



UNIVERSITY OF SAN FRANCISCO
CHANGE THE WORLD FROM HERE

Social Conscience and Responsibility: Teaching the Common Good

**Series on Addressing Bias and Racism in
Assessment with Jane E. Bleasdale, PhD**

Land Acknowledgment

As we share space to strengthen our journey towards consciousness & liberation, we must take time to acknowledge the difficult truths of our history that have shaped our current realities.

Our collective relationship with Indigenous peoples by this institution, this city, this country, and this continent is in immediate and sincere need of reconciliation and reclamation.

Today, we cannot deny the story of this land and its truth that is too often untold. Today, we gather on unceded, stolen Ohlone (pronounced “óh-LONE-e”) territory.

The Village of Yelamu (pronounced “ye-LA-moo”) is the territory of the Ramaytush (pronounced “RA-ma-toosh”) speaking people, one of eight nations now referred to as Ohlone. Even through devastating events, the Yelamu are still here and working tirelessly for their right to remain and evolve in the place we consider San Francisco. Many of us who have come to benefit from this land still participate in the ongoing displacement of its original stewards but we can choose to be better advocates and accomplices in favor of their restoration.

Land Acknowledgment

We have the responsibility to Indigenize every space we occupy, we have the obligation, as guests, to inform ourselves about each region we visit; starting most intimately with the ones in which we reside - no matter how long-term or temporary our stay is, we must offer ourselves in the same way that we have gained from the injustices faced by Ohlone peoples and those beyond the Bay Area at the hands of colonial invasion.

Moving forward- we encourage the amplification of Indigenous land recognition at the beginning of dinner with our families; at every event, ceremony, and gathering that we organize and in our everyday walk as lifelong students.

As one Mutsun (pronounced "MOOT-sun") Ohlone sister Kanyon (pronounced "CAN-yun") Sayers-Roods says: "There have always been indigenous peoples in the spaces we call home, and there always will be,"

The USF land acknowledgement statement was written by a fellow guest in Ohlone (pronounced "óh-LONE-e") territory: Calina (pronounced "ka-LEEN-a") Lawrence, Suquamish (pronounced "suh-KWA-mish") Nation, USF Performing Arts and Social Justice Alumna, Class of 2016

Overview

How will you equitably assess students' learning? Dr. Bleasdale will focus on co-created pedagogy, including journaling and reflection, student choice, and activities to analyze how personal and social biases can distort the expression of many of our highest human values.

- 1. What brought you to the this session (consider your personal and USF professional experience)?**
- 2. What do you hope to experience in this setting?**

Race and Racism

“Dealing with the reality of racism in the United States is not easy. If it were, we would be well on our way to a more just world. But to have an honest, adult conversation about race, people might need to feel uncomfortable—embarrassed, ashamed, fearful, angry, overwhelmed, helpless and/or paralyzed—because there are few issues that grip and affect us emotionally more than the issue of race” (Massingale, 2017).

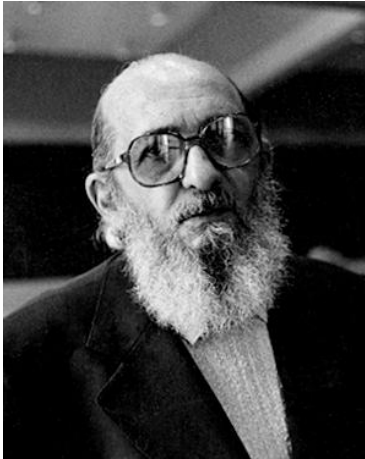
Educational Perspective - Grounding

“The classroom remains the most radical space of possibility in the academy.”

— bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*, 1994



Education as an act of Liberation



The “banking concept,” as termed by Freire, is essentially an act that hinders the intellectual growth of students by turning them into, figuratively speaking, comatose “receptors” and “collectors” of information that have no real connection to their lives. (*Pedagogy of the Oppressed*, 1970).

Principles of Emergent Strategy

- Small is good, small is all.
- Change is constant. (**Be like water!**)
- There is always enough time for the right work.
- There is a conversation in the room that only these people at this moment can have. Find it.



Principles of Emergent Strategy

- Never a failure, always a lesson.
- Trust the people.
- Move at the speed of trust.
- Less prep, more presence.
- What you pay attention to grows.



Context for Practice

No one had the answer, and no one had even asked the question

**20+ years in
K-12 Education
between UK,
The Bahamas,
USA**

**2010 Faculty coaching
and formation: Diverse
high school on the
East Coast - teacher
bias in assessment
and student
engagement**

**Master teacher,
department chair,
academic VP,
principal**

3 Practices- Student Learning

- Student choice
- Co creating curriculum
- Journaling

Practice all three today



Co-create Pedagogy and Curriculum



Key to addressing facilitator bias

Questions- student choice

1) Would you rather

- a) connect with someone you know or someone unfamiliar today?
- b) Stay as one group or go into break out rooms?
- c) Have the option to leave your video on or off?
- d) Have the session recorded?

Journal - student experience and feedback

As we share some research data and our recommendations take notes in a 'journal'.

