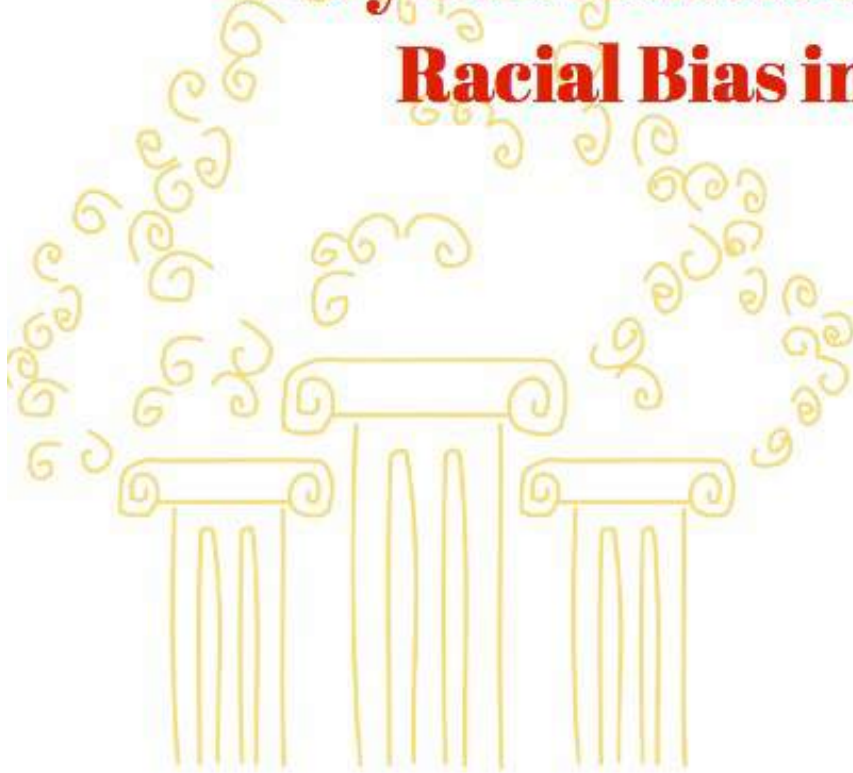


# **Is My Subconscious the Problem?: Racial Bias in Education**



**Texas**  
**APPLESEED**

## **Presenters:**

Maddie Sloan  
Yamanda Wright  
Morgan Craven

## **Special Guest:**

Meia Brady

## **Special Thanks:**

Bill Kennedy  
The Shriver Center's Racial Justice  
Training Institute

## IS MY SUBCONSCIOUS THE PROBLEM?: RACIAL BIAS IN EDUCATION



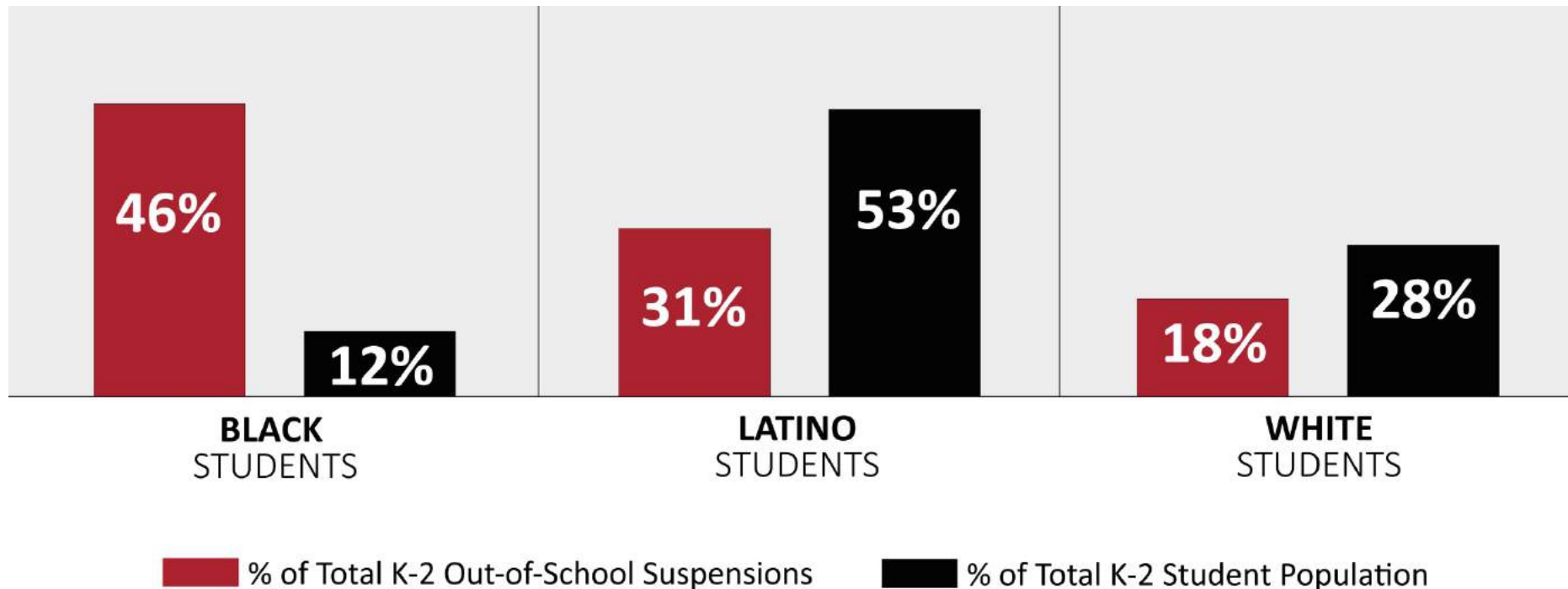
### Our Creed

We are all caring and fair people.

But, we are exposed to images, ideas, systems, and structures that impact our individual and collective thinking, opportunities, and actions and may create unconscious biases.

We are here to learn about and address our unconscious biases to make sure they do not get in the way of our conscious values.

# Out-of-School Suspensions in Texas, Grades K-2 (2013-14)



# Why racialization instead of racism?

**Racialization** = process of ascribing racial or ethnic identity to a group or individual, which is then used to justify differential or unequal treatment

# The Four Levels of Racialization

1

**Internal:** Beliefs within an individual.

2

**Interpersonal:** Implicit bias and explicit bigotry between individuals.

3

**Systemic:** Bias in policies and practices within an institution or system.

4

**Structural:** Cumulative bias across institutions and people, rooted in laws, history, and culture.

# Level One: Internal

Internalization of stereotypes and positive or negative associations resulting in unconscious bias, including against oneself.

# Level Two: Interpersonal

Interactions between individuals:

- Racism as hate---perpetrator is aware of bias.
- Implicit Bias---perpetrator is unaware of how bias impacts relationships with and treatment of others.

# Level Three: Institutional/ Systemic

Bias in policies and practices within an institution or system.



# Level Four: Structural

Racialized outcomes are produced by the structure of the system itself.

People, systems, history, and culture interact in ways that produce different outcomes for different groups of people: we are all situated within structures, but not evenly.

THE EFFECT OF STRUCTURES IS OFTEN MORE IMPORTANT THAN INTENT.

# Implicit Bias

- Subconscious beliefs or attitudes about others
- Guide behavior through ***stereotypes*** (mental representations of knowledge)



# Implicit Bias

- Subconscious beliefs or attitudes about others
- Guide behavior through ***stereotypes*** (mental representations of knowledge)



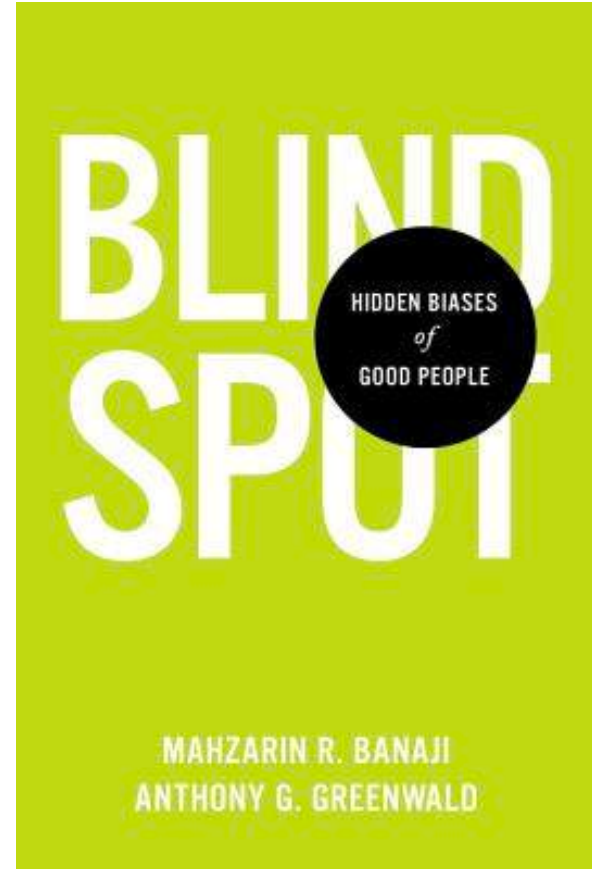
# Implicit Association Test (IAT)

For more information, visit the **Project Implicit** website:

<https://implicit.harvard.edu>

Or read the **empirical paper**:

Nosek, et al. (2007).  
Pervasiveness and correlates of  
implicit attitudes and stereotypes.  
*European Review of Social  
Psychology, 18*, 36-88.



