TeachingWorks

UNIVERSITY *of* MICHIGAN SCHOOL *of* EDUCATION

2016-17 TeachingWorks Streaming Seminar Series

Inside Teaching: A Powerful Force for Equity

Building respectful relationships with students

Featuring:
Tyrone C. Howard
Associate Dean for Equity, Diversity & Inclusion
Graduate School of Education and Information Studies'
University of California, Los Angeles

Thank you for your patience.
The session will begin at 4:10 p.m.

Email questions to twseminar@umich.edu
#twseminar

Relationships & Learning

Tyrone C. Howard, Ph.D
University of California, Los Angeles

Teaching That Works
University of Michigan
January 24, 2017

My Research
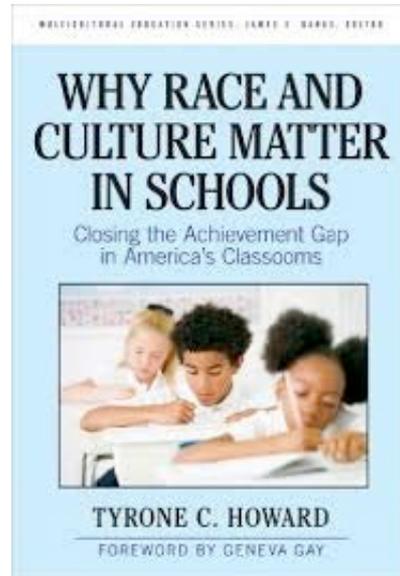
- The importance of race and racism in school practices

- Examining racial micro-aggressions and implicit bias

- Preparing teachers for working in urban schools & communities

- Understanding the complexity of culture

- Developing deep knowledge of cultural knowledge and ways of knowing, doing, thinking & acting

21st Century Teacher Education Model

Emphasis On:

- Grade Point Average

- Passages of Standardized Tests

- Commitment to "urban communities"

- Knowledge of the Profession

Disconnect Occurring in Teacher Preparation & Teacher Practices

- Pre-service teachers exposed to more theory than ever before

- Pre-service teachers are assessed more now than ever. (Accountability)

- State benchmarks for pre-service teachers continue to be refined, expanded, debated & politicized

- Yet, more teachers continue to leave (high need) schools at high rates

Percentages of Grade 4 Students Scoring At or Above the "Proficient" Range on the NAEP Reading Test, 2014
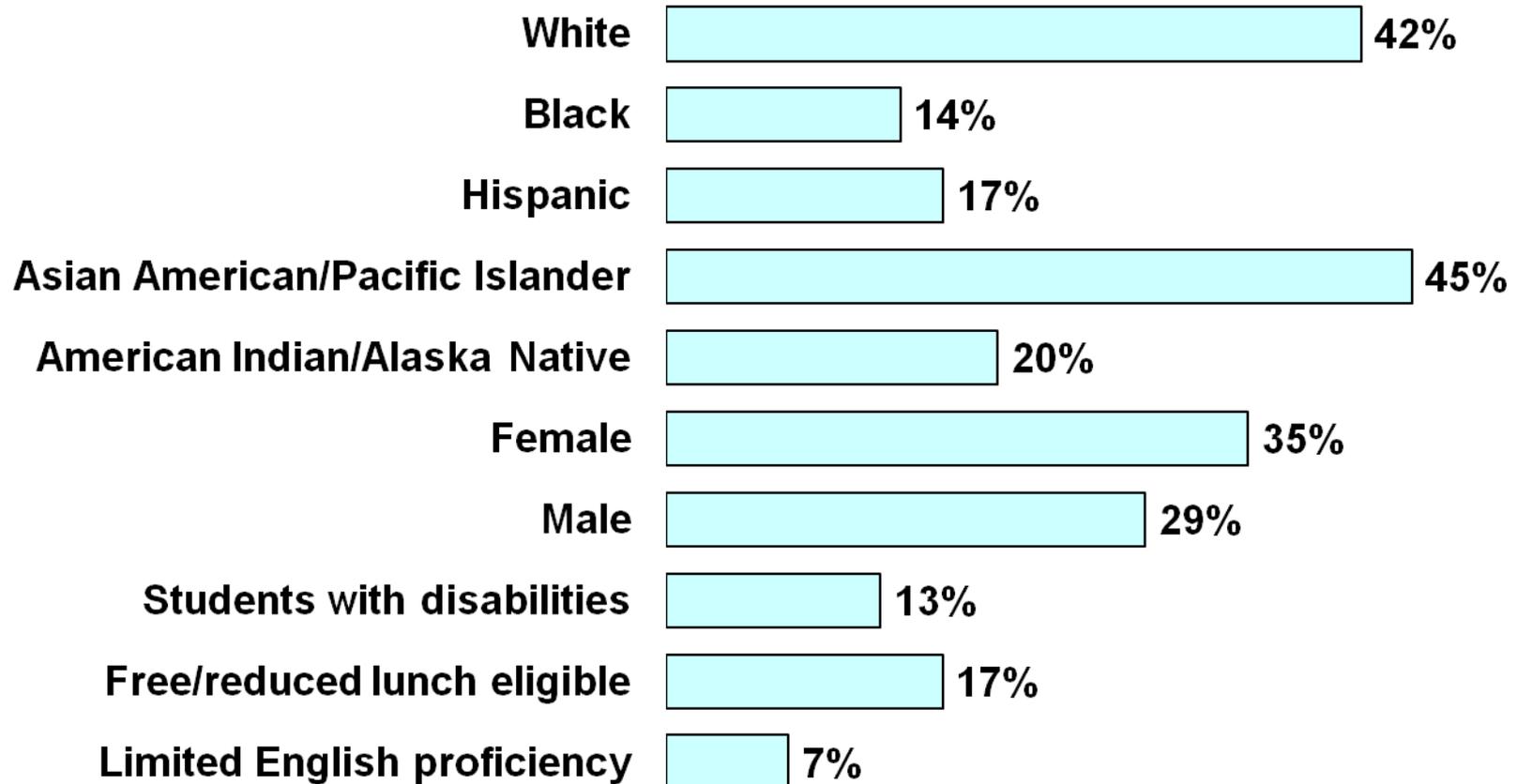
Group	Percentage
White	42%
Black	14%
Hispanic	17%
Asian American/Pacific Islander	45%
American Indian/Alaska Native	20%
Female	35%
Male	29%
Students with disabilities	13%
Free/reduced lunch eligible	17%
Limited English proficiency	7%

