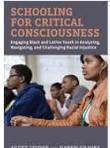


Schooling for Critical Consciousness

 Connecticut School Discipline Collaborative Webinar
June 16, 2020

Daren Graves, Simmons University
Scott Seider, Boston College

Schooling for Critical Consciousness

- Introduction to critical consciousness
- Five tools for fostering critical consciousness
- Questions, comments & feedback

Racism, Not Genetics, Explains Why Black Americans Are Dying of COVID-19

The latest overall COVID-19 mortality rate for Black Americans is 2.4 times as high as the rate for Whites and 2.2 times as high as the rate for Asians and Latinos.



Young People's Awareness of Racism

- Children of color in the U.S. as young as six years old demonstrate awareness of stereotypes about their own racial group (Bigler, Averhart, & Liben, 2003)
- 77% of African American adolescents report at least one incident of experienced discrimination within the past three months (Prelow, Danoff-Burg, Swenson, & Puigjane, 2004; Seaton, 2010).

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Culture of Achievement

- Schools need to foster Black youths' **identities of achievement** by honoring the long history of Black achievement in the face of constraints and limits



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Achievement as Resistance

- Belief that one's own achievement represents a counter-narrative and form of resistance to White supremacy --Dorinda Carter Andrews



Resilient Resistance

- A process in which students a) confront the negative portrayals and ideas about their group; b) are motivated by these negative images and ideas; and c) are driven to navigate through the educational system for themselves and for other group members --Tara Yosso

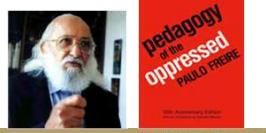


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Defining Critical Consciousness

- To recognize oppressive social forces shaping society and take action against them (Freire, 1973)
 - “Read the word in order to read the world”



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Why Critical Consciousness Matters

- Resilience/healing (Ginwright, 2010)
 - Self-esteem (Godfrey et al., 2019)
 - Political engagement (Diemer & Li, 2011)
 - Professional aspirations (Diemer & Blustein, 2006)
 - Academic engagement (O'Connor, 1997)
 - Academic achievement (Seider, Clark, & Graves, 2020)

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Dimensions of Critical Consciousness



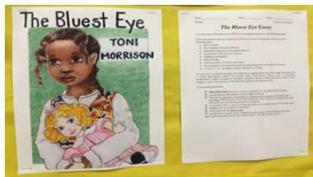
Watts, Diemer & Voight 2011

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Social Analysis

The ability to name and analyze the social, political, and economic forces that contribute to inequity and inequality.

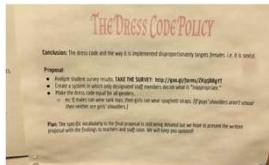


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Political Agency

The belief that one has the capacity to effect social or political change



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Social Action

A wide range of activities through which individuals seek to resist and challenge oppressive forces.



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Our Study

- Research question
 - What role can schools and educators play in fostering youth critical consciousness?
- 5 high schools
 - Civic missions
 - Diverse pedagogical approaches
- Class of 2017
 - 5 waves of surveys (335 students)
 - 4 waves of interviews (60 students, 31 faculty)
 - 335 observation days

SCHOOLING FOR CRITICAL CONSCIOUSNESS
Engaging Black and Latino Youth in Analyzing, Narrating, and Challenging Racial Injustices
SCOTT SEIDER AND DAREN GRAVES

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Key Tools for Fostering Critical Consciousness

- Introducing a framework
- Students teaching students
- Effecting school change
- Real-world assignments
- Teachers getting personal

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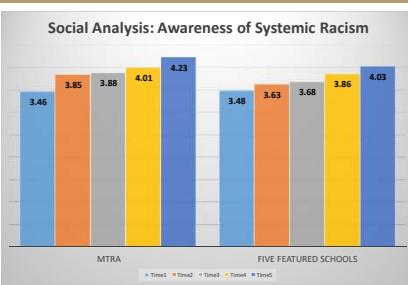
Make the Road Academy

Mission: To offer students an education that strengthens our community by equipping them to address educational and social inequities.