## **Selfless**

Smart

Brave

Nasty

Friendly

Lazy

Generous

Curious

Comfortable

Awful

Failure

Horrible

Terrible

Clever

Hurt

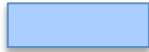
Modest

Stupid

Evil

Agony

Handsome



**Selfless**

**Smart**

**Brave**

**Nasty**

**Friendly**

**Lazy**

**Generous**

**Curious**

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**Clever**

**Hurt**

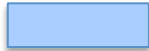
**Modest**

**Stupid**

**Evil**

**Agony**

**Handsome**





## **Dustin**

Scott

Tanner

Jake

Cody

Demetrius

Terrance

Maurice

Logan

Reginald

Xavier

Andre

Connor

Jalen

Darius

Wyatt

Luke

Darryl

Jamal

Jack





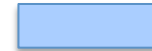
**Dustin  
Scott  
Tanner  
Jake  
Cody  
Demetrius  
Terrance  
Maurice  
Logan  
Reginald  
Xavier  
Andre  
Connor  
Jalen  
Darius  
Wyatt  
Luke  
Darryl  
Jamal  
Jack**

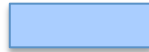






Dylan  
Happy  
Pain  
Brett  
Hopeless  
Cole  
Tyrone  
Love  
DeShawn  
Malik  
Darnell  
Ugly  
Jacob  
Maxwell  
Loud  
Joy  
Willie  
Wonderful  
Pathetic  
Peace





**Marquis  
Hunter  
Laughter  
Glorious  
Poor  
Colin  
Honest  
Angry  
Bradley  
Garrett  
Terrell  
Creative  
Lucas  
Pleasure  
Greedy  
DeAndre  
Violent  
Trevon  
Crazy  
Dominique**



# Implicit Bias + Reaction Time

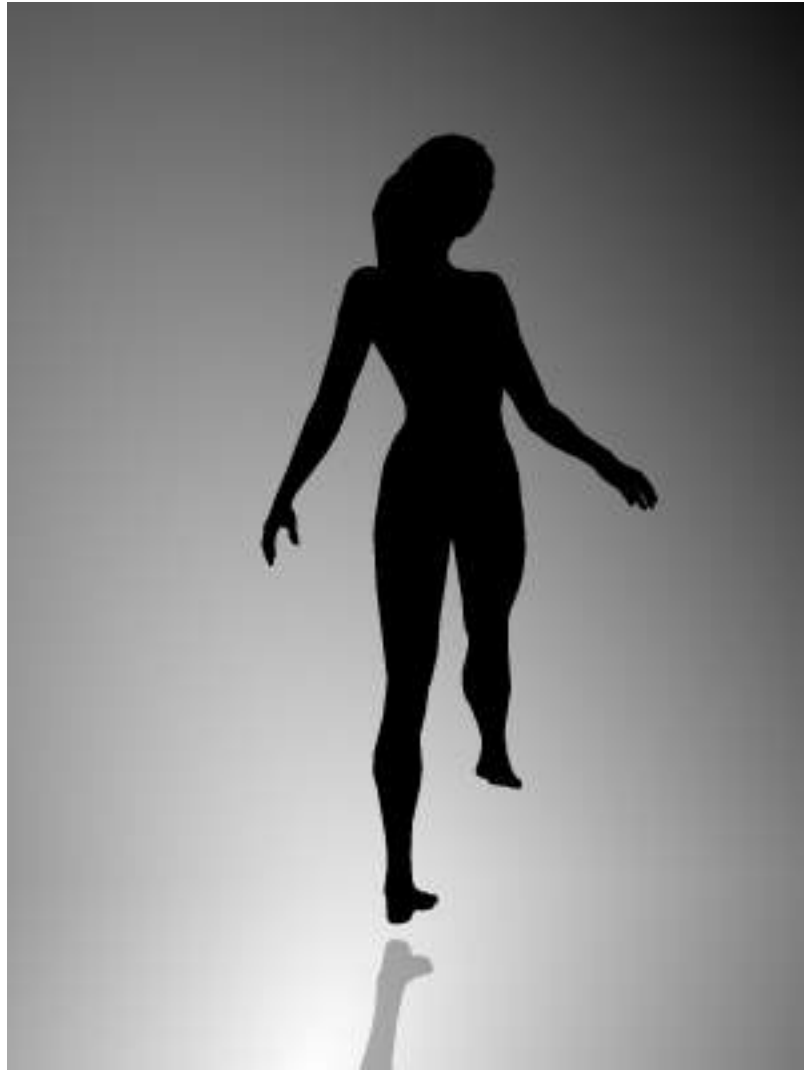
Stereotype-consistent...



Stereotype-inconsistent...



 slower





ROMAN

**Roman Originals**

@romanoriginals

 Follow

The auction on Ebay will start tomorrow. How much can we raise together ? <3 #teamwhiteandgold #dressgate #thedress

8:34 AM - 4 Mar 2015

  22  12



# Implicit Bias + Education

- Stereotype-consistent information is easier to process, easier to remember, and often judged as more likeable.
- Implicit biases can oppose conscious beliefs and attitudes.
- IB frequently leads to differential treatment.

# Implicit Bias + Education

- IB operates in many directions.
  - Teacher > Student
  - Student > Teacher
  - Relationships with other school officials

# Implicit Bias in the Classroom

A photograph of a classroom with several students sitting at desks, raising their hands. A teacher is visible in the background. The image is semi-transparent, allowing text to be overlaid.

Implicit biases shape IDENTITY.

Implicit biases shape PREFERENCES.

Implicit biases shape BEHAVIOR.



# Implicit Bias “Hot Spots”

- **Ambiguity**
  - Unfamiliar students or situations
- **Distractions**
  - High cognitive load
- **Stress**
  - Emotional duress
- **Pressure**
  - High stakes, time constraints



*Recipe*

# An Unbiased Classroom

- Educate yourself about implicit bias.
- Develop *meaningful* relationships with people from different racial groups.
- Be deliberately egalitarian (and frequently check in with yourself).
- Foster “egalitarian motivation” in your classroom.
- Consider others’ perspectives.
- Practice mindfulness.



# **Systemic Bias and Education**

# Structural Racialization

*System of racial inequality* - explanation for certain racialized outcomes is found in system's structure itself

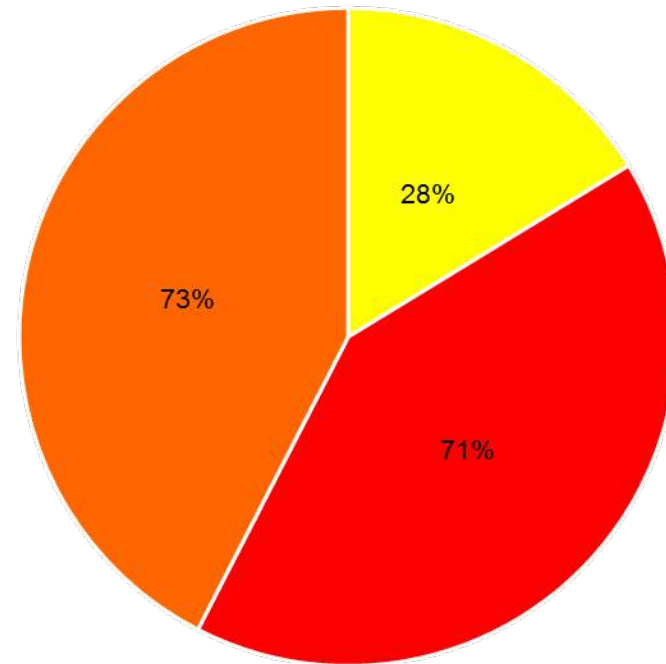
- **History** – roots and cumulative impacts of inequities
- **Culture:** normalization & replication of dominant ideas & power dynamics
- **Interconnected institutions & policies:** compounding relationships and rules that reinforce inequities
- **Ideology:** popular ideas and myths that perpetuate hierarchies

*Race Forward (see: [http://www.racialequitytools.org/resourcefiles/Powell\\_Systems\\_Thinking\\_Structural\\_Race\\_Overview.pdf](http://www.racialequitytools.org/resourcefiles/Powell_Systems_Thinking_Structural_Race_Overview.pdf))*

# Residential Segregation Drives School Segregation

1 in 6 African-American students and 1 in 9 Hispanic students attend schools that are at least 99% students of color.