Ann Arbor, MI Schools

(US Office of Civil Rights, 2015)

Compared to overall enrollment, what is the race/ethnicity of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions?

District Enrollment
n=16,658

0.5%
14.7%
14.4%
55.1%
6.6%
0.0%
8.7%

Am Ind/AK Nat 0.5%   Asian 14.7%
Black 14.4%   Hispanic 6.6%
Nat HI/Pac Isl 0.0%   Two or More 8.7%
White 55.1%

In-School Suspensions
n=105

0.0%
3.8%
37.1%
30.5%
13.3%
15.2%

Am Ind/AK Nat 0.0%   Asian 3.8%
Black 30.5%   Hispanic 15.2%
Nat HI/Pac Isl 0.0%   Two or More 13.3%
White 37.1%

Out-of-School Suspensions
n=496

0.4%
5.6%
33.7%
43.8%
9.5%
0.0%
7.1%

Am Ind/AK Nat 0.4%   Asian 5.6%
Black 43.8%   Hispanic 7.1%
Nat HI/Pac Isl 0.0%   Two or More 9.5%
White 33.7%
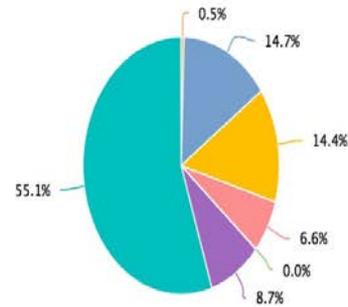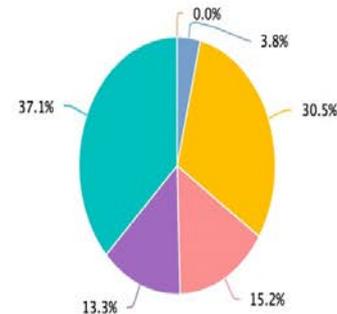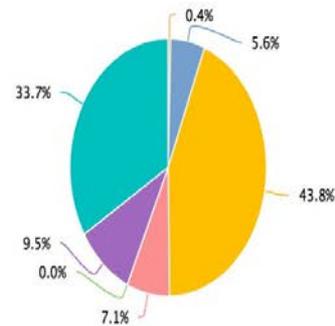
Expulsions

No Students Reported

* Section 504 Only discipline data is not available by race/ethnicity. Number of Section 504 Only students disciplined: In-School Suspensions=6, Out of School Suspensions=0, Expulsions=0

Relationships matter

- Social neuroscience research reveals that our need to connect to other people *is equally as essential as food and shelter*

- Humans need to connect is the primary driver behind behavior

- Each of us spends 10,000 hours learning to make sense of people and groups by the time we are 10 years old

