



Educating & Teaching Critically Through a DEIB Lens

PRESENTED BY BRIAN WISE & TIANNA BUTLER

Welcome!



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Agenda

1. An Essential Question
2. Inclusive & Equitable Classrooms
 - Guiding Tenets
 - Developing Lessons or Activities
 - What We Should Always Ask
 - Examining For Bias
3. Examples
4. Q & A



Let's Hear From You

What would be the most important aspects of DEIB that should be embedded in the curriculum?

Turn & Talk



1. What does your school's current curriculum look like in regard to DEIB?
2. What's a curricular goal you wish to work on within your school/division/department/grade level?

DEIB Essential Question

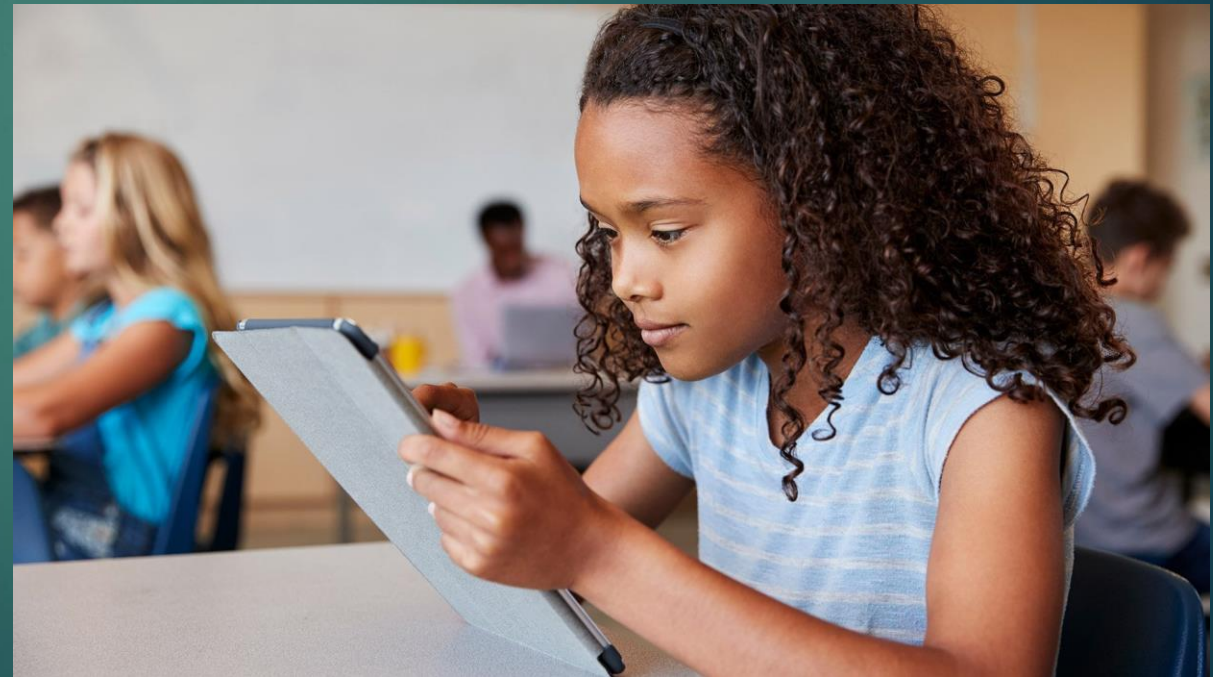
▶ Our Essential Question:

How can we educate and engage our student's utilizing language, literacy, analysis, texts, lessons and activities to teach about the world (history, geography, social studies, science etc.) through a DEIB lens with rigor and depth that challenges and empowers?