% Attending High-Poverty Schools



White African-American Hispanic

GARY ORFIELD & CHUNGMEI LEE, CIVIL RIGHTS PROJECT, WHY SEGREGATION MATTERS: POVERTY AND EDUCATIONAL INEQUALITY 19, tbl.7 (2005).

# Zip Code is Destiny

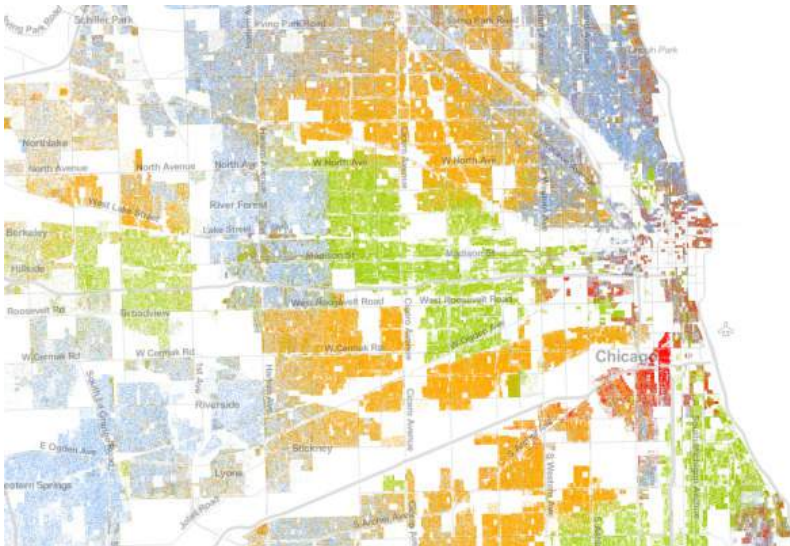
Where an American child is born is predictive of everything from educational and economic outcomes to life expectancy.

Where you live determines access to opportunity.

- **Disadvantage is concentrated** in certain neighborhoods.
- Neighborhood poverty is multigenerational and perpetuates inequality. (Sharkey, *Stuck in Place*, 2013)
- Chetty and Henderson: mobility has positive long-term effects on educational and economic outcomes (2015) When children are given access to opportunity, they thrive.

# How much does where you live matter?

## City of Chicago Racial Dot Map



## City of Chicago Life Expectancy Map



## **Past treatment drives current inequalities.**

Things that were originally explicit and intended become implicit and unintended, but continue to perpetuate unequal treatment.

**Segregation and concentrated disadvantage are the product of deliberate government policy decisions at the local, state, and federal level.**

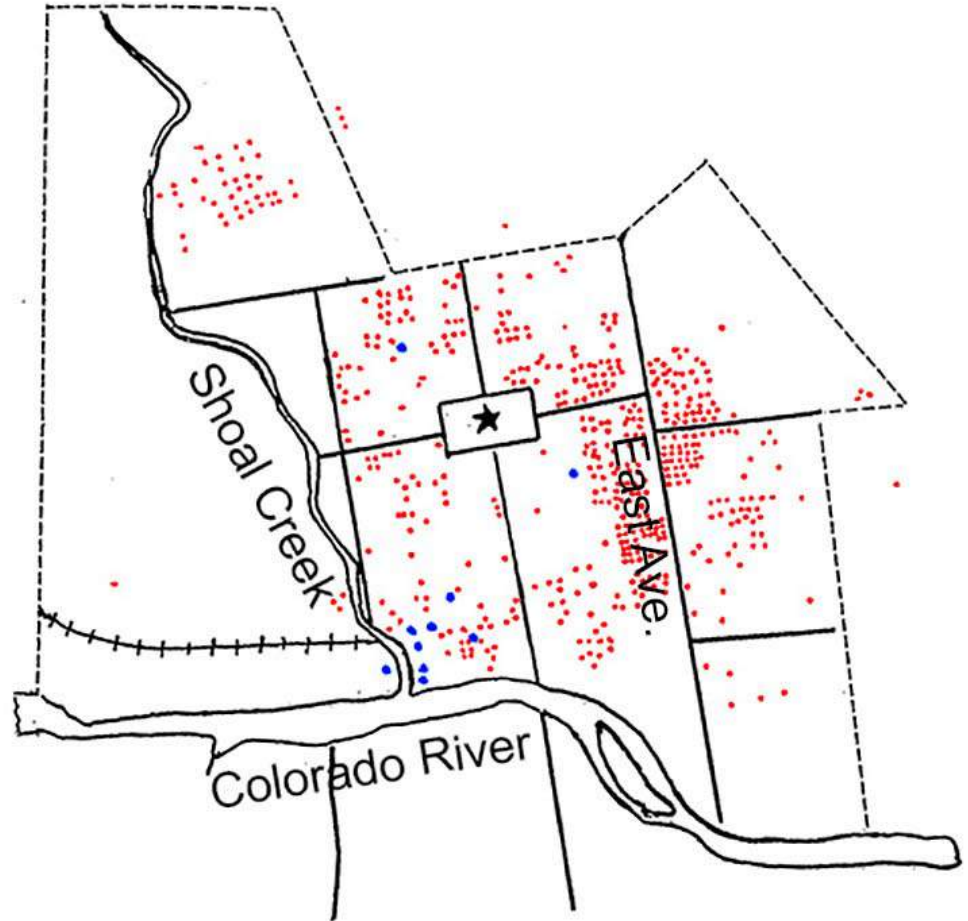


# City of Austin, 1910

red = African-  
American

blue = Hispanic

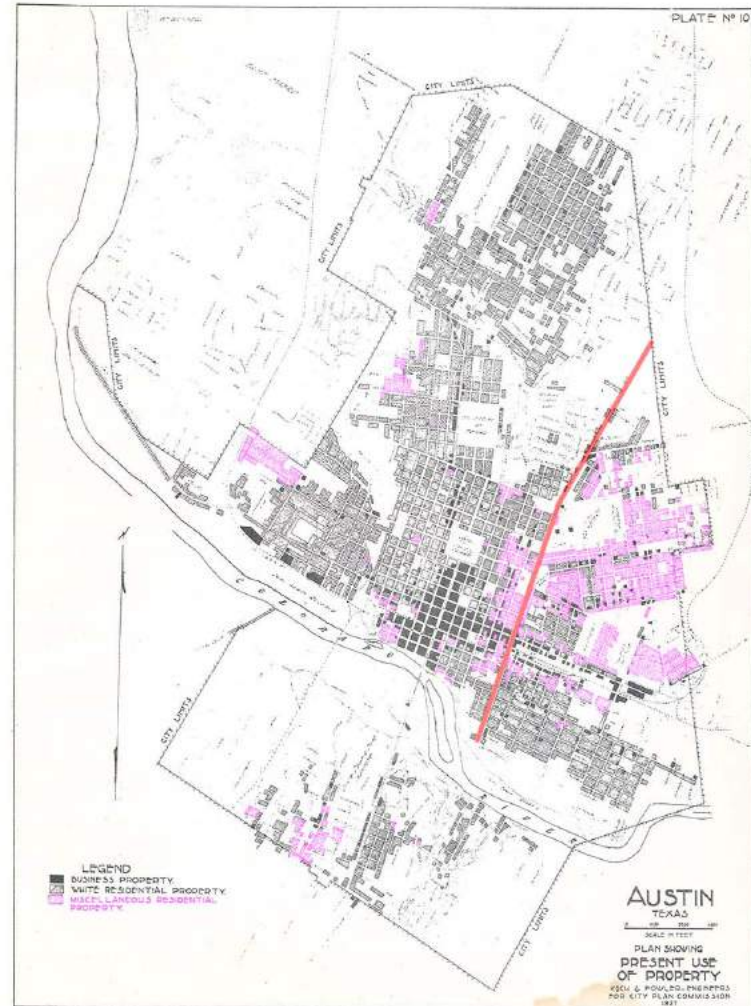
<http://projects.statesman.com/news/racial-geography/> Map from  
City of Austin Human Relations  
Committee