Social

Why Our Brains Are
Wired to Connect

Matthew D. Lieberman
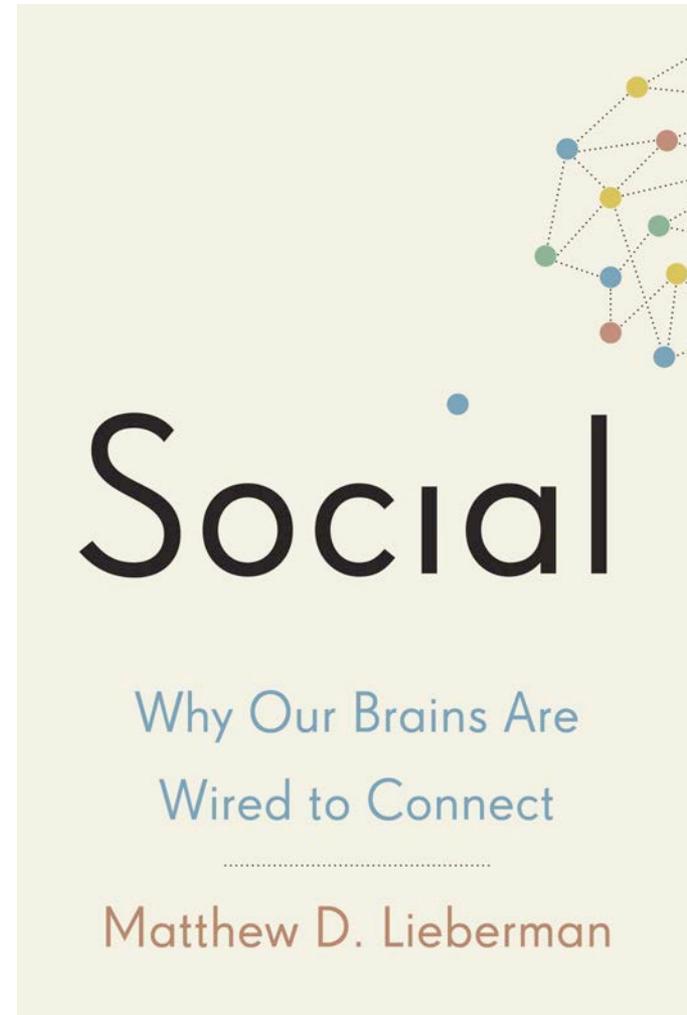
Understanding Cognitive Science

- Neuroscientists studies show that the **brain is a social organ.** The brain develops within the context of **attachment relationships**. Relationships influence neuroplasticity which connects the brains capacity to change, comprehend, think & learn (Cozolino, 2013)

THE HUMAN CONNECTION
HOW GOOD CREATIVE MAKES PEOPLE CARE
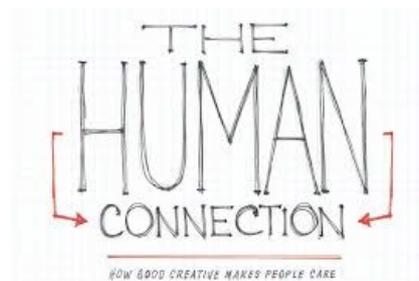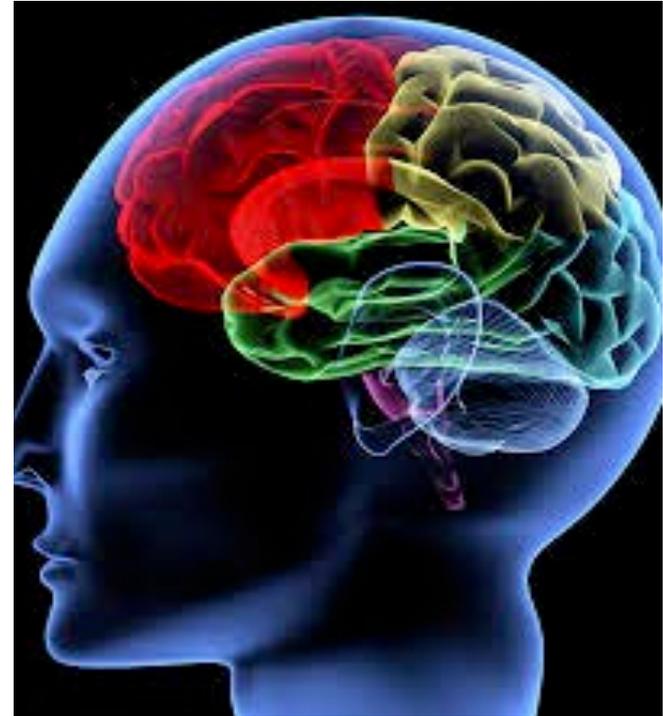
Adolescents & "Disruptive" Behavior

- All children are born with fundamental needs for **human connection**, autonomy, attunement, attention, security, **safety & love**.

- Children with a history of positive care giving are able to **regulate their emotions and behaviors in a functional manner** that allows them to adjust to changing environmental expectations.

- **Disruptive behavior is typically a labeled as "bad choices" or "intentional defiance." In many instances such behavior is a call for human connectedness.**

THE CHALLENGE:
DISPARITIES IN SCHOOL DISCIPLINE

- Suspension rates for preschool children are uneven and unacceptable across the country.

- Black students represent 18 percent of preschool enrollment **but 42 percent of students suspended once**, and 48 percent of students suspended more than once.

