand racist ideas and racist history of others when it has not directly affected you.

We must make efforts to eliminate racism in our schools and in our educational staff. Those efforts must include hiring the right people, creating a culture where students feel they belong and can advocate for change, creating trusting environments for teachers, parents, and students, and ensuring students have access to rigorous and engaging curriculum.

It also means digging into data and changing policies and practices that steer Black and brown students to low-level classes, suspend them at disproportionate rates, and hold them back from reaching academic performance levels on par with their white peers. School leaders must first understand the problem in their buildings, and that starts with breaking the pattern of internalized racism and internalized prejudice that may be ingrained in the educator's ways. We have researched and have found ways that educators can learn about, address, and combat racism in their schools.

Engage in Vigilant Self-Awareness

- People with white privilege have fewer barriers than Black people and other people of color.
- If we do not know our power, we can abuse it unintentionally!

Acknowledge Racism and the Ideology of White Supremacy

- Schools have targeted lessons on grit to mostly students of color, so that they can adapt to racism and inequality in schools.
- Acknowledging white supremacy recognizes the problem so that we are not harmful in our ignorance.

Study and Teach Representative History

For too long, we have taught U.S. history devoid of a true depiction of Black excellence and have focused on erasing the truth of racial oppression and uplifting whiteness

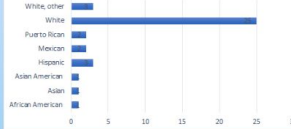
Talk About Race with Students

To normalize antiracism, we must have these hard conversations with our students of color.

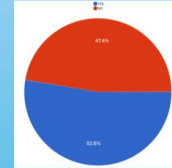
When You See Racism, DO SOMETHING!

We must catch racist patterns when they are being planted into the children, so we can change their mindsets to antiracist ideas.

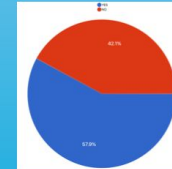
Count of What race(s) do you identify yourself with?



Have you witnessed racism from educators/teachers towards another student?



Have you witnessed an educator/teacher being racist in general?



Some Questions to Ask Yourself as an Educator:

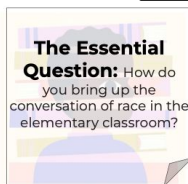
- How does your identity provide or prevent access to necessary resources?
- How does your power and privilege show up in your work with students, take up space, or silence others?
- What single narratives are you telling yourself about students, and how does that affect grading, behavior management, and other interactions?
- Do you and the academics you use uphold whiteness or lift up the voices and experiences of people of color?

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Learning about Racism in K-4 Schools

How do you bring up the conversation of race in the elementary classroom?

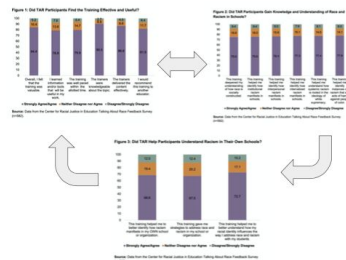


Why is this important to us?

Looking back to elementary school, we don't quite remember being talked about racism to the extent that is needed. This would help us talk more about racism to our future students as we all want to be elementary teachers.



This book is an example of one that is used in Bala Cynwyd Elementary school to teach kids about race and acceptance of everyone. Kids learn more through books than curriculum at a young age, this would help to make sure the message is clear.



Investigation/Research

- Why isn't racism being talked about?
 - Much is known about white educators who activate and rely on defenses such as resistance, fragility, color blindness, or innocent ignorance to avoid or silence conversations about race at school.
 - Race talk more often happens with students in middle and high school. Discussions of race at the elementary level is often ignored or avoided by teachers.
 - Colorblindness has helped to construe race as an "impolite" or even morally suspect subject "politically correct".
- How have some schools started conversations about race already?
 - Teachers who show mindfulness will make mistakes, feel discomfort, hesitate, reflect, question, compromise, and conform as they explore racial identity and its impact on their work. They will not be models of perfection, but they will offer important insight regarding race consciousness and white identity and the navigation of race in elementary classrooms.
 - All three teachers indicate that the school context plays a major role in their confidence and motivation to tackle the messiness of race talk. Contexts shape how we think, what we say, and what we do, which points to a need to further investigate school environments that actively support equity efforts.
 - The Center for Racial Justice in Education (CRJE, formerly Border Crossers) is one of a growing number of organizations working to combat racism in schools. Its mission—to train and empower educators to dismantle patterns of racism and injustice in our schools and communities—is executed primarily through intensive training and coaching with K-12 educators, nonprofit organizations, and parents.
- How do certain programs on race affect people's opinions or parents?
 - Not everyone is open to talking about race in schools and the way that race is being taught. In Pennsylvania there is a debate about critical race theory being taught in school and many parents don't want their kids to be taught in this way while others do.
 - A study was done from the University of Pittsburgh, 500 teachers were interviewed about discussing racial topics in the classroom. Among the 500 interviewed, only 30% agreed that their students' families would be okay with those conversations going on in the classroom. 85% of the teachers agreed that the topics were necessary to have in the classroom. 10% thought parents would be completely against the idea of those conversations in the classroom, and 60% said they were not sure how the parents would react.
- How do schools in inner cities vs suburban handle racism in their schools?
 - It has become increasingly clear that several decades of educational reform have failed to bring substantial improvement to schools in America's inner cities. Most recent analyses of unsuccessful school reform (and prescriptions for change) have isolated educational, regulatory, or financial aspects of reform from the social context of poverty and race in which inner-city schools are located.
 - Rather than feeling empowered by conversations on race and society, students of color feel further marginalized in their classrooms. As a single racial minority in the classroom, students of color become the sole proprietors of knowledge about race and poverty from the perspective of all non-white groups at any point in history in suburban schools.