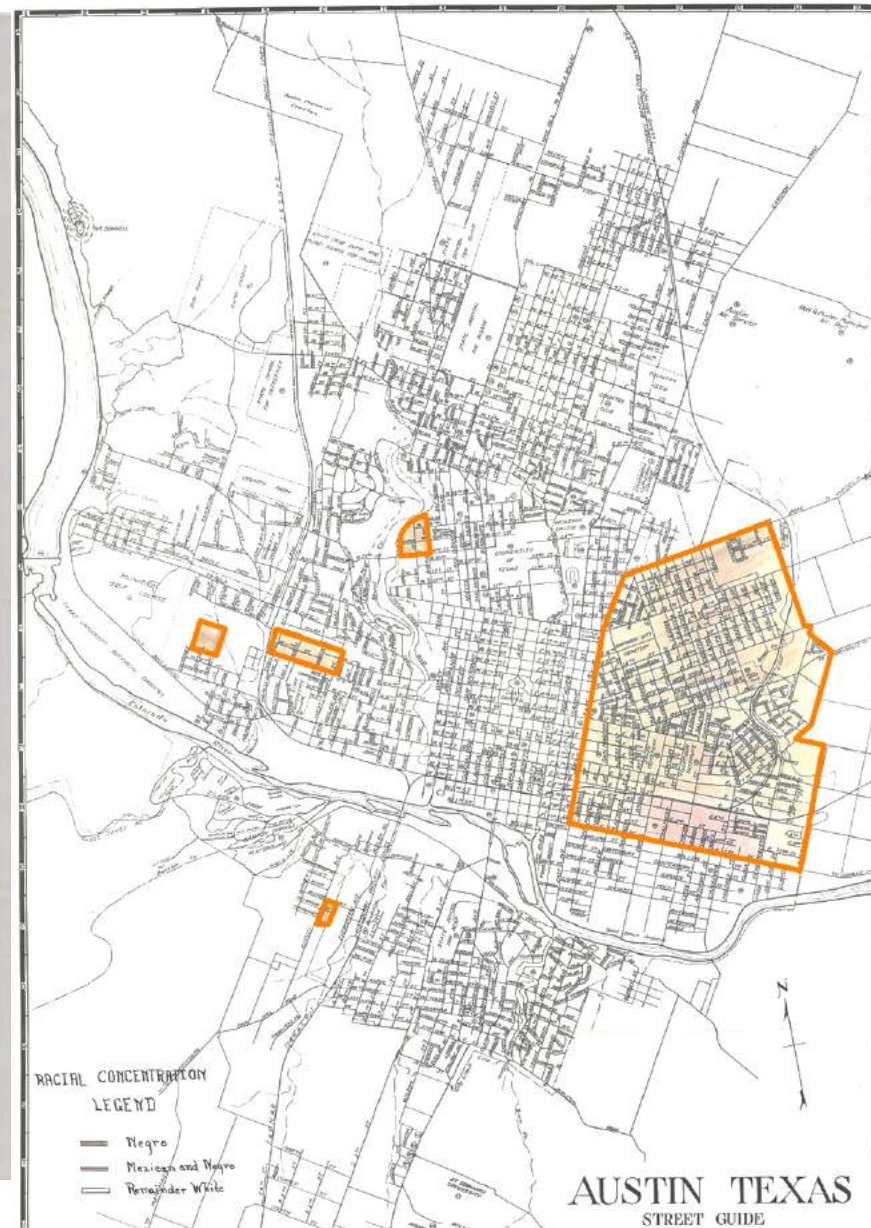
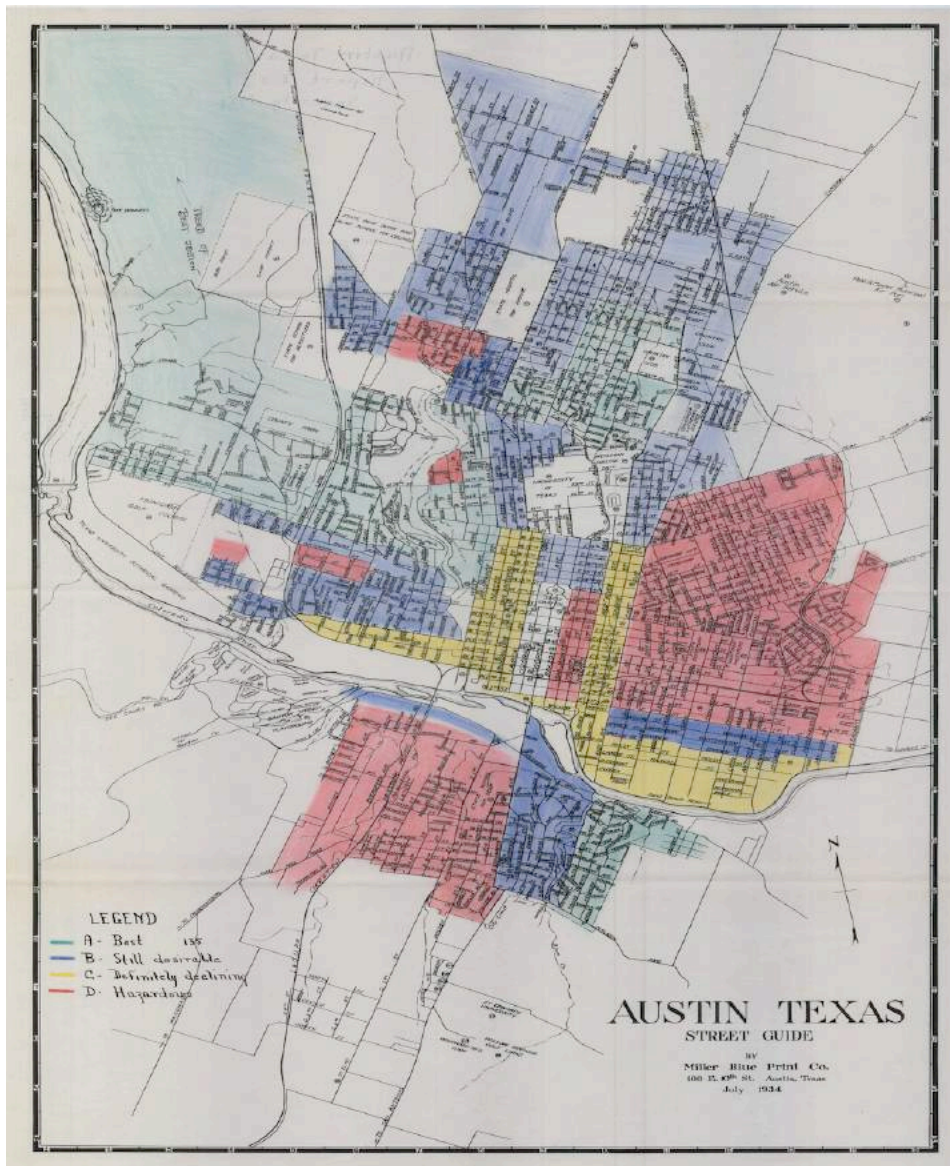
# City of Austin, 1927

purple = African-  
American

[http://projects.statesman.com/  
news/racial-geography/](http://projects.statesman.com/news/racial-geography/)



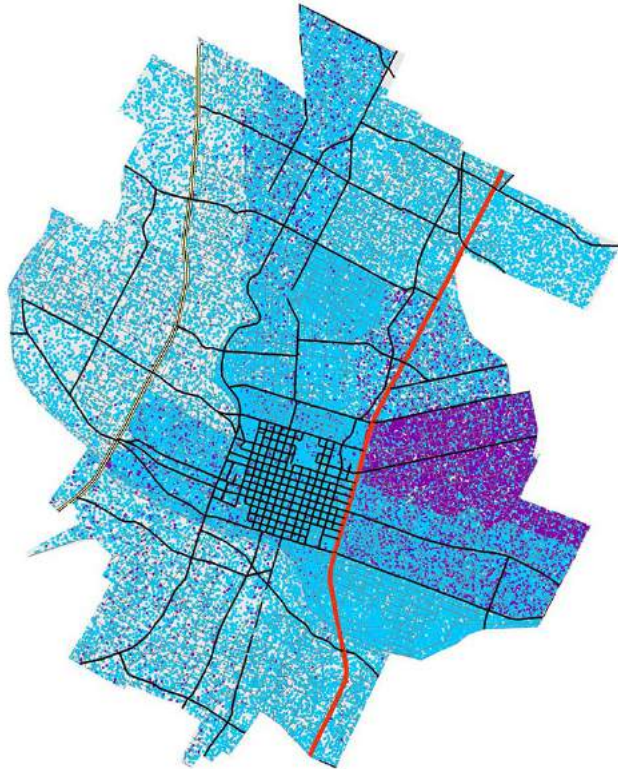
# Redlining Map of Austin (1934)