- **What is resonating with you ?**
- **What surprises you?**
- **What challenges you ?**
- **Anything that comes up for you**



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DATA - DATA- DATA - DATA

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Education Preparation Programs

- **2011-2014**
- **Anti-Bias and Racism**
- **Not a requirement in any state credentialing program for Teacher Education or Educational Leadership**
- **Not in public or private institutions**

Where does this need to be?

What impacts teacher efficacy?

Impacts on Student Success (K - 12)

- **Peers**
- **Personal belief system**
- **Parents/family members**
- **Coaches/mentors**
- **Teachers**



Says Who?

- **The Widget Effect: The Gates Foundation (2009)**
- **NCLB: Highly Qualified Teacher (2001)**
- **Race to the Top: *recruit, develop, reward, retain effective teachers (2013)**
- **Darling-Hammond (2010)**
- **Weisberg et al (2009)**
- **Danielson Framework (2014)**
- **Diane Ravitch (2011)**



Students Need Personal Connections

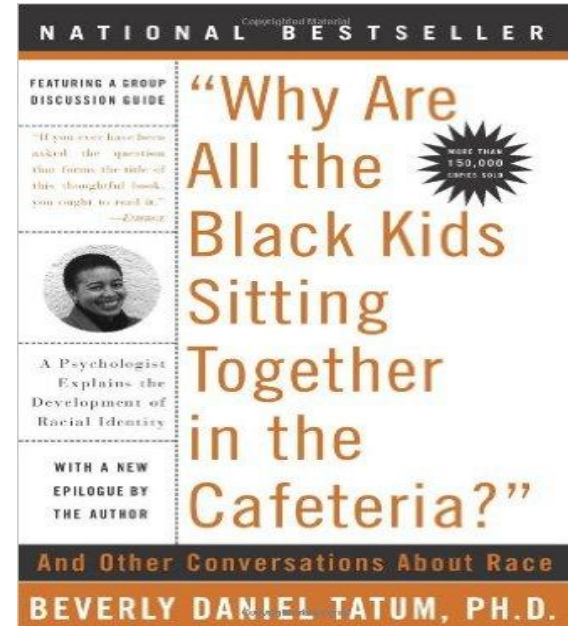


Educators have a much more significant role in the success of students than previously thought (Ravitch, 2011).

... students gain higher levels of achievement and better personal relationships when they have close relationships with their teachers (Rimm-Kaufman, 2014).

Students Need Role Models

‘Adolescents at the key stage of their personal and moral development are more inclined to feel comfortable with an adult they identify with, and will often seek out those who are like them and/or have similar interests or life experiences’ (Beverly Daniel-Tatum, 1997).



Impacts on Teacher Effectiveness

- **Principal or school leader**
- **Personal belief system**
- **College or university**
- **Parent**
- **Peers**



Answer:

Influenced greatly by the leadership of the school

Studies teacher retention show that over 50% of teachers stay or *leave because of their principal or supervisor (support or lack thereof)*

U.S. Department of Education, National Center for Education Statistics, Teacher Follow-up Survey (TFS), "Current and Former Teacher Data Files," 2012–13.

Choose one to research - with your dream team

- **The Widget Effect: The Gates Foundation (2009)**
- **NCLB: Highly Qualified Teacher (2001)**
- **Race to the Top Act: *recruit, develop, reward, retain effective teachers (2013)**
- **Darling-Hammond (2010)**
- **Danielson Framework (2014)**
- **Diane Ravitch (2011)**



Journal

Share one reflection from your journal

Either aloud or in the shared document

University of San Francisco - 2016

Graduate Student Class: Schools, Community and Society

Student Comments: I want everything you have, equal opportunity to succeed and to turn my damn paper in knowing I am not going to be graded differently...to know that my work, my opinions and my voice matter as much as yours AND that I will not be judged differently because of my tone, my language choice, to decenter whiteness OK?

How do we do that? JUST DECENTER IT

Dialogue

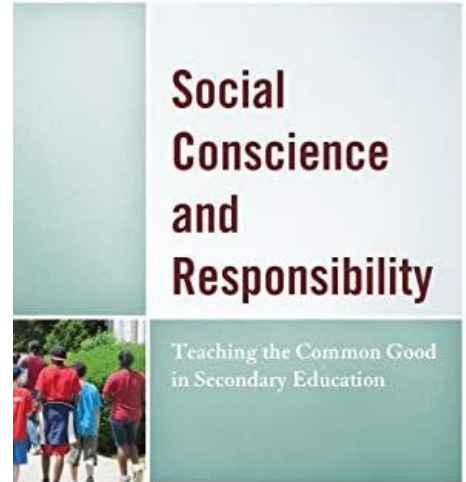
Created space for current students and recent alums to come together and discuss what this would look like



Social Conscience and Responsibility: Jane E. Bleasdale and Julie A. Sullivan

In the book the author focused on the teaching, learning and practicing of ethics from a lens of equity and inclusion, to move from a fairness lens to an equity and inclusion lens. Each chapter gives an instructional witness that challenges racial, gender and other oppressive stereotypes to emphasize an ethical pedagogy.