Inclusive & Equitable Classroom (Guiding Tenets)

In *Rethinking Our Classrooms - Teaching for Equity and Justice*: editor's Bigelow, Christensen, Karp, Miner and Peterson assert an ***inclusive and equitable classroom must have a curriculum and practice*** that is:

- Grounded in the lives of students
- Critical
- Multicultural, anti-racist, pro-justice
- Participatory and experiential
- Hopeful, joyful, kind and visionary
- Activist (willing to do the right thing)
- Academically rigorous
- Culturally Sensitive



Developing Lessons or Activities

▶ Any lesson or activity we use to educate should be measured against the following guidelines (adapted from *Universal Design for Learning*):

▶ **To what extent does the lesson or activity:**

1. Provide multiple means of representation- Present content in different ways to give students a variety of options for acquiring information and knowledge.
2. Provide multiple means of expression- Ensure students have a variety of ways of demonstrating what they know.
3. Provide multiple means of engagement- Create a stimulating learning environment by offering various ways for a student to engage, based on preferences and interests.

We Should Always Ask:

- What is the main idea/goal of the lesson, activity or text?
- Describe the decision/program/curriculum/practice/policy/etc. used for this lesson or activity?
 - Have/Are DEI principles reflected in the goals of the activity?
- What data/research/evidence guides the decision/program/curriculum/practice/policy/etc.?
- What is the essential question being answered?

- **Who is/(are) the main character(s)? What is the narrative?**
- **What social identities are represented (w re: to the main character or narrative) and the most relevant social/cultural identifiers?**



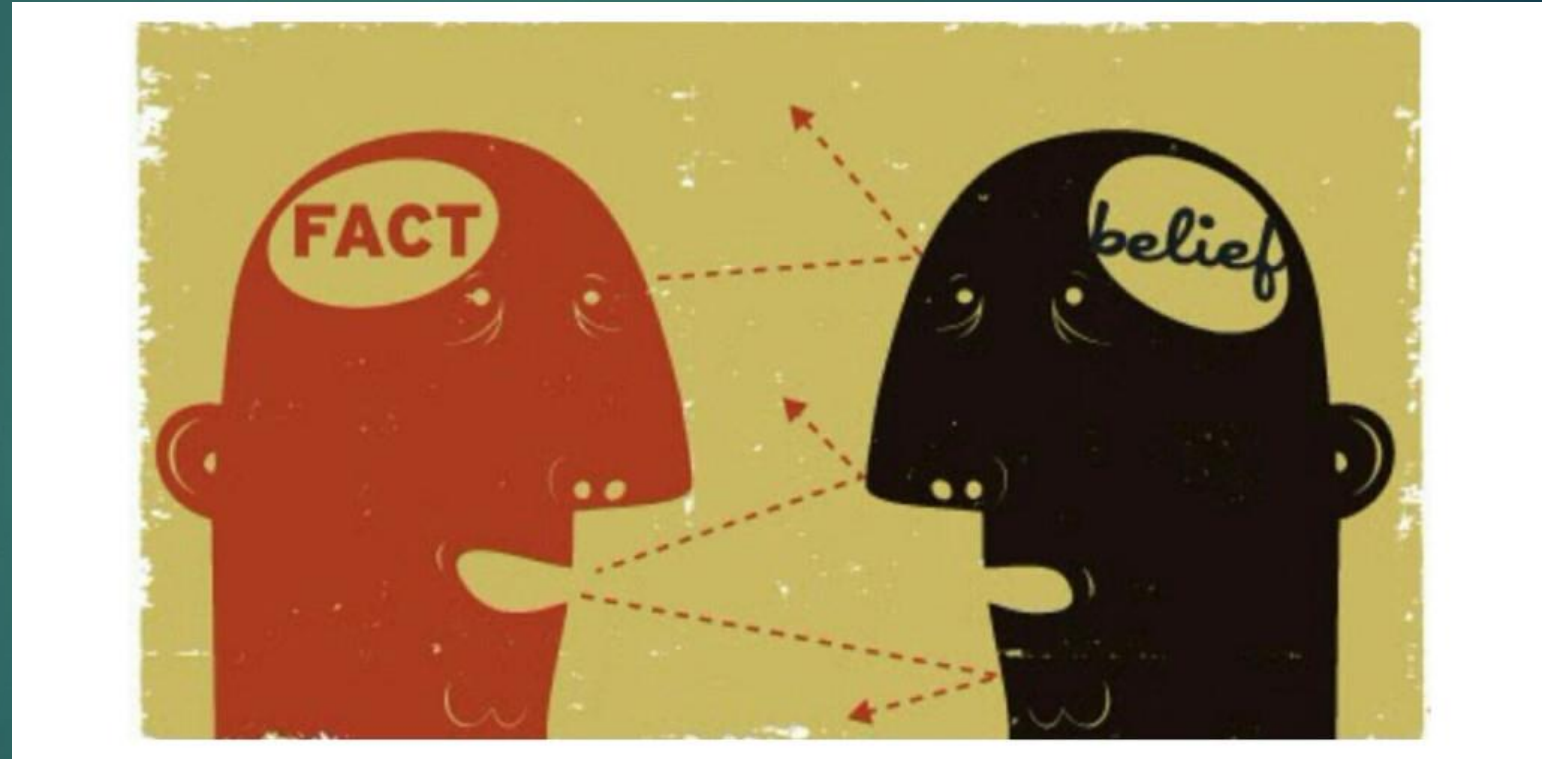
We Should Always Ask:



- Who is the narrator (voice)? Are there characters that have a different point of view than the narrator? How do you know?
- Which groups of people are represented? Which groups of people are not represented?
 - Describe the groups that will be most affected by and concerned with this decision/program/curriculum/practice/policy/etc.?
- What do you think the narrator is trying to tell you about a group of people, an individual or an institution?
- Do you agree or disagree with what the narrator is representing? Why or why not?

We Should Always Examine For Bias

- Linguistic Bias
- Stereotyping
- Invisibility
- Imbalance
- Unreality



Time to Chat & Recap!

1. What in this DEIB framework stood out to you? Why?
2. What's one area within the framework you'd like to initiate/tackle/strategize on within your division/grade level/department/team?

Lower School Example

Lower School Core Values

Social-Emotional Strands

- Self-Awareness
- Self-Management
- Social- Awareness
- Relationship Skills
- Personal Decision Making

Diversity, Equity, Inclusion, & Belonging Strands

- Empathy and Belonging
- Healthy, Complex Identities
- Respect Across Differences
- Naming Bias, Prejudice, and Stereotypes
- Taking Action



Social-Emotional Learning and Diversity, Equity, Inclusion, and Belonging (DEIB)

To fully live out our school's Mission and Affirmation of Community and serve our students, we commit to dedicating time, resources, and energy to incorporating SEL and DEIB concepts and skills into all that we do in the Lower School.

[CCDS Mission Statement](#)

[CCDS Affirmation of Community](#)

Lower School Values and Commitments

- When **we are kind**, we demonstrate empathy and create a community of belonging and we appreciate that there is more than one way of being (healthy, complex identities).
- When **we respect others**, we respect the differences and commonalities that exist between us.
- When **we are brave**, we can speak up about bias, prejudice and stereotypes and take meaningful action to impact real change.
- When **we work hard**, we can make a positive difference in our CCDS community and beyond.



Social-Emotional Strands and Concepts

Self-Awareness

- I recognize feelings as they occur.
- I have a realistic assessment of my own ability and value.
- I have developed a well-grounded sense of self-confidence.
- Key Tools: Rating scales (emotions thermometer), building feeling vocabulary, layers of feelings, hidden voices (friendly and unfriendly self-talk)

