



Board Special Meeting

School Board Retreat

June 3, 2017 10:00 am – 3:00 pm

Auditorium, John Stanford Center

2445 3rd Avenue South, Seattle, WA 98134

Agenda

- 10:00 am **WELCOME**
- 10:00-10:30 am **TEAM BUILDING / ICE BREAKERS**
- 10:30-12:00 pm **RACIAL EQUITY TRAINING: STEREOTYPE THREAT AND IDENTITY SAFETY**
- Introduction by Dr. Brent Jones and Dr. Kyle Kinoshita
 - Presentation by Dr. Stephanie Fryberg, Associate Professor, UW
- 12:00-12:30 pm **BREAK & LUNCH**
- 12:30-1:00 pm **BOARD COMMUNITY ENGAGEMENT GOAL REPORTS**
- 1:00-2:00 pm **STRATEGIC PLAN: PLANNING PROCESS OPTIONS**
- 2:00-3:00 pm **EQUITY IN HIGHLY CAPABLE PROGRAMS**
- Introduction by Board President Sue Peters
 - Presentation by Austina De Bonte, President, Northwest Gifted Child Association
- 3:00 pm **ADJOURN**

Start times for each topic are estimated. Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda.



Seattle Public Schools



Photos by Susie Fitzhugh

Board Retreat

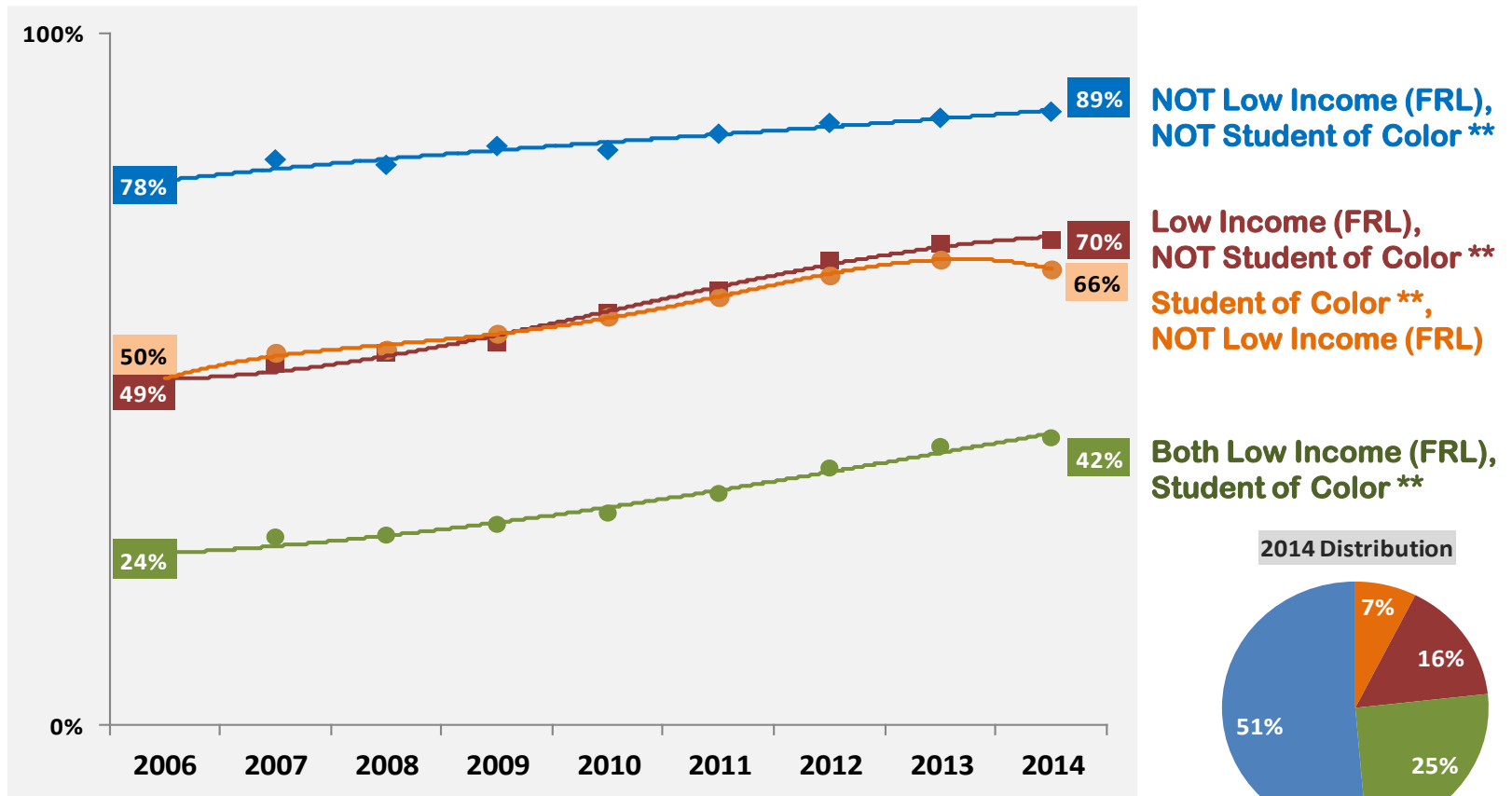
June 3, 2017

Our learning focus for today

- Setting context for today's learning and connections to Superintendent SMART Goal #2, Eliminating the Opportunity Gap—Dr. Brent Jones
- Setting context for identity safety: Stereotype threat—a factor disabling learning for many students of color—Dr. Kyle Kinoshita
- Identity safety in the classroom—Dr. Stephanie Fryberg

How does the impact of income and race compare?

Percent Meeting Standard in Mathematics (Grades 3-8 Combined)



** Includes historically underserved students of color: African American, Hispanic/Latino, Native American, and Pacific Islander students.
Every Student. Every Classroom. Every Day.

The literature on failure or success of students of color




Learning environments

What are some of the factors for **failure**?

- Depersonalized school environment
- Stereotype threat, “people who look like me are failures”, images of success exclusively white
- Individualistic, competitive cultural norms
- Intelligence, ability are fixed and immutable
- Devaluing of diverse cultural and communication patterns
- Discipline practices alienating students of color
- ✨ Disconnect between families and schools

Learning environments

What are some of the factors for **success**?

- Relationships based on warmth AND high expectations—
“warm demander”
- Identity safety—images of success that “look like me”
- Cooperative, collaborative norms
- Growth mindset—intelligence and ability impacted by effort
- Respect for diverse cultural and communication patterns
- Discipline based on learning and relationship building
-  Connections with families and schools

Learning environments

School factors that fail students of color	School factors that succeed with students of color