Interviews:

- Student** - I interviewed my brother who is currently in 6th grade (elementary school) to ask about what he has been taught and learned about racism:
- After interviewing him, I can gather that he has only learned the basic history of racism including what Martin Luther King Jr. did along with Rosa Parks. He also has been told to not bully other children based on their differences and skin color. No further knowledge is known or has been taught to him in the past few years of him being in elementary school.

Teacher - I interviewed my mom who is a second grade teacher about what they did to teach about race.

- At Bala Cynwyd elementary school there is a day where the teachers are required to talk about race and diversity. This starts a conversation with kids at a young age. They also provide books and online resources where kids can learn about race and different cultures around the world.

Solution:

To solve the problem of racism in schools you have to start a conversation about race and different cultures. The best solution to the current lack of discussions occurring in K-4 classrooms is to incorporate books and the use of TAR. Their flagship training, Talking About Race (TAR), is a one-day workshop that aims to 1) deepen educators' knowledge about the history of race and racism in the US, 2) strengthen their understanding of how racial bias affects their lives, their teaching, and their students' lives, and 3) build anti-racist educational practice. We can influence our past schools to use this program along with CJRE organization for further education. The results for these trainings can be seen down below in the charts. We would try to influence other schools to use this program as it provides accurate education and awareness while being really effective in the process for teachers and students.

Reflection/Take Aways:

We learned that some schools are struggling with talking about racism, but other schools have taken action and have seen results. In some of our research we have seen that in more suburban schools there is more white privilege and racism vs. inner-city schools who suffer from poverty and not as good education being judged. We also how diversity in schools play a role for how much racism is talked about and how race plays a role in school with punishments. Lastly, we learned that in elementary schools racism is not talked about, it is talked about in middle and high school more.

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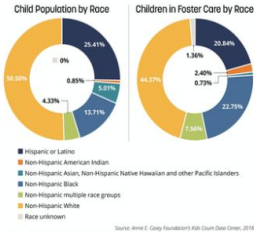
Racism in the Child Welfare System

The Challenge

Institutional racism is a big problem in the U.S. It involves embedded racism in policies and practices within an organization. The child welfare system is a system designed to ensure the safety of children and provide services to families in need. However, institutional racism is an ongoing problem. As a social worker, I asked the question, *How does racism in the child welfare system affect children of color?* Black people are continually put at a disadvantage in the system, by being over monitored, separated, and harmed more than white people. The challenge is to get rid of inequality and bias against POC families in the system.

The facts

- Black children are treated much differently than white children in the system. According to Children's Rights, in 2019 black children accounted for 23% of the children in foster care, although they only make up 14% of the country's children. They are also more likely to be placed in a group home where they face trauma and abuse. It is common for children who are removed from their families to have lasting emotional stress and mental illness.
- In a 2017 study, 53% of American black children are found to be investigated as potential victims of child abuse by age 18, compared to 37% of all children. Once in the system, they're more likely to stay in foster care, be placed in group homes, age out, get involved in the criminal justice system, and stay separated from their families.
- In 2015, black youth were five times as likely as white youth to be arrested and placed in juvenile justice facilities. The system works against them instead of helping them, and holds black families at a harsher standard than white families. It is unfair and traumatizing for children of color, and it stems from systematic racism.



Solutions

- There are many potential solutions, including abolishing the system altogether to keep children within their communities.
- Most important solution for me and other social workers is to identify any biases within your practices and yourself. According to Child Welfare, child welfare research has not historically utilized an antiracist approach and rarely includes the perspectives of those with lived experience. Your actions can impact how a child ends up, so learning to eliminate any racist attitudes and actions is crucial.
- Advocate for change. When others are aware of the injustice in the system, laws can be changed. Implementing anti-racist laws in the system so people of color can be protected is necessary.
- Group homes and care facilities should be improved.
- Ultimately, lessening the amount of black families being removed, as well as providing black children with better environments if they must be removed is key.

Why?

- Why does this happen to people of color, and why has this been allowed to go on for so long? According to SCC, families involved in the child welfare system are usually facing social and economic factors, many that come from systematic racism, that put them at a disadvantage. Black, Latinx, and Native families are mainly affected by factors like poverty that cause them to turn to the system to help their children. Instead of giving them the help they need, child welfare isn't equipped to deal with racial disparities and causes them more harm than good.
- The system contains racist policies and practices as well as racist social workers, many of which aren't aware of their bias. Although there are some cases of abuse where children need to be removed from their families, this isn't the case for a lot of black families who have been targeted.
- According to Youth Today, black children are 77% more likely to be removed than white children, specifically because their communities are overpoliced and targeted by workers. Yet, risk assessment concluded that African-American families should be at a lower risk for intervention than white families. This means case workers take action to remove more often on black families, because the standards to remove are lower for them.