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Social Analysis: Awareness of Systemic Racism

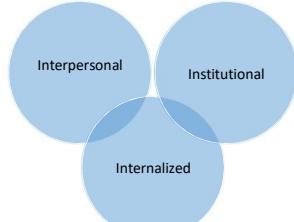


Time Point	MTRA	FIVE FEATURED SCHOOLS
Time1	3.46	3.48
Time2	3.85	3.63
Time3	3.88	3.68
Time4	4.01	3.86
Time5	4.23	4.03

Sample Item: "Prejudice and discrimination in the educational system limit the success of Black and Latino people." (5-point Likert scale)



Social Engagement @ MtRA

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Social Engagement @ MtRA



THE BLACK PANTHER PARTY FOR SELF DEFENSE THE TEN POINT PROGRAM

- 1: WE WANT freedom. We want power to determine the destiny of our Black Community.
WE BELIEVE that black people will not be free until we are able to determine our destiny.
- 2: WE WANT full employment for our people.
WE BELIEVE that the federal government is responsible and obligated to give every man employment or a guaranteed minimum income. We believe that the maximum production of goods and services will be distributed to our communities by our own organs and employ all in the people and give a high standard of living.
- 3: WE WANT an end to the robbery by the CAPITALIST of our Black Community.
WE BELIEVE that the federal government has robbed us and now we are demanding the overdue debt of forty acres and two mules for each family which were promised 100 years ago as compensation for the taking of our slaves and the robbery of our labor. We believe that the products of our land will be distributed to our communities. The Germans are now aiding the Jews in Israel for the genocide of the Jewish people. The Government of the United States is aiding the Capitalist who are robbing us. We demand the right to self-determination of over 45 million black people; therefore, we feel that this is a modest demand that we make.

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Applying the Three I's Framework

- "Like, in our city, it's a lot of Chicken Shacks everywhere. You can always find a Chicken Shack here, but if you go out to like the suburbs or something like that, you're not gonna find one nowhere around. Like you might find a Whole Foods or like a farmer's market or something like that. The options of everything is just much different, and it just seem like certain things are put where they put for a reason... Freshman year, when we was in the [Social Engagement] class, it made me think about stuff differently, and once I started thinking about it, you start putting the pieces together, and you start noticing like nothing happens just because. Like, it's all for some reason, like somebody's benefitting from everything, somebody's not benefitting from everything. It's set up this way for a certain reason."

--Michael, 12th grader, Make the Road Academy

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Applying a Framework

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Applying a Framework



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Applying a Framework & COVID-19

The latest overall COVID-19 mortality rate for Black Americans is 2.4 times as high as the rate for Whites and 2.2 times as high as the rate for Asians and Latinos.

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Key Tools for Fostering Critical Consciousness

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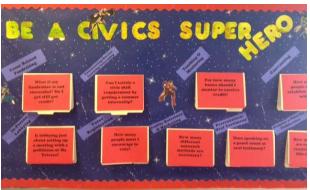


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Leadership High School

Mission: To educate socially responsible students for a life of active and engaged citizenship.



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Social Action: Commitment to Activism



Group	Time1	Time2	Time3	Time4	Time5
LEADERSHIP HS	3.1	3	3.3	3.55	3.49
FIVE FEATURED SCHOOLS	3.03	3.02	3.14	3.18	3.33

Sample Item: How likely is it now or in the future you will take part in a protest? (5-point Likert scale)

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Sociology of Change

Ganz's Theory

1. Relationships
2. Storytelling
3. Strategizing
4. Action
5. Structure



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Change the World Projects



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Change the World Projects

- “Some of the seniors had to make a Change the World project in order to graduate, and their project was like make some kind of change, with like police violence. So like, we went on basically a march, I guess. We went to a precinct. And then we just stood there with posters, some of us laid on the ground, you know. We stayed there for a while... It kind of made me feel like maybe what I’m doing may change something, you know. Maybe people are going to start seeing what we did as, you know, something important.”

--Angela, 11th grade, Leadership High School

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Change the World Projects

- “I feel like the twelfth graders are...teaching us their ways so that we’re able when we get to twelfth grade to have a Change the World project that actually means something.”

--Socorro, 9th grade

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Students Teaching Students & COVID-19

- Learning at the intersection of technological possibilities and social action

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Common Tools

- Introducing a framework
- Students teaching students
- Effecting school change**
- Real-world assignments
- Teachers getting personal



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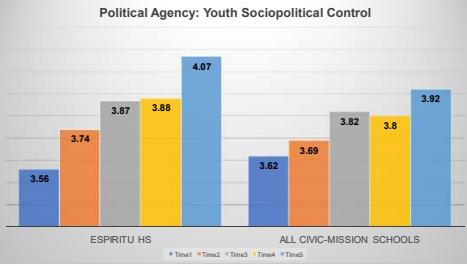
Espirito High School

Mission: For students to engage in learning and reflection about their own experiences and relationships in our community



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Political Agency: Youth Sociopolitical Control



Time Point	ESPIRITU HS	ALL CIVIC-MISSION SCHOOLS
Time1	3.56	3.62
Time2	3.74	3.69
Time3	3.87	3.82
Time4	3.88	3.8
Time5	4.07	3.92

Sample Item: My opinion is important because it could someday make a difference in my community or school.