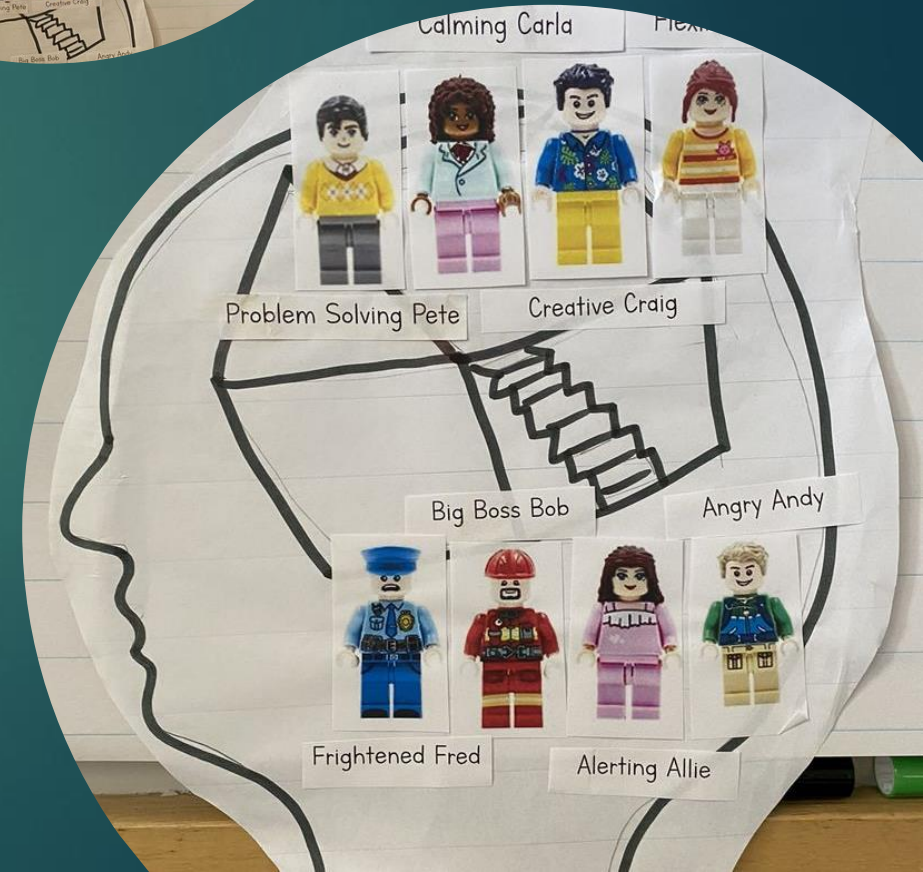
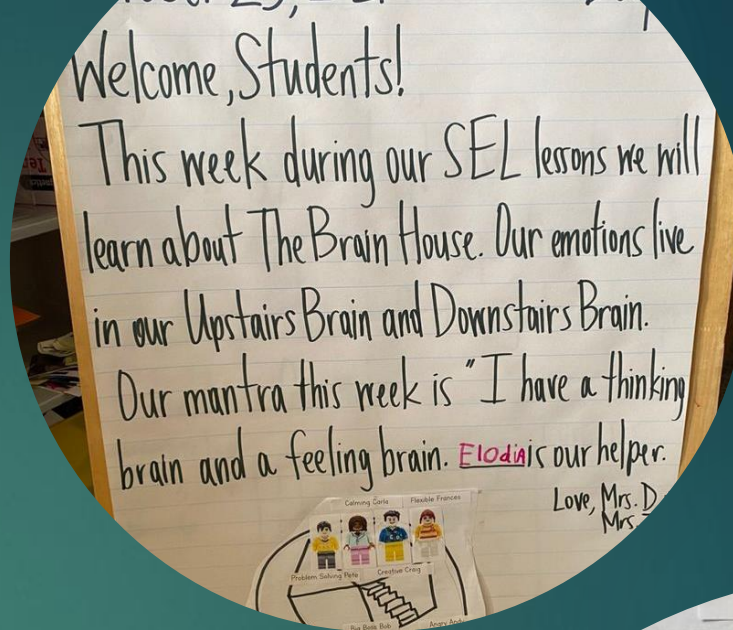
Self-Management