Depersonalized school environment	Relationships based on warmth AND high expectations—"warm demander"
Stereotype threat, "people who look like me are failures", images of success exclusively white	Identity safety—images of success that "look like me"
Individualistic, competitive cultural norms	Cooperative, collaborative norms
Intelligence, ability are fixed and immutable	Growth mindset—intelligence and ability impacted by effort
Devaluing of diverse cultural and communication patterns	Respect for diverse cultural and communication patterns
Discipline practices alienating students of color	Discipline based on learning and relationship building
Disconnect between families and schools	Connections with families and schools

How does “stereotype threat” play a role in disabling the learning of many students of color?

Racial identity is also connected to cultural identity

Identity is composed of many things—what is relevant to today's learning:

- Identification with a racial group
- Often coupled with a cultural identity

A common racial and cultural identity is a result of, among other things:

- A historically common set of cultural characteristics, reinforced and maintained by membership in a group
- A common history of status in society, such as an oppressed status and a segregated existence.

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- Besides a racial identity, everyone has a culture and a cultural *identity* governing the way they *think* and *act*.
 - “Culture, as it turns out, is the way that every brain makes sense of the world. That is why everyone, regardless of race or ethnicity, has a culture. Think of culture as software for the brain’s hardware. The brain uses cultural information to turn everyday happenings into meaningful events” Zaretta Hammond
 - Surface culture: Food, traditions, music
 - Deep culture: Beliefs and behavior about relationships with individuals, family, institutions, what it means to be truly successful

Everyone brings their racial and cultural identity to the classroom

The question is:

- Is the classroom a *safe place* for kids' ethnic and cultural identity? Is it accepted and honored? Acknowledged? Treated like an asset?
- Or does the identity experience *threat*? Is it treated as a deficit? Demeaned? Ignored?

What happens to an identity under threat?

- *“Stereotype threat refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group”* ([Steele & Aronson, 1995](#))
- What is stereotype threat?
How does it impact learning? Claude Steele



Long term effects of stereotype threat

Reduced:

- Effort
- Self-control
- Aspirations
- Creativity
- Memory
- Lowered expectations
- Decreased performance

Increased:

- Anxiety
- Feeling of rejection
- Disengagement
- Self-handicapping
- Physiological effects
 - Cortisol production