PROMOTING RACIAL JUSTICE IN EDUCATION

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Key Strategies

Conducting, commissioning, and communicating high-quality, nonpartisan research and analyses that are used by policymakers so that policies are improved, students learn, and society benefits.
Key Strategies

Collaborating with partners to strengthen public understanding of effective education policies and practices to support better-designed policies and better implementation of programs.
Major Areas of Work

Whole Child Education
Educator Quality
Equitable Resources and Access
Early Childhood Learning
OVERVIEW

I. Roots of Racial Inequality in Public Education
II. Current Manifestations – Research Findings
III. Recommendations for Action
IV. Policy Recommendations
V. Q&A
HISTORIC ROOTS

OF RACIAL INEQUALITY IN K-12 PUBLIC EDUCATION
THE FIRST COLORED SENATOR AND REPRESENTATIVES.
In the 41st and 42nd Congress of the United States.

New York, published by酒精 Arms, 1865.
1896
Plessy v. Ferguson

1946
Mendez v. Westminster

1947
CA Prohibits School Segregation

1954
Brown v. Board of Education

1955
Brown II

1964
Civil Rights Act

1965
Elementary and Secondary Education Act
MODERN MANIFESTATIONS

OF RACIAL INEQUALITIES IN K-12 PUBLIC EDUCATION
The Anatomy of Inequality

Inadequate understanding of learning, development, and pedagogy leads to:
• Poorly organized instruction often focused on drill & kill, low-level skills
• Exclusionary approaches to discipline
• Inability to teach in heterogeneous classes; hence tracking follows
• Inability to recognize students’ social, emotional, and academic needs
• Few tools for scaffolding learning or responding to needs

Unequal access to quality curriculum

Inequitable distribution of well-qualified educators and other vital resources

Poverty and segregation (race and socioeconomic) contribute to Unequal school resources

Historic and systemic racial discrimination in education

Implicit bias adds:
• Assumptions that students are incapable and poorly behaved
• Assumptions that families don’t care and cannot support their children
• Discriminatory treatment
• Activation of stereotype threat, undermining confidence, growth mindset, & performance
POLICY RECOMMENDATIONS

TO HELP ERADICATE RACIAL INEQUALITY IN K-12 PUBLIC EDUCATION
DIVERSE AND INCLUSIVE MAGNET SCHOOLS
ARTS MAGNET SCHOOLS
KEY FEATURES OF DIVERSE AND INCLUSIVE MAGNET SCHOOLS

• INTEGRATIVE MISSION
• INCLUSIVE ADMISSIONS PROCESSES
• FAMILY AND COMMUNITY ENGAGEMENT
• PROVISION OF FREE TRANSPORTATION
EXAMPLES OF ARTS MAGNET SCHOOLS

Waterbury Arts Magnet School

Howard Middle School Academy of Arts

Chattanooga High School Center for Creative Arts
Policies to promote diverse and inclusive magnet schools

• “Whole school” versus “in-school” programs
• Allow Interdistrict transfers to allow students from neighboring districts to attend magnets
  • Non-exclusive admissions like lotteries
  • Outreach to families
• Provision of transportation
CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS
FOSTERING CULTURALLY RESPONSIVE LEARNING

• Drawing upon prior knowledge and cultural and community contexts
• Connecting learning to real world experiences/Real-world applications
• Acknowledging cultural assets
• Promoting cross-cultural relationships
• Performance assessments
POSITIVE RELATIONSHIPS

• Fostering Identity-safe learning environments
• Eliminating social-identity threats/stereotype threats
• Supporting relationship-centered learning designs
• Fostering personalization and trust
‘Hope is justified. Time and again, Americans of all races, colors, and creeds have shown themselves to be willing to fight for equality in the schoolhouse, at the lunch counter, and on the public bus. They are proof positive that while the movement toward justice and equality is slow, it is also inexorable.”

-Rucker Johnson
Resources

• The Federal Role and School Integration: Brown’s Promise and Present Challenges
• Protecting Students’ Civil Rights: The Federal Role in School Discipline
• Preparing Teachers to Support Social and Emotional Learning
• Education and the Path to One Nation, Indivisible
• Investing in Student Success: Lessons from State School Finance Reforms
• Linda Darling-Hammond written testimony before the Committee on Education and Labor, U.S. House of Representatives, Brown at 65: A Promise Unfulfilled