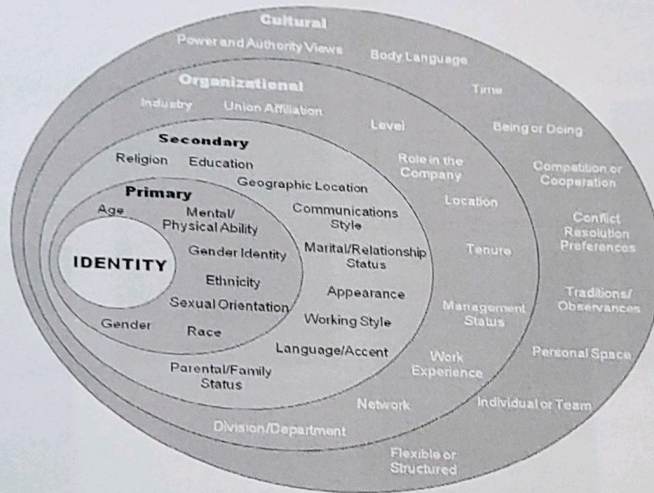


# Diversity Filter





## Common biases

### Affinity Bias

Overestimating the abilities and value of our immediate group at the expense of people we really do not know.

### Observation Bias

The tendency to see what we expect to see, or what we want to see.

### Conformity Bias

Behaving similarly to the others in a group, even if doing so goes against our better judgment.

### Confirmation Bias

Having a preconceived judgement about a group of people or place, and looking for evidence to confirm our judgement.

### Confirmation Bias

We tend to find and remember information that confirms our perceptions.

### Horns Effect Bias

Seeing one bad thing about a person and allowing it to cloud our opinions of their other attributes.



## Looking out for unconscious bias

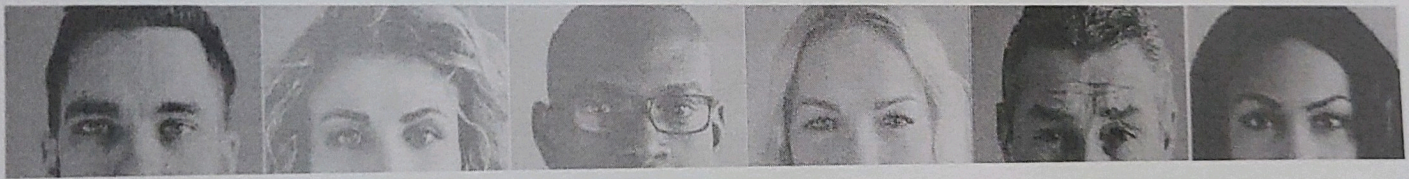
Have you heard this before?

"I'm just not sure they are a **right fit** for our culture."



## Tackling blind spots

- Acknowledge that we all have blind spots.
  - Evaluate your decisions for any bias.
  - Notice when your biases arise.
  - Recognize your biases aren't limited to people from other cultures and backgrounds.
- Consider the various ways you don't fit certain stereotypes.
- Learn about yourself and others.
- Explore resources to learn more.





**If COVID-19 Doesn't Discriminate,  
Then Why Are Black People Dying at  
Higher Rates?**

**Ageism Is Making the Pandemic Worse**

**The coronavirus fallout may be worse for  
women than men. Here's why**

Twitter sees 900% increase in hate speech towards  
China ...

**COVID-19: The Gay, The Homeless,  
The Gay And Homeless**

**Mexican Medical Workers Face Harassment,  
Attacks over COVID-19 Fears**

**"I Want an Apology": Black Doctor Who Tests Homeless  
for Coronavirus Handcuffed by Miami Police**

**The Coronavirus Is Inflaming the UK's Racism**

Coronavirus lockdown: LGBTQ  
people face hostility  
and loneliness

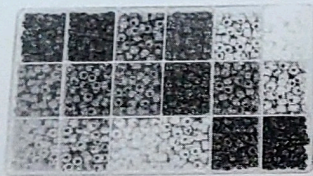
**Survey of Covid-19 racism against Asian  
Australians records 178 incidents in two  
weeks**

**Asian Americans already face a mental health crisis.  
Coronavirus racism could make it worse.**



## Examine your circle of influencers

*"You are the combined average of the five people you spend the most time with."-Jim Rohn*



At least 5 colors of beads



A clear jar to visibility see the colors of the beads.