- Latino students **are 22 percent of pre-school population** but are 35% of students suspended once
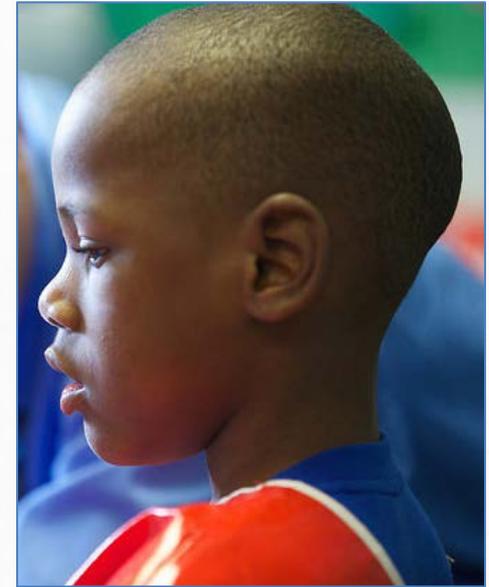
Juvenile Injustice

- Approximately **55,000** youth are incarcerated in the US annually

- Black & Latino boys are 16% of all youth in the US, ***but 65% of incarcerated youth***.

BURNING DOWN
THE HOUSE
THE END OF JUVENILE PRISON
NELL BERNSTEIN

- United States is ground zero for youth incarceration

- Casey Foundation, 2014, Children's Defense Fund, 2013

Default: Pedagogy of Pathology
(Deficit Discourse, Howard, 2016)

Students' Home → Students' Culture → Students' Lacking Motivation → Students' poor academic skills
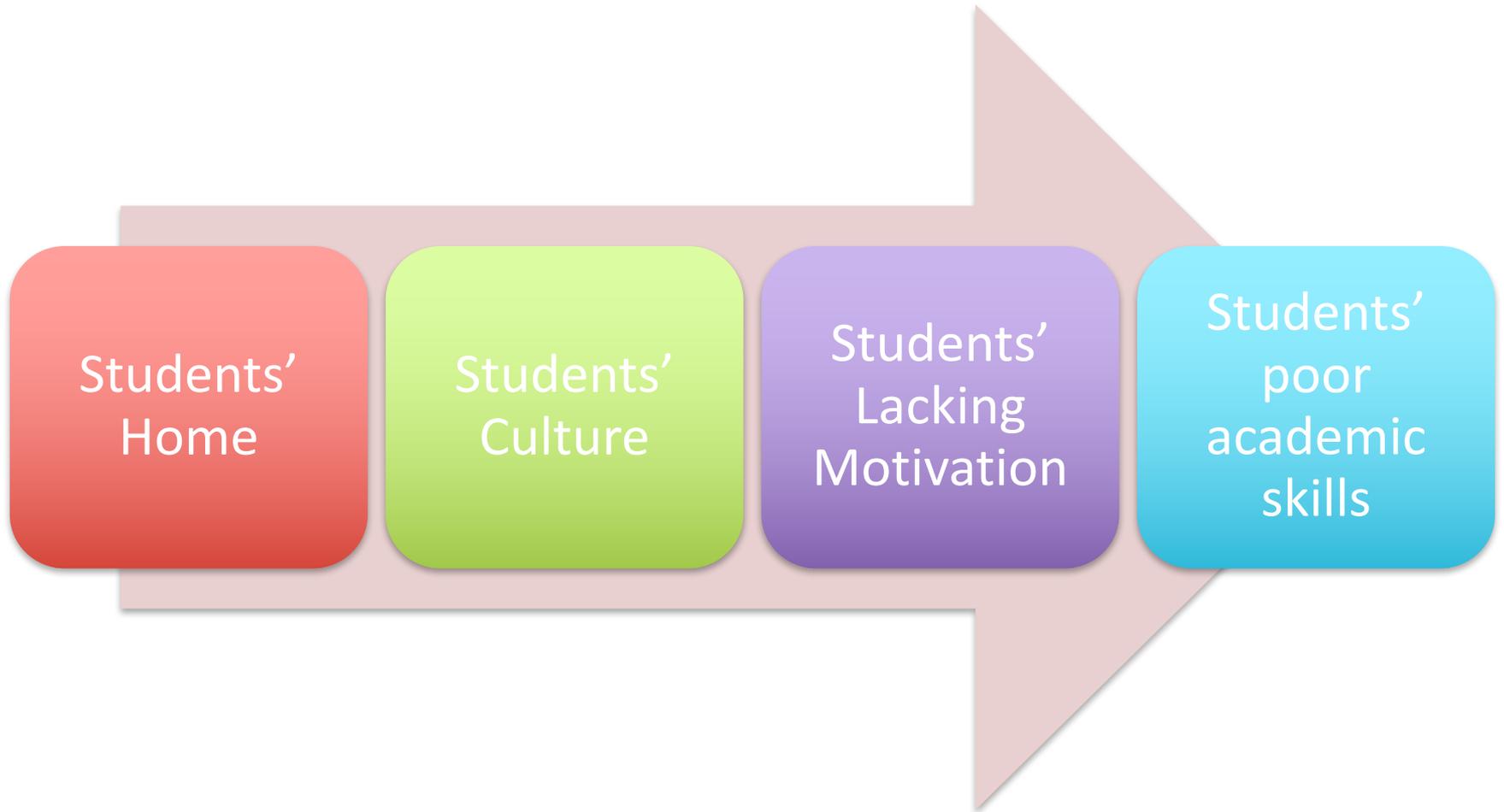
Pedagogy of Connectedness

