

Navigating an Education System in a Polarized Social Climate

Presented At:
Regional 2 & 3 Meeting
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Presented By:
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Meet Your Presenters



Tery J. Medina – is a freelance consultant and a veteran educator with a wide range of experience. Her focus is on English as a Second Language, Special Ed., Parental/Family Engagement and equity issues. Tery came to the U.S. as a Cuban refugee. She has devoted much of her professional life to building bridges across cultural differences towards mutual respect and understanding.



Kori Hamilton Biagas
Founder of *JustEducators*
Just Educators is an education consulting firm that offers a systemic, multi-tiered approach to professional learning through an equity framework to cultivate a safe and inclusive environment where students, faculty, and staff feel supported and empowered.

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Session Objectives

- Increase understanding of education jargon
- Discuss and interpret our multidimensional lens
- Define and examine current shifts in the education climate
- Discuss and develop effective solutions that meet the diverse needs of families.

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Essential Question

How can we, leverage our position, power, and privilege to **disrupt** and **dismantle** patterns of inequity?



Adapted from Paul C. Gorski, PhD

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1) EDUCATIONESE – the jargon (gobbledygook, numbo jumbo) associated with the field of education

- It may impede efforts to communicate with families and community members.
- It is exclusive to the group or profession.
- The -ese suffix can be added to the name of any field to create a term for the language used by practitioners in that field (e.g., legalese and medicalese).

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Educationese Terms

Evidence-Based Practice	Content Competency
Practice Based Evidence	Literacy
Effective Practice	Numeracy
Differentiated Instruction	Phonological Awareness
Population Normed On	Fluency

Any other educationese terms?

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Any other terms?

- Use your “sticky notes” to post.



Video: A Tale of Two Schools



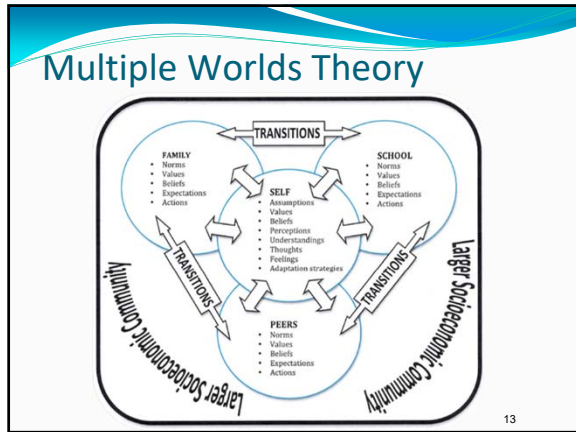
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School Community Experience

Ideal

Real

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WHAT IF...
 Abriendo Puertas/Opening Doors Releases Spanish-language Video to Support Immigrant Parents
 The video was produced in response to the requests from thousands of parents who find themselves and their children in an environment that is increasingly uncertain for immigrants.
 The video demonstrates and provides insight for parents on how to communicate with their young children on topics that are particularly difficult to tackle. It models interactions between parent and child and shows them how to respond, and comfort a child who faces the stress of bullying, and potential family separation. Using the familiar dicho "Better safe than sorry" ("Mas vale prevenir que lamentar"), it also encourages parents to develop a plan that is best for their family and how to provide for the care and well-being of their child in the event of an emergency.
 Intangible Productions and Abriendo Puertas/Opening Doors developed the video in conjunction with experts on family engagement, early childhood development and immigration policy. The video is available free of charge along with links to information and resources for immigrant parents. There are versions with subtitles in English and Spanish for bilingual and hearing impaired families.
<http://ap-od.org/resources?s=immigration>

RIGHTS CARD

To: Immigration or Other Officer
 Right now I am choosing to exercise my legal rights.

- I will remain **silent**, and I refuse to answer your questions.
- If I am detained, I have the right to contact an attorney **immediately**.
- I **refuse** to sign anything without advice from an attorney.

- Thank you.

Name of Attorney: _____
 Telephone: _____

RIGHTS CARD

Al funcionario de inmigración u otro tipo de funcionario:
 En este momento elijo ejercer mis derechos legales.

- Permaneceré en **silencio**, y me niego a responder a sus preguntas.
- Si me detienen, tendré el derecho de comunicarme con un abogado **inmediatamente**.
- **Me niego** firmar cualquier documento sin haber consultado con un abogado.

- Gracias

Nombre de Abogado: _____
 Teléfono: _____

School Culture & Climate


School culture and climate (SCC) are the personality and environment of a school community.

School Culture embodies the beliefs, relationship, and rules that influence every aspect of how a school functions (Hidden Curriculum, 2014).

School Climate is constructed through patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (National School Climate Council, 2006).

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Equitable School Climate



An **equitable school climate** refers to the quality and character of school life that fosters children's, youth's, staff's, and families' full access to: (1) emotional and physical safety; (2) high expectations for teaching and learning; (3) caring interpersonal relationships for all; and (4) multiple pathways for meaningful participation. SCC are adaptive, and in order to adequately create an equitable climate we must address adaptive factors, such as privilege and implicit bias.

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Climate of Fear

Fear is a distressing emotion aroused by impending danger, evil, pain, etc., whether the threat is real or imagined

A **climate of fear** is an environment that operates with a prevalence of fear and anxiety fueled by public discourse and relationships. This climate may affect the way people interact with one another as individuals and as democratic agents.

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IMPLICIT BIAS

DEFINITION

Implicit bias refers to the unconscious attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

CHARACTERISTICS

- Pervasive (everyone has them)
- Can reinforce explicit biases
- Do not have to align with declared beliefs
- Favorable toward in-group
- Adaptable/Changeable



The Kirwan Institute for the Study of Race and Ethnicity

“Explicit bias” refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat. When people feel threatened, they are more likely to draw group boundaries to distinguish themselves from others. Perception Institute.
<https://perception.org/research/explicit-bias/>

Micro-aggression

- It is a manifestation of implicit and sometimes explicit bias.
- It is the casual and common degradation of any marginalized group.
- A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.
- Indirect, subtle, or unintentional discrimination against members of a marginalized group.











What if...



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Supporting & Helping a Parent Understand and Have a Conversation About why "X" (program, strategy, plan, etc.) is NOT Working?

- *Be organized in his/her thinking
 - +present items/concrete examples, cite specifics: dates, times, places
- *Stick to one main point at a time
 - +behavior, homework, reading, home issues, etc.
- *Ask for specific example or examples you can understand (no Educationese, please!)

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- * Offer viable/doable suggestions – which may include the parent, siblings, home, family, friends – as well as the school –
- *Ask questions:
 - What is being done to support, supplement, enhance, the program s/he is in now?
 - How long will he be on this specific plan, group, modification, etc. then, what?

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How will you measure progress/lack of? How will you let me know & how often?

*Ask for closure to the conversation/discussion

What did you agree to do? Them to do? How often?
Communication between you & them.

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HELPFUL SITES

What works clearinghouse –
<http://ies.ed.gov/ncee/wwc/>

<http://edglossary.org/>

<http://www.specialeducationguide.com/special-education-dictionary/>

<https://www.aclu.org/know-your-rights>

<http://www.readingrockets.org/helping/target>

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Contact Information

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