Examine your circle of influencers

Green	Black (or African-American)
Yellow	White (or Caucasian)
Red	Hispanic (or LatinX)
Orange	Asian
Purple	American Indian
Pink	Native Hawaiian or Other Pacific Islander



## Examine your circle of influencers

- You
- Your significant other or spouse
- Your neighborhood that you grew up in
- Your childhood best friend(s)
- Your college friend(s)
- Your current set of friend(s)
- Your favorite teacher in elementary school
- The author(s) of your favorite book(s)
- Your favorite professor
- Your children's friends
- Your boss(es)
- Your colleague(s)
- Your wedding party
- Your current neighborhood
- Your first mentor
- Your current mentor(s)
- Your mentee(s)
- Your doctor
- Your dentist
- Your senator
- Your president



## Reflection and Self-awareness

- What does your cup look like?
- Is it as diverse as you would have thought?
- Is it mainly one color?
- Who's in your world?

*"One last tip. Get uncomfortable. A white friend once said she would feel uncomfortable attending an all-black church. I responded that I understood because I have been in more all-white churches than I can count. And all-white conference rooms. And all-white elevators. And all-white classrooms, bars, weddings and hockey games." – Michelle Sharpe Silverthorn*

Minorities live and breathe in majority spaces. If you want to interrupt bias, then start entering spaces where you are the minority. Become aware of your biases. Become aware of your expectations. Become aware of what you say and how you think of people who don't fit into your preconceived notions. That's the start of interrupting implicit bias.



## Cultivate Differences

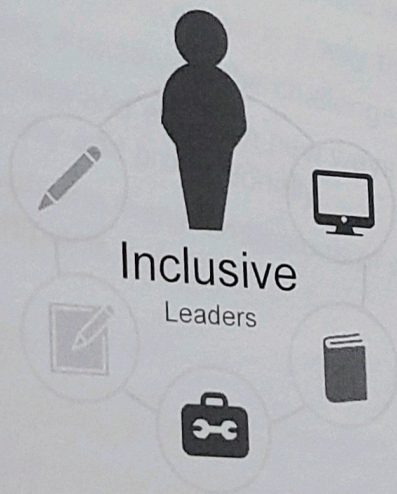
One simple purpose – to help expose your blind spots, or to help you mitigate unconscious biases as you work with diverse students/parents and your colleagues



- Personal biases blocking you?
- Narrow expertise?
- Limited exposure?
- Desire to enhance group creativity?
- Fixed viewpoint?
- Not benefiting from diverse views?



## Resources



What Lies Beneath: The Truth About Unconscious Bias

Micro Aggressions in the Classroom

Article: What I Hear When Someone Says "I Don't See Color"

Infographic: Cognitive Biases in the Modern World

Article: The Slur I Never Expected to Hear in 2020

Diversity & Inclusion Committee



## Call to Action: Keeping yourself accountable

- Seek to understand and learn about one another through genuine dialogue.
- Respect differing viewpoints and experiences.
- Listen humbly to others in a way that leaves people feeling heard and honored.
- Express empathy for the challenges faced and experiences of others.
- Be curious and entertain new ways of thinking so that we can learn from each other and grow personally and professionally.
- Celebrate the many dimensions of diversity that all crew members bring to the workplace.