A pedagogy connectedness is steeped in a non-judgmental, and critical understanding and circumstances that profoundly influences young people's lives that inform relationships. This pedagogical project is also steeped in a knowledge of *the role of trauma* on students, and how it affects living and learning. This approach seeks to disrupt trauma through healing, wellness, & caring based approaches to relationships & teaching

Relationships matter

Relationship Science & Being Human
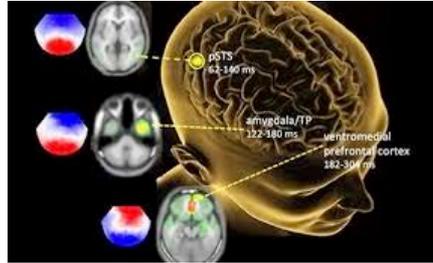
- The relationships we have within cultures, the repeating patterns of communication we have the link us together in families, communities, and societies—*actually shape the structure and function of the brain*

- Human connection brings complex values to our lives: *relationships give us a sense of belonging in the group*, a sense of identity in contrast to others in that group, an almost therapeutic-support system, and reason not to feel lonely (Klem & Connell, 2004)

- We learn from others' experiences and insight, and we learn together by pursuing new experiences alongside those we befriend. And on a very basic level, therapy involves this principle as well.

Relationships & Learning enhance schooling experiences.

- Students who feel connected to school are
  - ✓ More likely to attend school
  - ✓ More likely to stay in school longer
  - ✓ More likely to have higher grades and test scores
  - ✓ Less likely to be suspended/expelled

- Students with feelings of closeness with their teacher have been shown to
  - ✓ Work harder in school
  - ✓ Spend more time on homework
  - ✓ Receive better grades
  - ✓ Have more confidence in their academic abilities

Allensworth, 2007, Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Curby, Rimm-Kaufman, & Ponitz, 2009; Ewing & Taylor, 2009; Hamre & Pianta, 2001; Rudasill, Reio, Stipanovic, & Taylor, 2010

Research

Model

Individual Strategies

Organizational Strategies

Reframing of What Teachers Need to Know

Honesty & Consistency

Knowing Students' Lives

Trust

Teacher-Student Relationships

Socio-Emotional Knowledge
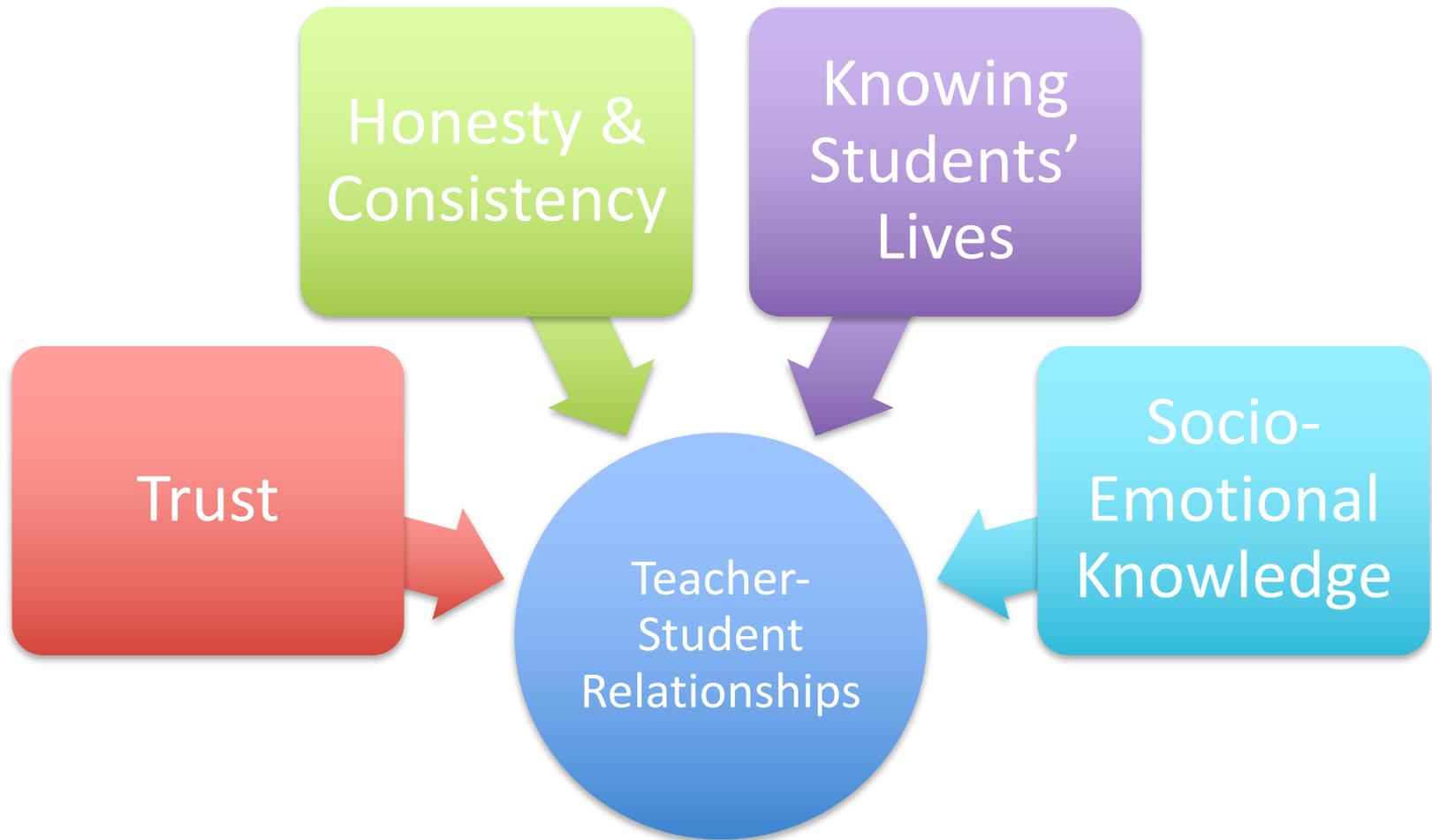
Addressing the needs for relatedness, affiliation, approval, and achievement
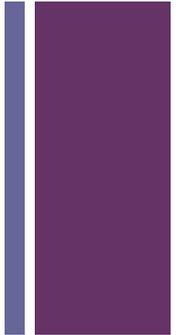
- **Foster healthy teacher-student relationships**
  - Take a student to lunch.
  - Get involved in the mentoring program.
  - Attend extra-curricular events.