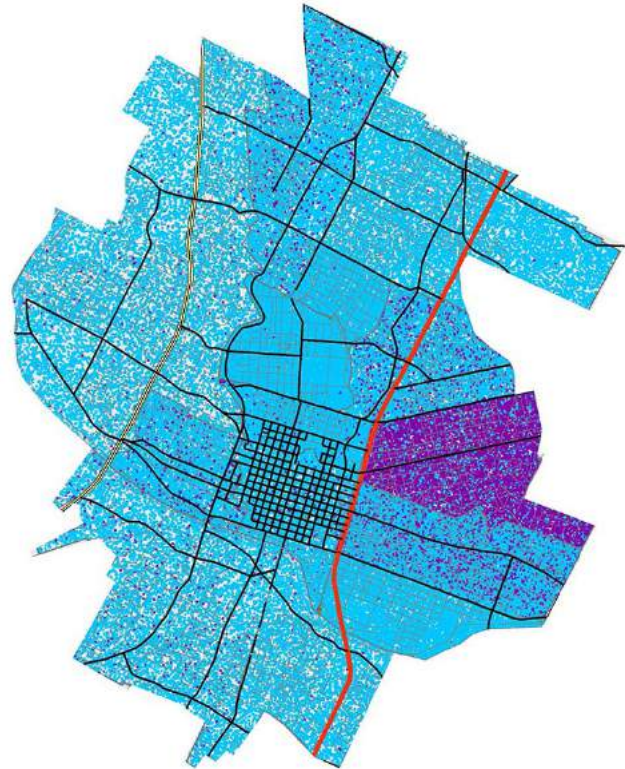
# Austin

<http://projects.statesman.com/news/racial-geography/>

**1940**



**1950**



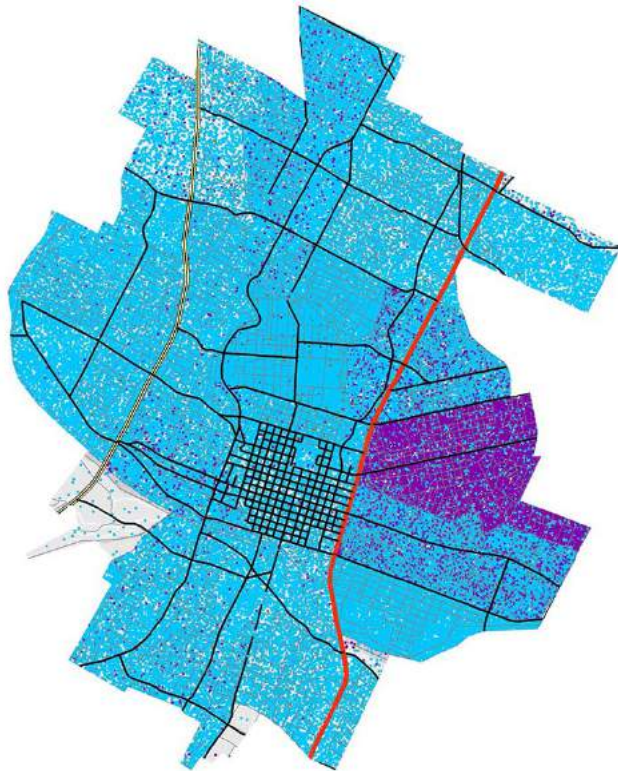
# Levittown, New York



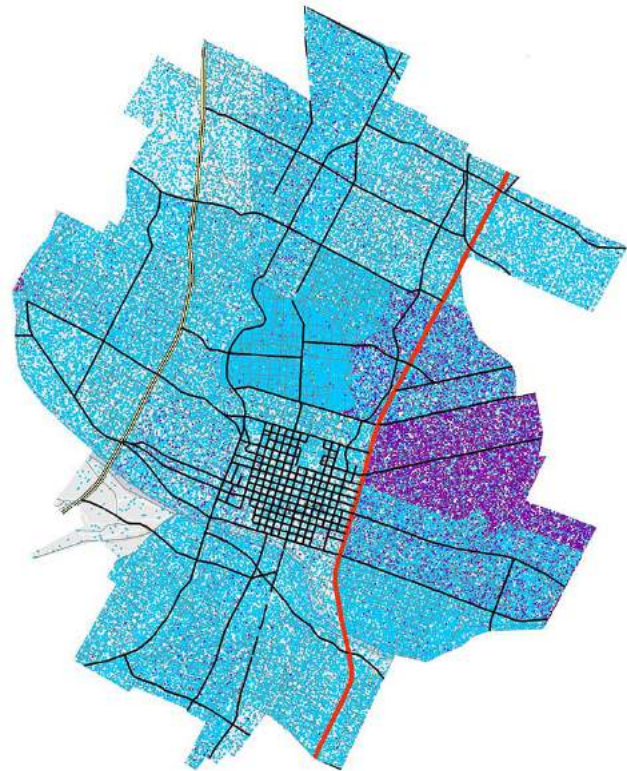
# Austin

<http://projects.statesman.com/news/racial-geography/>

**1960**



**1970**



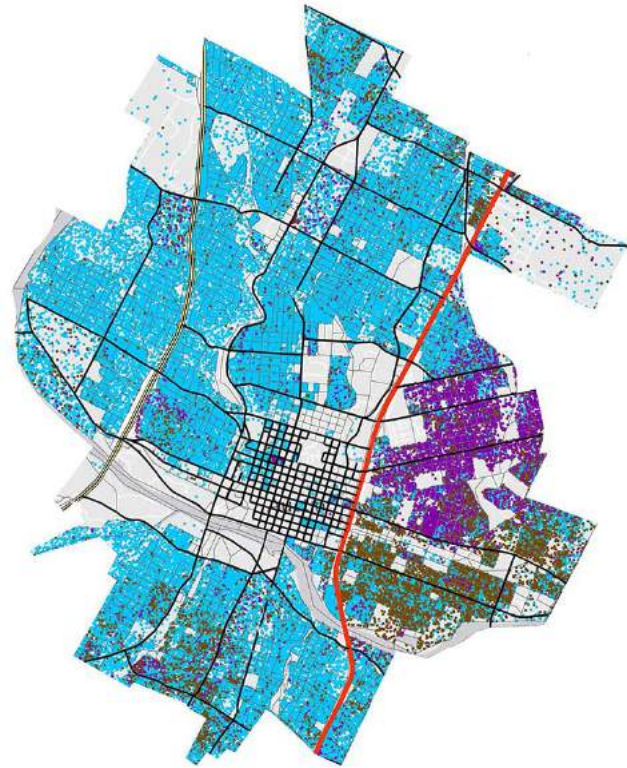
# Austin

<http://projects.statesman.com/news/racial-geography/>