- I handle my emotions so they facilitate rather than interfere with the task at hand.
- I delay gratification to pursue my goals.
- I persevere in the face of setbacks.
- Key Tools: Cooling down (breathing cards), acknowledgement and validation (Name It to Tame It) knowing emotional triggers, scaling (ant/dog/elephant), relaxation, mindfulness, hidden voices (friendly and unfriendly self-talk), teaching tone, assertiveness skills, gratitude

SEL Strands

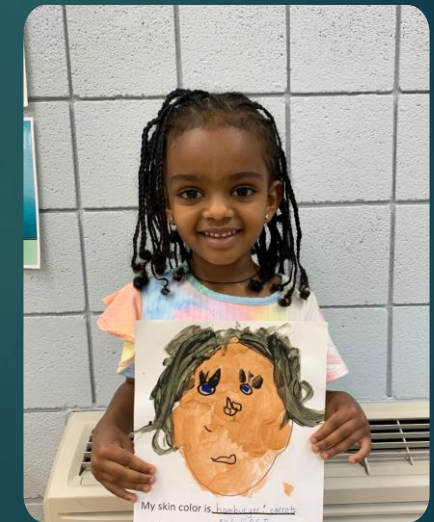
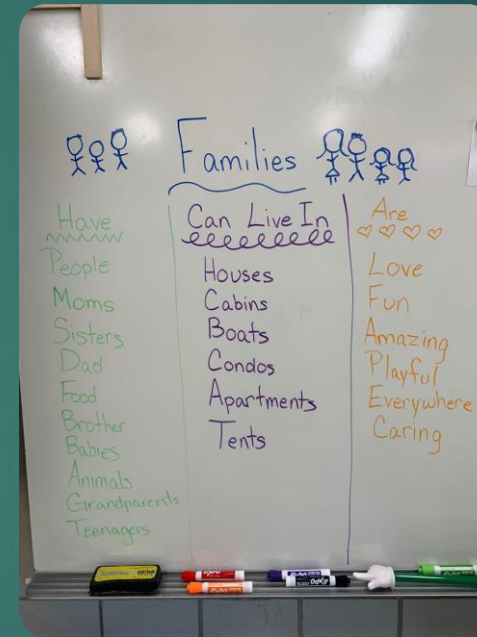
Empathy and Belonging

- I have the right to be myself and the vocabulary to express my emotions.
- I understand that every person has feelings, and their reactions may not be the same as mine.
- I know that my words and actions impact how other people feel.
- I am learning ways to show caring and respect towards others in my community.
- I can imaginatively project myself into another person's situation in order to understand their thoughts, reasoning, and emotions.



Healthy, Complex Identities

- I know what makes me a unique human being and I value each part of that.
- I have positive social identities based on my membership in multiple groups in society.
- I recognize that people's multiple identities interact and create unique and complex individuals.
- I understand that culture, family, and connections are important to my own personal and social identities and affect my unique perspective.
- I see the value of being part of a group with diverse experiences, ways of being, and perspectives.



Analyzing DEIB Texts in Lower School Classrooms

▶ Categories such as:

- ▶ Book Title
- ▶ Does the text contribute to **current** understanding of strands?
- ▶ Is the text developmentally appropriate?
- ▶ Which DEI identifiers are included (Gender, Race, Family structure, Socioeconomic Status, Religion, Ability, Age)?
- ▶ Is this text credible? It is written by an author with experience on that story?
- ▶ Are stereotypes avoided in the illustrations?
- ▶ Is the text appealing?
- ▶ Is the vocabulary appropriate and free of loaded/outdated words?