- **Show interest in their lives**.
  - Ask about a student's day – and then listen.
  - Query about their families.
  - Share of self.
  - Acknowledge them.
  - Create opportunities for success to build competence and confidence

- **Allow students to communicate with their peers.**
  - Discussion with a partner
  - Cooperative learning
  - Skits
  - Peer-evaluation

- Inform students what material will be evaluated on a test; i.e. tell them specifically what to learn.

- **Challenge students.**

Q: How do we address this in teacher education?

Relationship building is predicated on an authentic and sustained level of engagement of knowing students, their lives, their challenges and circumstances in all their totality

School Experiences Which Contribute to Healthy Relationships & Academic Achievement

Protection

- Connection
- Safety
- Positive Interactions w/adults & peers
- Caring Interactions
- Academic Challenges
- Academic Support
- Academic Engagement
- Positive Role Modeling
- Social Emotional Learning
- Positive Behavioral Supports
- Access to Needed Services And Supports

Culturally Embedded Pedagogies

- ***Culturally relevant pedagogy*** seeks to attain academic success without compromising cultural knowledge (Ladson-Billings, 1994, 2004)

- ***Funds of knowledge*** builds on culturally situated norms to enhance learning (Moll, 2004)

- ***Culturally responsive pedagogy*** recognizes importance of cultural referents (Gay, 2010, 2010)

- **Cultural mod*eling*** based on learning and engaging cultural data sets (Lee, 2007)

- ***Reality pedagogy*** (Emdin, 2014) students meet teachers own their own social, cultural and emotional turf.

- ***Culturally sustaining pedagogy*** "seeks to perpetuate, foster & sustain students' linguistic, literate and cultural pluralism" (Paris, 2015; p.193)

Trauma Matters!

Trauma is the emotional, psychological and physiological *residue left over* *from heightened stress that accompanies experience of threat, violence and life changing events*

Source: Australian Childhood Foundation, *Making Space for Learning: Trauma Informed Practice in Schools,* 2010, www.childhood.org.au

Trauma typically has a significant and long lasting affect on cognitive development, socio-emotional development & overall learning

Source: American Academy of Child and Adolescent Psychiatry, <www.aacap.org>

Types of Trauma

Informed Practice Guide, Provincial MH& Practice Counsel, May 2013

- ***Single incident trauma***: unexpected & overwhelming event
- ***Complex or repetitive trauma***; ongoing & normalized
- ***Developmental trauma***: exposure to early life trauma
- ***Intergenerational trauma***: Effects from living with trauma survivors
- ***Historical trauma***: massive group trauma; experiences of immigrants, refugees, historically marginalized populations

The Trauma of Racism

- Family's experience of the trauma of racism (immigration)
- Children observing disrespect toward their parents/peers/language & culture
- Peers engaging in hurtful race talk
- Students feel like being treated differently in classroom because of their race
- The wider discourse about a particular group

Colorblind

- This ideology is rooted in a belief that in order to end racial prejudice and discrimination that **we don't see people's color, and that we just see them as people.** If we remove race from our mental make up, and we just see people as human beings and then racial prejudice will disappear.