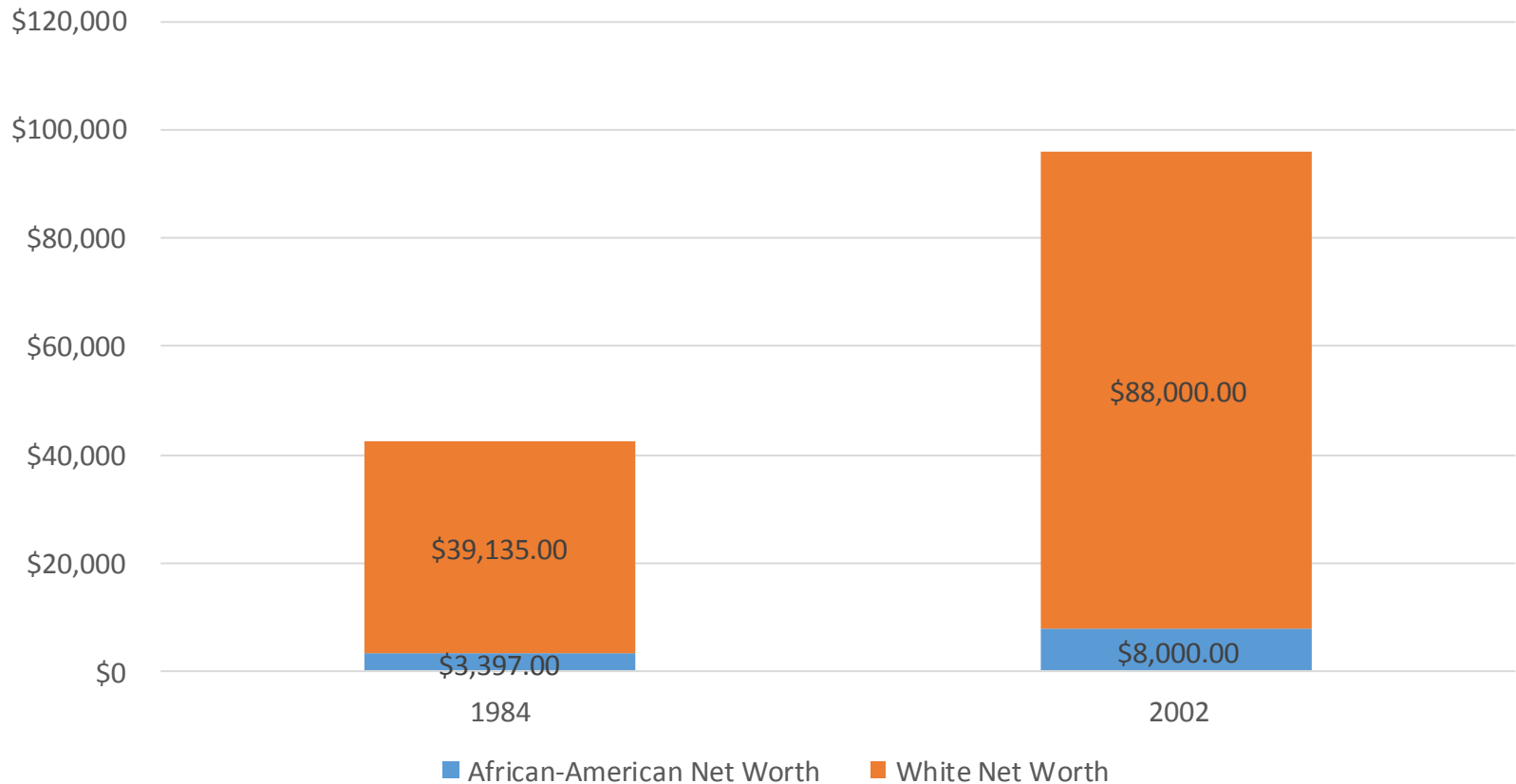
**1980**



**1990**



# Net Worth by Race



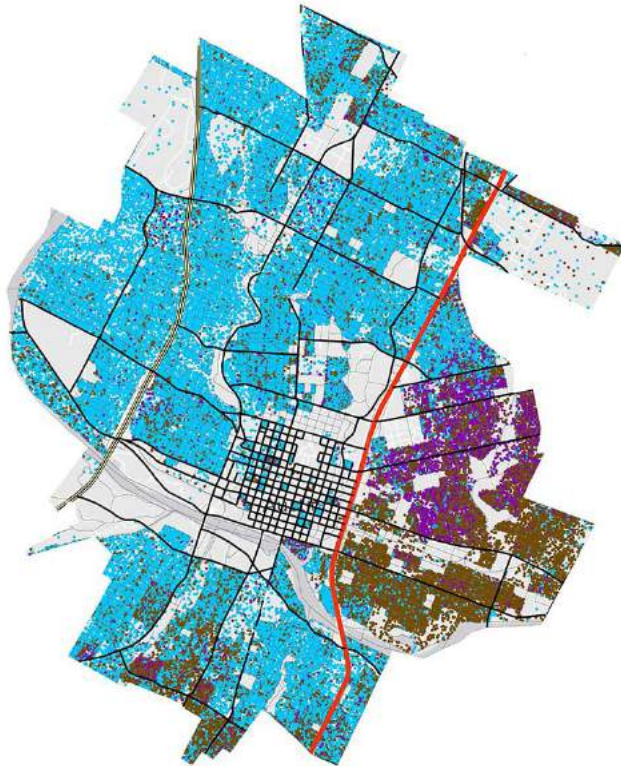
*Michael Bennett, "The Law that Worked," Educational Record, 75 (Fall 1994) pp 6.12; Ira Katznelson, When Affirmative Action Was White (2005).*



# Austin

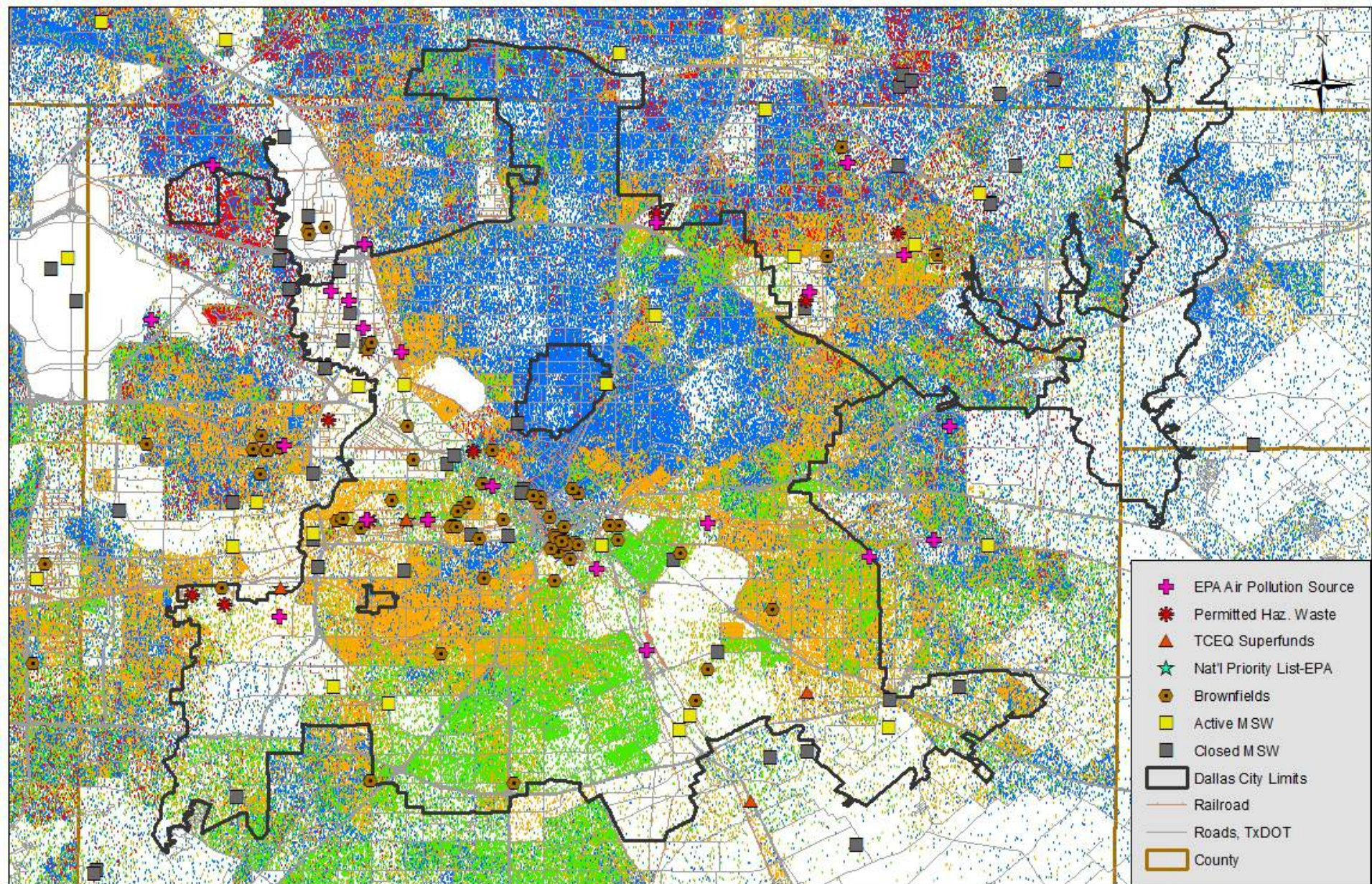
<http://projects.statesman.com/news/racial-geography/>

