

# Uncovering Implicit Bias: Crucial Conversations in your PLC or Department Group

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# Just the facts

**Most public preschool children suspended are boys:** While boys represent 54% of preschool enrollment, they represent 78% of preschool children receiving one or more out-of-school suspensions.

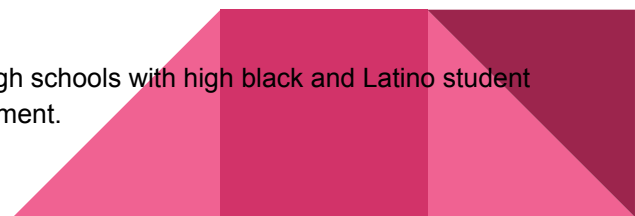
**Racial disparities in suspensions are also apparent in K-12 schools:** While 6% of all K-12 students received one or more out-of-school suspensions, the percentage is 18% for black boys; 10% for black girls; 5% for white boys; and 2% for white girls. • Black K-12 students are 3.8 times as likely to receive one or more out-of-school suspensions as white students.

**Students with disabilities in grades K-12 are disproportionately suspended from school:** Students with disabilities served by IDEA (12%) are more than twice as likely to receive one or more out-of-school suspensions as students without disabilities (5%). Students with disabilities served by IDEA represent 12% of all students, but 67% of students subject to restraint or seclusion.

**English learners, students with disabilities, and students of color are more likely to be retained or held back in high school:** Students with disabilities served by IDEA and English learners are 12% and 5% of high school student enrollment, but 22% and 11% of high school students held back or retained.

**Girls are underrepresented among students enrolled in physics, but not in calculus:** Girls represent 49% of all students nationwide and 49% of students enrolled in calculus, but 46% of students enrolled in physics.

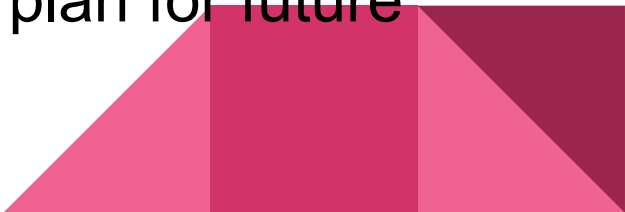
**Black and Latino students have less access to high-level math and science courses:** 71% of high schools with high black and Latino student enrollment\* offer Algebra II, compared to 84% of high schools with low black and Latino student enrollment.



# Uncovering Implicit Bias

**Purpose** to provide specific resources and strategies for opening a dialogue about bias in your learning community or department group.

**Learning Target for today:** Participants will leave with tools that will aid them in opening dialogue about equity in their spheres of responsibility and ways to plan for future actions.



# What is Bias?

What is Bias?

What is Consciousness?

Are you biased? I am! [https://www.youtube.com/watch?v=Bq\\_xYSOZrgU](https://www.youtube.com/watch?v=Bq_xYSOZrgU)



# What does it really mean to do equity work?

Final Word



# Are you biased? I am!

What are some areas of bias that you would like to address that exist in your PLC/Departments in your building?

What knowledge and/or skills should a leader possess in order to address biases that exist in school, departments, PLCs?



# Excellence Through Equity



# Equity Conversations





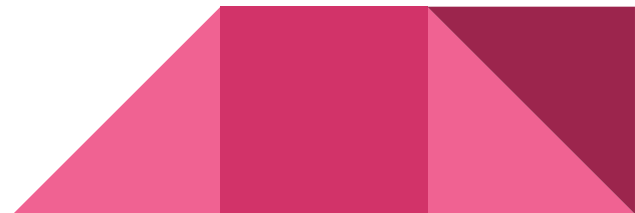
# Convening Conversations

**Breakthrough conversations lead to ways of thinking that move a team beyond barriers to successful outcomes.**

**~How do you proactively build a culture in which teachers, students and parents feel a shared commitment to fostering an equitable climate?**

**~What does an equitable climate look like and sound like to teachers, students and parents?**

**~What practices need to stop, start or continue for there to be clear evidence of equitable practices and/or use of the equity lens in decision making?**



# Reflection

**“Our job is to teach the students we have. Not the one’s we would like to have. Not the ones we used to have. Those we have right now. All of them.” Dr. Kevin Maxwell**



# Resources

Are you biased? I am! Retrieved from [https://www.youtube.com/watch?v=Bq\\_xYSOZrgU](https://www.youtube.com/watch?v=Bq_xYSOZrgU)

Blankstein, A. M., Noguera, P., & Kelly, L. (2016). Excellence through equity. Alexandria, VA: ASCD.

Colbert, K. (2016). Where discipline and racial equity intersect, *American Educator*, 39(4), 26-28.

**Convening Conversations:** Learning to work effectively and efficiently in collaborative and diverse business and educational systems. Retrieved from <http://conveningconversations.com/category/cultural-proficiency>

National School Reform Faculty. Retrieved from [www.nsrffharmony.org](http://www.nsrffharmony.org)

Paterson, J. (2017). You're biased but that's okay. Everyone is and you may be able to jettison some of it. *The Journal of College Admissions*, 233, 24-28.

The common core is an opportunity for education equity. Retrieved from <https://www.americanprogress.org>

2013-14 Civil Rights Data Collection: A first look. Retrieved from <https://www2.ed.gov>