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Effecting School Change

Electronic Device Policy

At appropriate times and with teacher permission, student use of electronic devices in class can enhance learning and create deeper connections to the curriculum. Phones, tablets, smart watches, and computers are all considered "devices." In response to the rapidly-changing world of technology.

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Effecting School Change

- “In summary,” a young man explained at the end of the twenty minute presentation, “the technology policy is outdated and incorrect, particularly in regard to tablets. So the media pass allows the use of phones and headphones at certain times. There is no media pass at lunch because this is when we need to be more social and put away electronics. And it helps us prepare for college because in college you have more freedom to decide what you want to do.”

-11th Civics Presentation to Faculty



Effecting School Change

Dear Civics Class:

First of all, congratulations on a very well-done presentation. It was a delight to see you so poised and comfortable delivering your information to the faculty yesterday. Thank you! We do find ourselves with a couple of questions which we're hoping you could respond to, largely concerning headphones.

Question 1: While you presented an article about the benefits of headphones, there are many others that indicate students achieved lower test scores with music. Did you do selective research?

Question 2: Why encourage/allow headphones usage from 3-4 PM, a time when many students are working on homework often, now, unproductively? Will this improve their efforts, or will time be spent searching for the perfect song?

...
In all honesty, you are quite convincing in your presentation, but we are sharing our concerns so that you we can continue to think about this before we implement a policy that could change the educational environment we have worked hard to create at Espiritu High School.

Thanks for your efforts!
The Espiritu Faculty



Effecting School Change

“I never really thought that schools, like, listened to [students]. But Espiritu really listens to its students. Being able to make change here, it does impact my future because I believe, like if I can make change within a small group, I can make change over a big group throughout a long period of time.”

--Jenelle 11th grade



Effecting School Change & COVID-19

- Privilege and draw upon the expertise of students and families in a moment where teaching and learning is being re-created

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Common Tools

- Introducing a framework
- Students teaching students
- Effecting school change
- **Real-world assignments**
- Teachers getting personal



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Community Academy

Mission: Develop in students the knowledge, skills and commitment to envision a better world and work to achieve it.



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Social Action: Commitment to Activism

Time Point	Community Academy	All Civic-Mission Schools
Time1	2.81	2.76
Time2	3.22	3.13
Time3	3.17	3.17
Time4	3.05	3.04
Time5	3.34	3.2

Sample Item: How likely is it now or in the future you will take part in a protest? (5-point Likert scale)

Real World Assignments




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Real World Assignments

- “I feel like it gives us a voice cause we’re writing letters to the senators and representatives, and I feel like if we send out those letters, that it would make some type of improvement to what’s happening.”

--Dana, 9th grade, Community Academy

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Real World Assignments & COVID-19

- Producing online content is “realer” than it has ever been

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Common Tools

- Introducing a framework
- Students teaching students
- Effecting school change
- Real-world assignments
- **Teachers getting personal**



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Teachers Getting Personal

- “I chose to write about the [White] classmate who told me I’d never graduate. What happened was I went up to a student and asked if I could be part of her study group. And she said ‘no, because no one thought I’d graduate.’ Imagine someone telling you that on the second day of graduate school that you’re going to fail. And there will be people who say that to you.”

Ms. Lyla Dennette, 9th English, Make the Road Academy

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Teachers Getting Personal

- Mr. Kamin, Tubman High School
 - White teacher of African American Literature course
- “He was really receptive to their ideas, and I think he’s gonna work on changing it, cause this is like the first year that the class was made, so I think the feedback was really helpful.”
--Melissa, Tubman 12th grader



Teachers Getting Personal & COVID-19

- Online learning requires teacher vulnerability to “dissolve the screen”

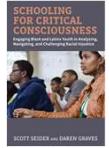


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Thank you! And let's Talk!



SCHOOLING FOR CRITICAL CONSCIOUSNESS
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SCOTT MOLLER and DAVID LAMPERT

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COVID?

- Learning at the intersection of technological possibilities and the components of the critical consciousness framework (analysis, agency, action)
- Authentic learning in the face of geographic and technological limitations. Students' communities and families can become sites of inquiry and action
- Given the limitations, maybe focus on one of the three components that seems most feasible under the circumstances.

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