DEIB Texts Chart

BOOK TITLE	Does the Text Contribute to Current Understanding of Strands? (Include Strand)	Is the Text Developmentally Appropriate?	Which DEI Identifiers are Included? (Gender, Race, Family Structure, Socioeconomic, Religion, Ability, Age)	Is This Text Credible? It is written by an author with experience on that story?	Are Stereotypes Avoided in the Illustrations?	Is the Text Appealing?	Is the Vocabulary Appropriate and Free of Loaded/Outdated Words?
Lots of Feelings	Creating Safety and Belonging		SEL (discovering feelings)				
A Kiss Means I love You	Creating Safety and Belonging		SEL (discovering feelings) Variety of races represented in photos				
When Sophie Gets Angry	Creating Safety and Belonging		SEL (discovering feelings)				
Today I Feel Silly	Creating Safety and Belonging		SEL (discovering feelings)				mature language
Marc Just Couldn't Sleep	Creating Safety and Belonging		SEL (feeling safe), Family of color		Single black mom		
The Kissing Hand	Creating Safety and Belonging		SEL (feeling safe)				
Owl Babies	Creating Safety and Belonging		SEL (feeling safe)				
The Invisible String	Creating Safety and Belonging		SEL (feeling safe), Family Structure				
Yo! Yes!	Creating Safety and Belonging		SEL (being a friend)				
I Can Share	Creating Safety and Belonging		SEL (being a friend)				
My Friend and I	Creating Safety and Belonging		SEL (being a friend)				
Bree Finds A Friend	Creating Safety and Belonging		Representation in the book				
All the Colors of the Earth	Understanding You and Me						
Being With You This Way	Understanding You and Me		Differences in physical traits				
All the Colors We Are	Understanding You and Me						
Am I A Color Too?	Understanding You and Me		Race				color blindness
Susan Laughs	Understanding You and Me		Ability (Better books)				
We Can Do It	Understanding You and Me		Ability				
I am Latino	Understanding You and Me						
Many Ways: How Families Practice Their Beliefs and Religions	Understanding You and Me						
Marisol McDonald Doesn't Match	Understanding You and Me		Race and SEL				
My Brother Charlie	Understanding You and Me		Ability				
The Family Book	Valuing Family		Family Structure (Better books)				
Families	Valuing Family						
Mommy, Mama, and Me	Valuing Family		Family Structure				

Curriculum as Windows, Mirrors and...

“The curriculum should provide windows out into the experiences of others, as well as mirrors of the student’s own reality. In other words, schools should be spaces where kids explore the unfamiliar, but also see their own lived experiences validated and valued.”

~McIntosh & Styles

Sliding Glass Doors

- ▶ *“Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created and recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books” (1990, p. ix).*

Dr. Rudine Sims Bishop

Sims Bishop, R. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 1 (3), ix–xi.

US English Department Curriculum Inventory Guide

- ▶ Foundation: Key questions and provide Windows, Mirrors and Sliding Glass Doors
- ▶ Tool: utilized to catalog our textual choices in our English classes
- ▶ Means: to audit the perspectives we bring into the classroom.

Dr. Bishop's metaphor provides an apt comparison for English teachers. We need to strive to provide literature which provides all students with opportunities to view the world of others, to recognize how they might share perspectives with others they have not yet met, and to see themselves.

Instruction: use the following guide to help you:

- "Primary Categories of Social Identity of Author"
- "We use this book because..."
- "What identities are positively portrayed?"
- "What identities are negatively portrayed?"
- "Content concerns"