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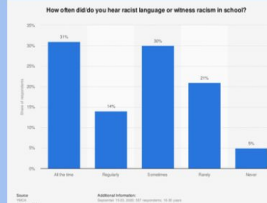


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The Challenge

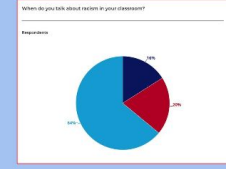
- Finding ways to make the school system not racist
- How do teachers look down upon and treat minorities?
 - How does standardized testing show racism through administration and teaching?
 - How do you teach anti-racist curriculum to young students?
 - How does the race of the teacher affect the racism that the teacher shows?
 - What's impacting principles decisions in racism cases?
 - What if the school doesn't have the resources to educate the administration and students?

Racism in School Teachers



Solution

- Teach and train teachers to be unbiased and have less unconscious racial views of students. (Des Moines, Iowa Public School District)
- The San Diego Unified School District began the sessions with instructors telling the faculty members that they will experience "guilt, anger, apathy [and] closed-mindedness" because of their "white fragility." (Christopher F. Rufo)
- Schools have to inform the community about the racism that happens in the schools with valid stories and resources.
- School district can also try and fix the issue by having a more diverse teaching staff and administration.
- Students can make a club about racism and have a twitter or social media account, so that students can share their own experiences with teachers being racist.



- 21 states have introduced bills that restrict critical race theory or limit how teachers can talk about racism in the classroom, but only 5 states have signed the bill so far.
- 90 percent of participating teachers, principals, and district leaders believe systemic racism exists, 23 percent said they do not believe so.
- The race of a teacher should not affect the racism that the teacher shows, but in our world teachers have shown racism by explaining their own beliefs and thoughts in the classroom.
- Research shows that students in kindergarten are showing some of the same attitudes about race as the adults in their lives. Children become comfortable with their privilege and race. So, teachers are allowing children to have the ability to learn and answer questions to have open discussions with students.
- Standardized tests have been instruments of racism and a biased system. Students of color and low income making families have suffered the most from standardized testing in US public schools.
- A teacher from a Michigan school was fired for encouraging her students to start a fundraiser for Trayvon Martin's family following his death. She also was encouraging the students to wear a hoodie to school in honor of Trayvon.

Reflection

We learned that there is still racism going on in schools today. We interviewed Kate's little sister and one of her friends who both are juniors at a public school. Their response to the question "Do you think your school is diverse?" shows that they have never seen an act of racism firsthand in the classroom, but that their school itself is still lacking diversity within their student body. Another question asked was "Do your teachers treat everyone with the same respect in the classroom?" Their response to this however was no, that their teachers can treat minorities with less respect than the higher majority of white people in the school. These questions and responses reflect our research we found and shows how schools and teachers need more education and training to be unbiased.

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Themes in Student Reflections

Connection with Peers & WCU

"One thing that I enjoyed about this project is time to get to know classmates within our fields. Doing icebreakers is much different then actually having to communicate to be able to receive a good grade."

Appreciated Real-life Application

"I think as future educators it really helped with what we want to do now in the future when we have our own classrooms and our own student to teach and influence."

Independence & Choice

"I liked that we were able to pick the topic ourselves the most. I find that it is much easier and more enjoyable for me to do a project on a topic chosen by myself and my group members because it allows me to find a topic I am passionate about and care about. This will result in a better final product."

Deeper Understanding of Race

"I also took away the importance of the BLM movement. I initially had opinions on it that some people may not have agreed with, but after reading and hearing people's true stories from the other side of things, I truly felt terrible. The BLM was such an important thing in history."

“I thoroughly enjoyed how there was a ‘prompt’ to follow but we also had room to make it what we wanted. We were able to pick a set topic and branch off and do our own thing with it which I really enjoyed, I feel as though that was the best way to get the best work out of us. We were able to pick topics we strongly stood for and were able to present our ideas and show just how much we want to see change in our society and how we believe everyone should be educated on topics including race and racism. I genuinely thoroughly enjoyed the project as a whole.”



Conclusions

Successes

- Exposed students to resources on campus
- Cultivated questioning and critical thinking
- Built cultural awareness (CR-SE)
- Encouraged risk-taking
 - Challenging topics
 - Implemented solutions
- Analyzed the education system and their future role
- Practiced working collaboratively
- Fostered presentation skills

Future Implications

- More time
- More support in determining and narrowing topics
- More consistency across sections with expectations, accountability
- Invite more guest speakers
- More support in areas of interest and/or research
- Think more about their communities; broaden topics
- Expand to other FYE section(s)

Transform



Independent thinkers and
learners



Community members



Future professionals





Questions?
Comments?

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Thank you for attending!

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