BEYOND **COLORBLIND**
EXPLORING RACE IN THE 21ST CENTURY

I DON'T SEE RACE.

I'M A GOOD PERSON.

TRANSLATION:
I'm going to use my place of privilege to refute and deny the sufferings of those who do not have
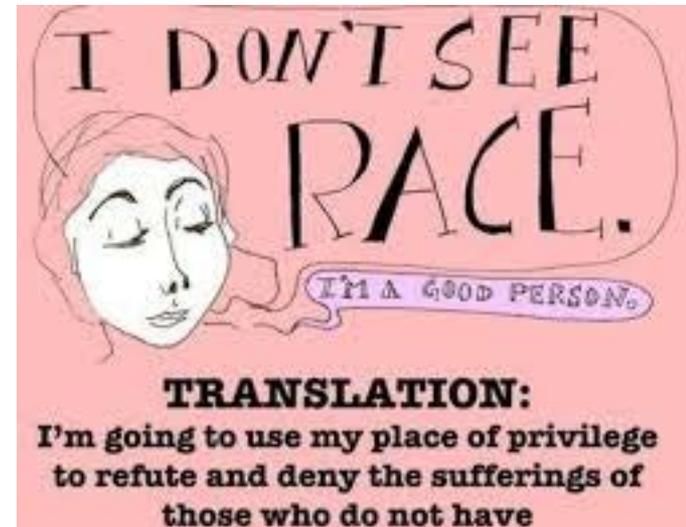
How Might a Student's Behavior Present in the Classroom ?

Flight	Fight	Freeze
• Withdrawing • Fleeing the classroom • Skipping class • Daydreaming • Seeming to sleep • Avoiding others • Hiding or wandering • Becoming disengaged	• Acting out • Behaving aggressively • Acting silly • Exhibiting defiance • Being hyperactive • Arguing • Screaming/yelling	• Exhibiting numbness • Refusing to participate • Refusing to get needs met • Giving a blank look • Feeling unable to move or act

How does care inform Connected Pedagogy?

- A lack of consensus
- Care is being explored by a number of different **traditions/disciplines** (e.g., prosocial psychology, philosophy, education, business/HR), but these disciplines are not really working together (and are often pretty far apart **epistemologically** and **ontologically**).
- There is also a question about whether they are **exploring the same concept or construct**.
- **Sugishita, 2001**: *"Teacher Care" and "Teacher Prosocial Support" are the same construct*

Care Matters

- Whatever care is, it can make a **difference**
- Care is **potentially transformational, culturally embedded and key to relationship building**

- (see self-determination theory, attachment theory, person-centered psychology, school belonging, relational pedagogy, etc. Care is multidimensional and is dynamic (Noddings, 1994)

Intentions vs. Perceptions

- There is an almost irreconcilable tension between the **intentions of the carer** and the **perceptions of the cared-for**.
- This is critical for education…
- Whether someone "is" caring is ultimately in the eye of the one who **receives** care, not in the eyes of the one **communicating** care, despite their caring **intentions**.

**Teacher Intentions** vs. **Student Perceptions**

Courageous Care

- Care is not easy.
- Care takes **courage, empathy,** and **dedication**.
- Because of the disparity between perceptions and reality, anything people-based is "messy" by definition.
- This is particularly the case in the field of education (e.g., **multiple layers of perceptions**: students, teachers, parents, community members, administrators)

Relationships with the most challenging students?

- Examined perspectives of 201 high achieving Black and Latino male high school students

- Investigated the roles that home, school, and community played in their academic pursuits

- Sought to create an alternative perspective or a "counter narrative"

THE COUNTER NARRATIVE
Reframing Success of High Achieving
Black and Latino Males in Los Angeles County
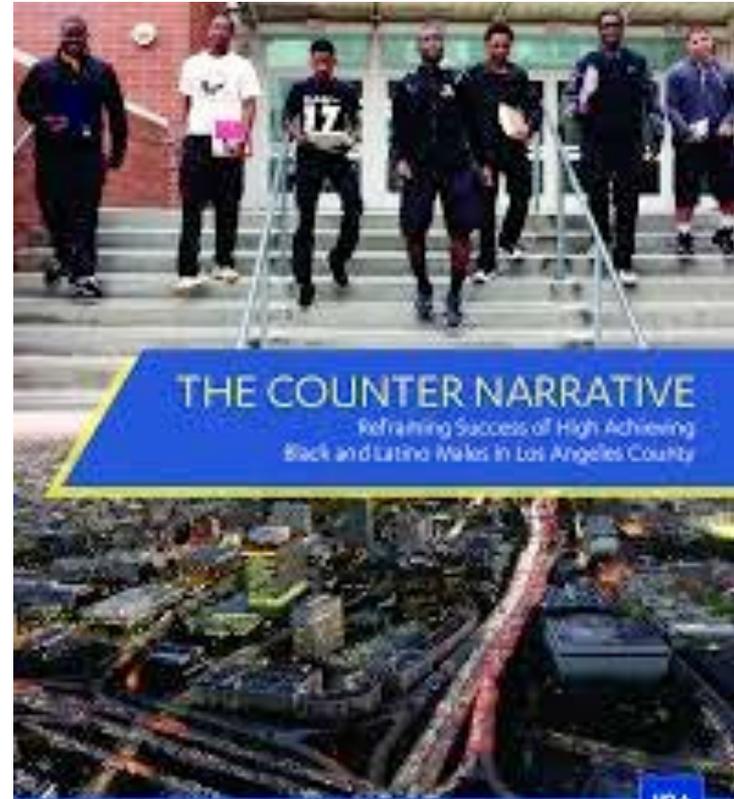
The salience of relationships