**2000**



**2010**





# Environmental Hazards in Dallas, Texas

Source: EPA, TCEQ, TxDOT, TNIRIS, ACS 2009-2013

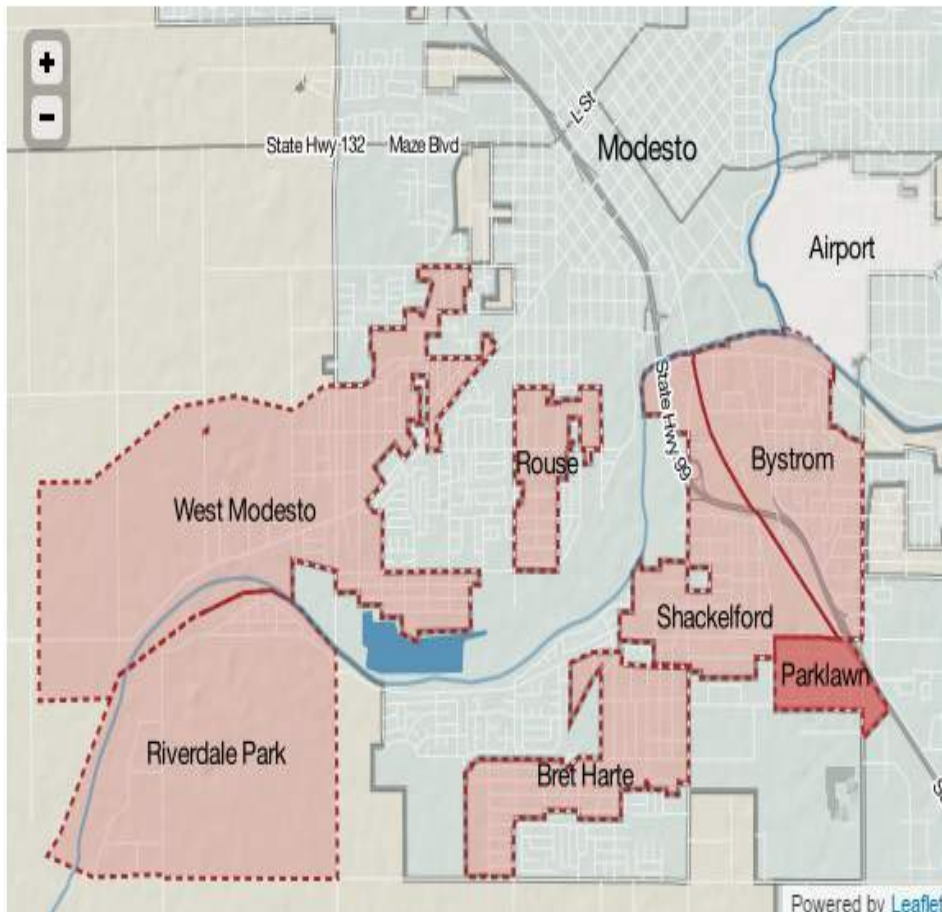


1 dot = 5 people

- African American
- White
- Hispanic/Latino
- Asian

# City of Modesto

California Watch (2012):<http://californiawatch.org/data/map-learn-more-about-4-unincorporated-communities>



## Parklawn

Parklawn is an unincorporated island near the cities of Modesto and Ceres, and it's one of at least four disenfranchised islands in Modesto. Residents rely on failing septic tanks, and although a city sewer line runs adjacent to the community, residents can't access it.

	Parklawn	Stanislaus County
Population	1,337	514,453
Hispanic or Latino	81.5%	41.9%
Median household income	\$32,902 (Local survey reports much lower: \$18,000)	\$51,094

# Racial Steering

- 2012 Allentown, PA: Testing showed that real estate agents treated white and minority home buyers differently in **73 percent** of cases, steering white buyers to the suburbs and minorities to the city, even when they each had the same job history and income.
- 2006 National Fair Housing Alliance Study of Steering: “In many cases, the study found that the **quality of a neighborhood's school district was used as a proxy for the racial composition of a neighborhood**. Agents would tell white testers to avoid majority black neighborhoods on the claim that "the schools are bad," even when those schools had high achievement records. The same agents would then market those schools to the non-white testers.”

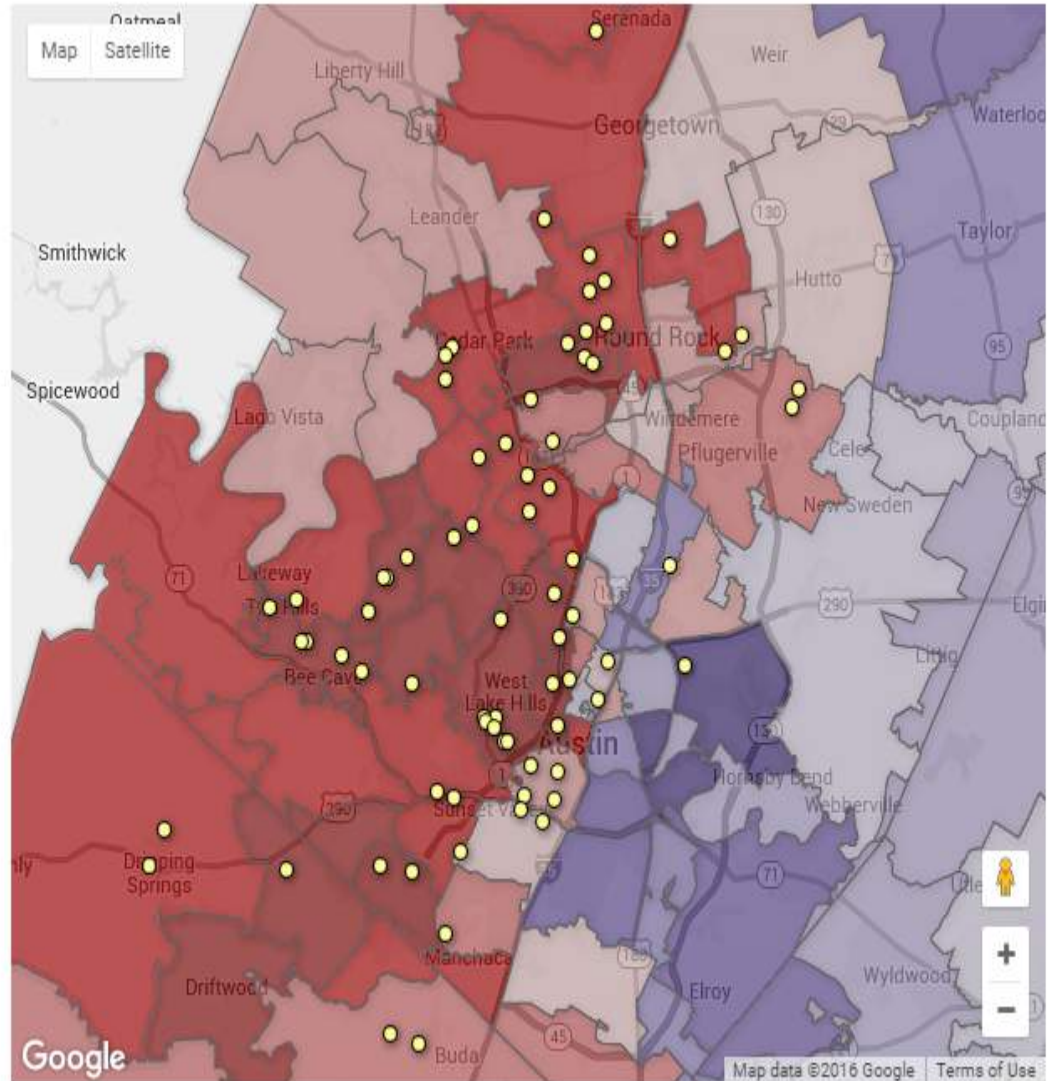
[http://articles.mcall.com/2012-06-26/news/mc-Allentown-fair-housing-sting-violations-20120625\\_1\\_home-buyers-minorities-white-buyers](http://articles.mcall.com/2012-06-26/news/mc-Allentown-fair-housing-sting-violations-20120625_1_home-buyers-minorities-white-buyers); <http://www.civilrights.org/fairhousing/laws/report-racial-steering-into-segregated-neighborhoods-most-prevalent-form-of-housing-discrimination-1.html?referrer=https://www.google.com/>

# Where are high-performing schools?

<http://www.mystatesman.com/interactive/business/income-segregation/>

## Education reinforcing income segregation

Of all the factors that predict financial success, none are more tightly linked than education. In Austin-area school districts, most of the schools rated "exemplary" in 2011 sat in the wealthier ZIP codes far west of I-35. These neighborhoods have very low percentages of economically disadvantaged students.