We call on all educators to reflect on their classroom climate with great intention before they begin this work. In particular, consider the following questions...



edited by

Jane E. Bleasdale and Julie A. Sullivan

Questions for Reflection:

- How do you create community in your classroom?
- How do you support students in speaking up?
- How do you address power and privilege and the silencing of voices?
- What practices do you use to call students out and invite students in?
- How do you share your own vulnerability while also creating and respecting boundaries?
- And most importantly for this session - ***how will you assess students' learning in an equitable way?***

Recognizing Bias: Julie A. Sullivan EdD

Teacher expectations:

When teachers assign writing in classes, they think that students will rely on the knowledge they gained from previous classes and apply it in other courses. In reality, transfer from class to class (or across subject areas) is not as automatic or intuitive as one may expect (Wardle, 2007). Students may need help to see connections across all the work they do, so instructors may need to be more explicit around where and how concepts link. What seems obvious to educators may not be as clear to students.

Understanding Bias: Nancy James ABD

Clarifying and articulating community and personal values

Recognizing how biases against people who are different can lead us to behave in a way that is contrary to those values

Engaging in action toward social justice/the common good based on those community and personal values



Understanding the role that bias (conscious, unconscious, implicit, and explicit) plays in society and personal relationships

Shifting thinking so the students and teachers challenge their own biases and begin to make their values the first criteria upon which they think and act

Understanding that to achieve real social changes requires employing our highest values beyond the people and community with whom we feel comfortable and even beyond the people and communities we like or agree with

Potential Journal Prompts

Ongoing:

- What do I understand better today?
- How did I come to this new understanding?
- Why is this new understanding important?

Topic Specific (e.g., Acting on Our Values):

- What is the issue?
- Why do we think this is a problem?
- Who is being harmed?
- How are they being harmed?
- Who is causing the harm? What are they doing?
- What role does bias play in this issue?

Unit 2 Title: Our Community Values

Topic: Beliefs and Values

Unit Learning Outcomes:

- Understand bias and how it impacts the lives of people.
- Understand how bias can affect our ability to make ethical choices.
- Recognize that everyone has biases that can affect their decision-making.
- Recognize that the relationship between bias and power impacts the lives of some people/groups in more harmful ways than other people/groups.
- Recognize how we can learn to align our choices with our values and to question our own biases and behavior.

**COMMUNITY
VALUES**

Unit 2 Title: Our Community Values

Topic: Beliefs and Values

Lesson Learning Outcomes

Students will:

- identify the unifying themes in the core beliefs of most major religions/belief systems and how these kinds of basic beliefs are the foundations of individual and societal values;
- study and compare the core values of belief systems to help them articulate their own values;
- create deeper awareness and understanding of the beliefs that guide people.

Potential Journal Prompts

Ongoing

- What do I understand better today?
- How did I come to this new understanding?
- Why is this new understanding important?

Values

- What do I believe?
- Where did my values come from?
- How are my values evident in my words and actions?

Look in the Mirror Margaret Peterson EdD

This chapter offers a new model of Humanistic Social-Emotional Learning (HSEL) that starts with teachers looking in the mirror, reflecting on their implicit bias, and actively monitoring what they say and do in the classroom that might trigger or retraumatize students.



Student Choice: Creating Dream Teams, Tricia Land MA

Chapter Description: The traditional practices of teaching history with the use of one text or one voice is the greatest threat towards the ethical teaching of the subject. US History teachers have a tremendous responsibility to introduce, expose, and analyze several supplemental documents and sources alongside their students. These skills allow learners of history to develop the ability to question and reveal the motives and misuses of power that exist inside a history curriculum when only one side of the story is being told. This chapter will provide US History teachers with the tools to stress inquiry as a method to pursuing truthful history lessons.

Student Choice: Creating Dream Teams, Tricia Land MA

Dream Teams are mentioned throughout this chapter in reference to groups that students are able to put together on their own. They then sit with those groups for a period of time. Once students feel more comfortable after establishing norms and active listening exercises, they create their **Dream Teams**.



Student Choice: Creating Dream Teams, Tricia Land MA

When creating Dream Teams, students formulate three lists:

- two to three classmates they know well,
- two to three classmates they feel they would learn a lot from, and
- two to three classmates they want to get to know better.

The teacher then goes through the Dream Team requests and creates teams that are as closely aligned to the student responses as possible.

Dream Teams can change monthly or quarterly as needed though it is important to allow time for the teams to develop cooperation and trust.

Assessment Strategies



Assessments are flexible depending on learners' strengths, background knowledge, interests, and needs.

Some lessons have assessment styles to consider, but in the end, each teacher will best know how to engage, challenge, and assess learners.

Assessment Strategies

Assess student participation and engagement with the material, address the lesson outcomes and essential questions, or further critical inquiry around a lesson.

- **Student History Notebook- a place to keep notes, thoughts, reflections, and other work throughout the year**
- **Participation**
- **Written or verbal reflection**
- **Full group or small group discussion**
- **Self assessment**
- **Individual or group speeches**
- **Individual or group presentations**
- **Written essays**
- **And more!**

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