- "Teachers investing time, going the extra mile makes a huge difference for me"

- "You know having caring teachers makes all the difference...being concerned about you as more than just a student, but caring about you as a person"

THE COUNTER NARRATIVE
Reframing Success of High Achieving
Black and Latino Males in Los Angeles County
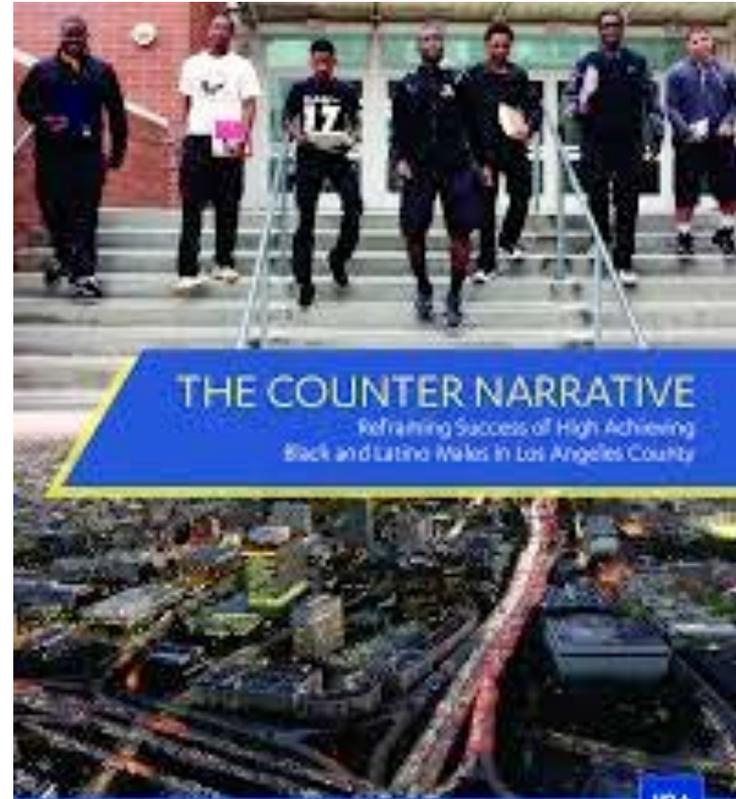
On building relationships…

"Teachers need to humanize themselves"

"Teachers that relate to real life situations"

"We appreciate the teachers that don't trip off the little things, you know…If somebody is not working right now, it's for a reason. He got drama going on at the house maybe. Come talk to him, and show him you're concerned a little"

Rethinking Teaching Education Framework

Shulman, 2002; Ball, 2005; Howard, 2014
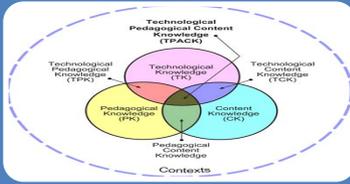
Content Knowledge

Pedagogical Content Knowledge

Socio Political Awareness

Relationship Building (SEL)

High Leverage Teaching Practice Critical to Relationship Building

- Know your students & their socio-cultural realities
- Understand trauma
- Build trust
- Listen without judgment
- See teaching and learning as reciprocal
- Accommodate a measure of opposition
- Be willing to reveal your own vulnerability
- Find commonality
- Communicate comfort and validation

How We Teach
Compassionate Teaching and Discipline Principles

1 Always empower. Never disempower.

2 Provide unconditional positive regard.

3 Maintain high expectations.

4 Check assumptions. Observe. Question.

5 Be a relationship coach.

6 Provide guided opportunities for helpful participation.

What We Teach
Compassionate Curriculum Strategies

Domain One	Safety, Connection, and Assurance of Well-Being
Domain Two	Emotional and Behavioral Self-Regulation
Domain Three	Competencies of Personal Agency, Social Skills and Academics

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

- Maya Angelou

THANK YOU!

thoward@gseis.ucla.edu

Or on Twitter @TyroneCHoward