Source: Texas Education Agency, Charles Murray

“In the North, too, African Americans faced segregation and discrimination. Even where there were no explicit laws, *de facto* segregation, or segregation by **unwritten custom or tradition**, was a fact of life. African Americans in the North were denied housing in many neighborhoods.”

Prentice Hall's *United States History* (2010, pp. 916-917)

# Continuing Impact of Segregation

Poor housing conditions; Inadequate infrastructure and public services; Inadequate transportation; No access to employment; Food deserts; Higher Crime and Biased Policing; Exposure to Violence; Exposure to environmental hazards and undesirable land uses .....

Kids aren't the problem: the conditions they live in are the problem.

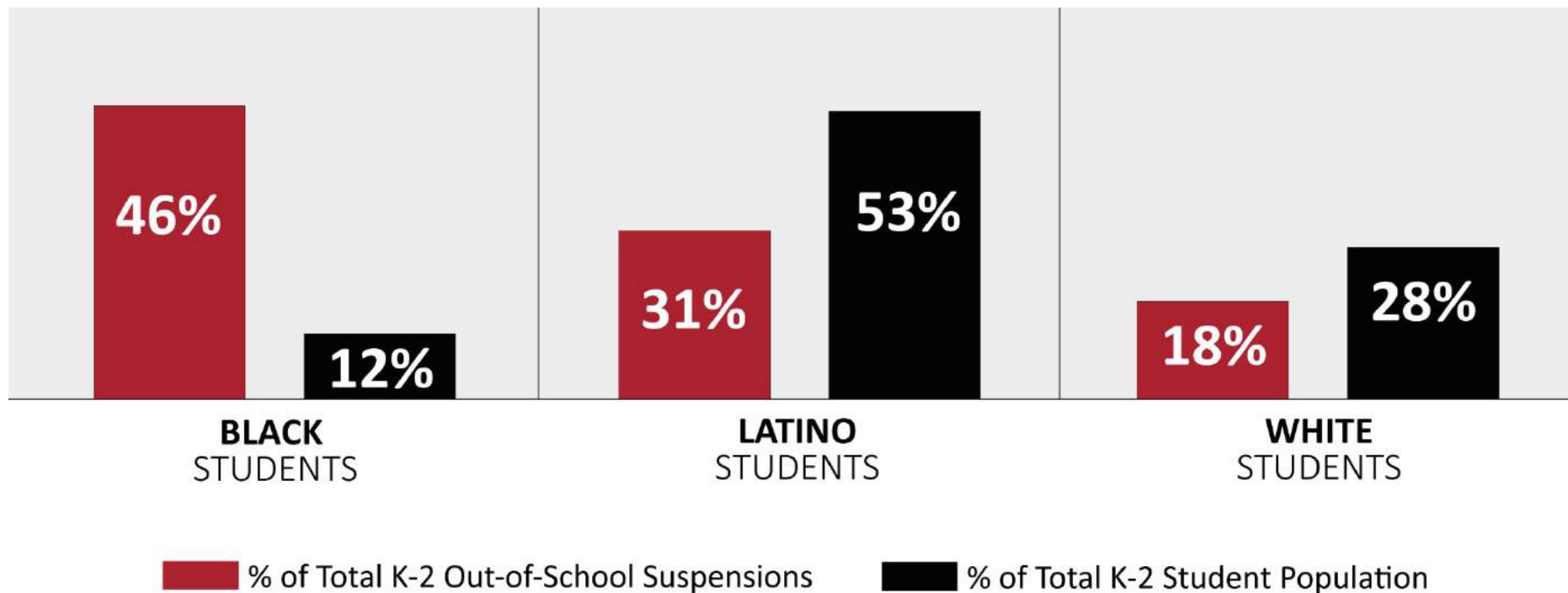
**Classroom Bias**

+

**Systemic Bias**



# Out-of-School Suspensions in Texas (2013-14)



# FACTS:

Children of color are NOT genetically or culturally predisposed to misbehaving.

They are no more likely to misbehave than their White peers.

But, they are more likely to be punished, more frequently and harshly.

# The School-to-Prison Pipeline

## How It Works

### How it Begins

- Lack of supports and evidence-based methods
- Use of exclusionary discipline
- Criminalization of children with police and school-to-court contact

### Short-term Consequences

- Missed classroom time
- Pattern of harmful discipline
- Disengagement
- Educators rely on a "quick fix," creating a culture of exclusion
- Harmful labeling

### The End.

- Grade Retention
- Drop Out
- Contact with the justice system
- Poor Academic Outcomes
- Collateral Consequences

# 6 out of 10

---

7th-12th grade students in Texas were removed from their classrooms.



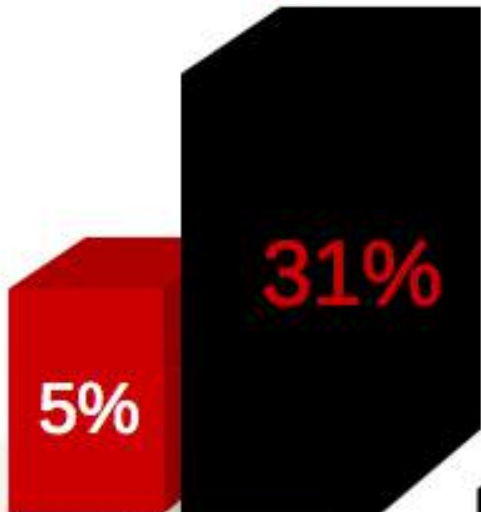
Source: The Council of State Governments

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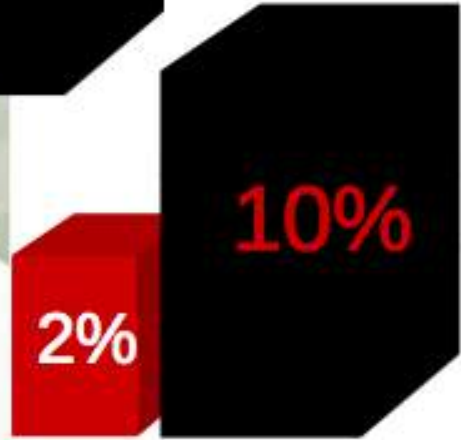
# Just one suspension or expulsion relates to:



Grade Retention



Drop Out



Contact with the Juvenile Justice System



Most classroom removals are  
*discretionary.*



ONLY 3% OF REMOVALS WERE  
REQUIRED BY STATE LAW.



**Special  
Education**



**Latino**



**African  
American**

---

**SOME STUDENTS ARE PUNISHED AND  
HARMED AT UNEQUAL RATES**

---



**Young  
Students**



**Boys & Girls**



**LGBTQ**

**HORSEPLAY**



**CLASS DISRUPTION**



**DRESS CODE**





Enrique

F

LOW EXPECTATIONS

PERCEPTIONS OF AGGRESSION

## IMPLICIT BIAS IN EDUCATION

COLORISM

BLACK ESCALATION EFFECT

# Black Walking Style



*like all people*  
^

Educators have implicit biases.

## IS MY SUBCONSCIOUS THE PROBLEM?: RACIAL BIAS IN EDUCATION



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*Recipe*

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- Consider others’ perspectives.
- Practice mindfulness.



# TOPICS TO CONSIDER

1. Identify examples of the four levels of racialization in the scenario.
2. How might you or your colleagues inadvertently be contributing to the problem?
3. Where might implicit biases play a role?
4. How can you help students (e.g., by using debiasing techniques, advising others, through more concrete solutions)?

You work at a middle school with a majority Black and Latino student population in a predominantly Black and Latino neighborhood in east Austin that is gentrifying quickly. Patrice, an African American student at your school, has started “talking back” and speaking out of turn, but she only appears to be doing this in her White teachers’ classes. You also notice that many students have been agitated in the past week, and teachers have been issuing in-school and out-of-school suspensions more frequently than usual.

One student points out to you that a number of buildings and homes in the neighborhood have been rented out for a music and technology conference that is in town. As a result, they say, there are many drunk White people roaming their neighborhoods late into the night. The students would be interested in attending some of the conference events—Drake is performing—but they cannot afford tickets. They feel scared, angry, and disconnected from their neighborhood. They believe their White teachers are part of the problem—after all, most of the conference participants are White, as are the people who have been moving into the neighborhood (replacing the students’ friends and families) over the past few years.

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# Thank You



**Web:** [TexasAppleseed.org](http://TexasAppleseed.org)



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[Facebook.com/TexasAppleseed](https://Facebook.com/TexasAppleseed)

**Texas Appleseed is also on:**



**You** The YouTube logo, a red rounded rectangle with the word "Tube" in white.