## **Student Voice – Talking about Race in Schools**

**Captured during School Chats with Monica Ceja Martinez / 2020**

### SMHS

- Race is not talked about very much
- People walk on eggshells
- We see Racism as a Human Issue
- Most people are comfortable to talk about Race, but some do get angry really easy
- Teachers don't talk about Race much due to their Bias or from the backlash from parents = FEAR
- Keep Race inside curriculum and have a skilled moderator – keep hostility out of classrooms
- People need to have a willingness to listen
- Don't be afraid to call people out
- A parent meeting on Race in schools may not be productive due to Bias / unnecessary opinions

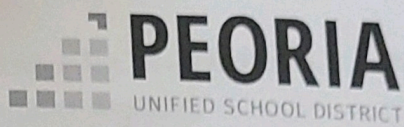
### CHS

- You need to know your audience when talking about race
- We are comfortable with our teachers / conversations in class are respectful and mature
- Conversation on politics are disrespectful – opinions but not hate
- Sexual orientation is a problem – discrimination does exist and hear race related words
- Most at this school have an open mind
- We need to educate staff and students

### LHS

- People are sharing more opinions
- It is Ok for sides to be vocal, but don't shame
- Some people are raised to not offend
- We should be able to talk about race in an education environment
- We should celebrate Diversity
- Celebration is seen as learning about different cultures – we need exposure and knowledge
- Need to stay on topic in class – go learn about topics associated with race
- There is pressure for kids of color as they are representing their schools
- We need to learn how to handle emotion and its passion
- Have a civilized conversation
- Age of the student doesn't matter as long as the children are learning – depends on the norms of the environment / push a team atmosphere

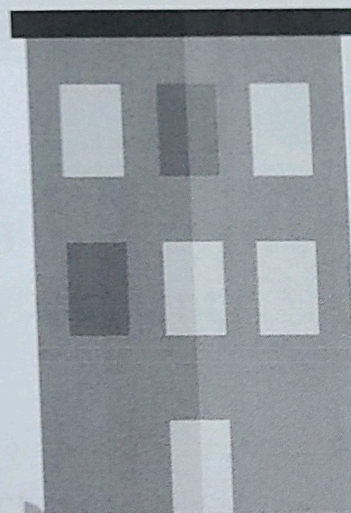




## Culturally Responsive Teaching Progress Monitoring Assessment



## **Culturally Responsive Teaching**



Layer: Rigorous &  
Accessible Content

Layer: Relationships

Foundation: Systems

**Soil: Cultural Awareness**



## Progress Monitoring Assessment

### 1) Cultural Awareness

- Language
- Expectations
- Representation
- Community Involvement

### 2) Systems

- Systemic Expectations
- Behavior Interventions
- Positive Reinforcement
- Restorative Practices

### 3) Building Relationships

- Peaceful Resolution
- Non-Academic Relationship
- Endearment
- Student-to-Student
- Parent Connection

### 4) Rigorous and Accessible Content

- Planning
- Real-Time Assessments
- Engagement
- Formative/Summative Assessments



## Summary Items

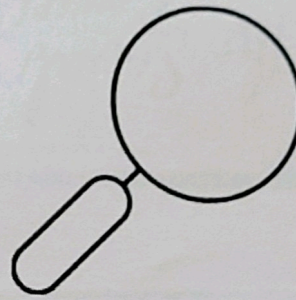
Site PMA Data Results

Site PMA Summary

- Area for Celebration
- Area for Refinement
- Area of Staff Disparity
- Suggested Area of Focus
- School to grow with
- School to grow from
- Resources

District Summary

*The Culturally Responsive Teaching*



## **PROGRESS MONITORING ASSESSMENT**

A data generating tool designed to provide a focused lens on each component of Culturally Responsive Teaching.



The Urban Connection Project Presents:

# CONFESSIONS OF AN INNER-CITY TEACHER

Transparent. Uncensored. Vital.

JUSTIN A. CAMPBELL

## Our Products

The Urban Connection Project presents:

# An Introduction to Culturally Responsive Teaching

BY JUSTIN & KRISTEN CAMPBELL

A workbook created as a follow-up to the book, *Confessions of an Inner-City Teacher*, designed to provide a foundation for teachers to implement the pillars of Culturally Responsive Teaching.

The Urban Connection Project Presents:

# The Social Studies Connection Curriculum Guide (Grades 6-8)

A comprehensive guide to create units aligned to the new Arizona Social Studies standards that require students to employ critical thinking skills in order to examine the "bigger picture" of our history and bring context to current events.

BY KRISTEN CAMPBELL