US English Department Original Audit

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	Book Title	Author	First published	Identifier(s) of Author	Original Language	Course / Grade	# of years in curriculum	Identifiers of Protagonist	Identifiers of Antagonist(s)	Identifiers of Key Characters	We use this book because...	For whom does this book function like a mirror?	For whom does this book function like a sliding glass door?	For whom does this book function like a window?	Content concerns
1	Girl with a Pearl Earring	Tracey Chevalier	1999	American Female White Hetero Pulitzer Prize Winner	English	10 summer (old)		<u>Griet</u> Dutch White Lower Class							
11	The Hate U Give	Angie Thomas	2017	American Female Black	English	10 summer	1	<u>Starr</u> American Female Black Teenager Working Class	White, Male, Police Officer White, Female, teenager (Hailey) Black, Male (King)	Male, White (Chris) Male, Black (Uncle Carlos, Maverick, Seven, Sekani) Female, Black (Kenya, Lisa, April Ofrah) Female, Asian (Maya)	Modern/Current Perspective Young Adult	African Americans Teenagers			Gun Violence Racism
12	Macbeth	William Shakespeare Cambridge School Shakespeare	1606	British Male White	English	10	4	<u>Macbeth</u> Scottish Male White Hetero Upper Class	Male (King Duncan, Macduff, Malcolm)	Female (Lady Macbeth, Lady Macduff) Male (Banquo)	themes of power, gender, perspective, decision-making, language, relationships; links to other texts;				Violence/War mental health sexism anti-semitic and racist reference(s), murder of children
13								Victor Frankenstein		Male, White, Swiss (Henry Clerval)					

Upper School English Audit

- ▶ Book
- ▶ Title Author
- ▶ First published
- ▶ Identifier(s) of Author
- ▶ Original Language
- ▶ Course / Grade
- ▶ # of years in curriculum
- ▶ Identifiers of Protagonist
- ▶ Identifiers of Antagonist(s)
- ▶ Identifiers of Key Characters
- ▶ We use this book because...
- ▶ For whom does this book function like a mirror?
- ▶ For whom does this book function like a sliding glass door?
- ▶ For whom does this book function like a window?
- ▶ Content concerns
- ▶ Notes

Original

- ▶ Book
- ▶ Title Author
- ▶ First published
- ▶ Primary Categories of Social Identity of Author
- ▶ Genre
- ▶ Original Language
- ▶ Course /
- ▶ Grade # of years in curriculum
- ▶ We use this book because...
- ▶ What identities are positively portrayed? We base these assumptions on our society's perception and understanding of privilege or lack of social status.
- ▶ What identities are negatively portrayed? We base these assumptions on our society's perception and understanding of privilege or lack of social status.
- ▶ Content concerns
- ▶ Notes

Revised

English Department Curriculum Inventory Guide

Dr. Bishop’s metaphor provides an apt comparison for English teachers. We need to strive to provide literature which provides all students with opportunities to view the world of others, to recognize how they might share perspectives with others they have not yet met, and to see themselves.

As you complete the fields of our inventory, use the following guide to help you:

- “Primary Categories of Social Identity of Author”: We use this space to identify known social identities of the author based on our understandings. In this space, we might misidentify or mislabel those categories; it is important we understand this field is a starting point for thinking of the author, not an attempt to capture absolute accuracy.
- “We use this book because...”: We use this field to describe why this specific book is necessary and valuable to our curriculum. This information should make it clear why this text, above others, needs to be in the course.
- “What identities are positively portrayed? We base these assumptions on our society’s perception and understanding of privilege or lack of social status”: We use this field to attempt to recognize how this text may offer positive portrayals (whether those be mirrors, windows, or sliding glass doors). Like the social identity of the author, we might misidentify or mislabel those identities; it is important we understand this field is a starting point for thinking of the author, not an attempt to capture absolute accuracy.

English Department Curriculum Inventory Guide, cont.

- “What identities are negatively portrayed? We base these assumptions on our society’s perception and understanding of privilege or lack of social status”: We use this field in the same way as the positive portrayal field. The focus, however, is on those portrayals which are negative and may cause trauma to students.
- “Content concerns”: This broad category extends beyond the portrayal of identities. Examples of content concerns could be graphic portrayals of sex, violence, substance abuse, etc. While the content is present, the overall benefit of the text from the “We use this text...” field should override our concerns.

Sims Bishop, R. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 1(3), ix–xi.



Q&A

FEEL FREE TO ASK US QUESTIONS

Thank You!

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