



# TeachingWorks

UNIVERSITY of MICHIGAN SCHOOL of EDUCATION

2017-18 TeachingWorks Streaming Seminar Series

***Outrage to Action: Disrupting Inequity Through Teacher Education***

***When Celebrating Diversity Isn't Enough: The Need for Racial Literacy in Our Schools***

***Featuring:***

Yolanda Sealey-Ruiz

Professor of English Education at Teachers College

Columbia University

Thank you for your patience.

The session will begin at 4:10 p.m.

Email questions to [info@teachingworks.org](mailto:info@teachingworks.org)

#twseminar

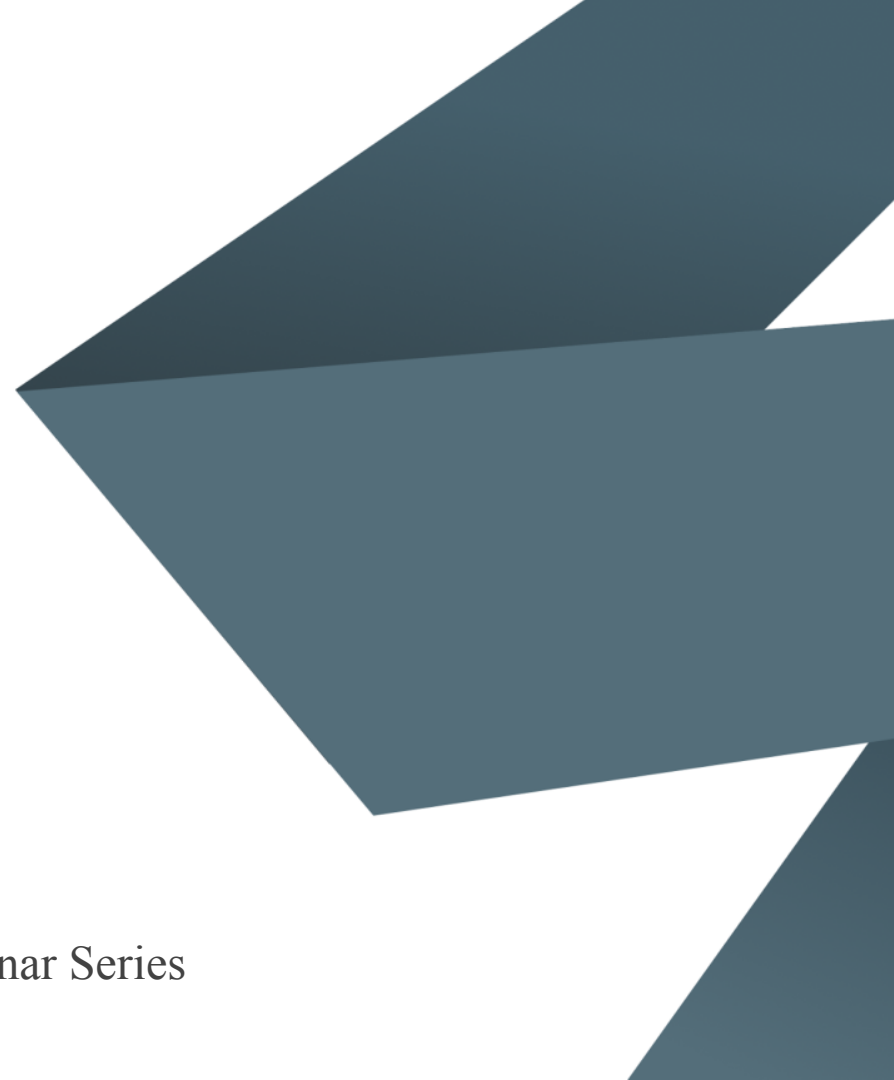
# **When Celebrating Diversity Isn't Enough: The Need for Racial Literacy in Our Schools**

Yolanda Sealey-Ruiz, Ph.D.

Teachers College, Columbia University

November 13, 2017

University of Michigan - Teaching Works Seminar Series



# Inserting my voice, Sharing in the Conversation



**Dr. Sonia Nieto**



**Dr. Valerie  
Kinloch**



**Dr. Yolanda Sealey-Ruiz**



**Dr. Christine Sleeter**



**Dr. Ernest Morrell**

# Today's Goals

- Discuss Context & Need for Racial Literacy
- Encourage the role of Interrupter in your teaching
- Examine HLP#5 in relationship to Racial Literacy
- Inspire (hopefully) some ideas for your teaching



# **High Leverage Practice # 5**

**Implementing norms and routines for classroom  
discourse and work.**

# A Way In...

- Accept some truths about our society
- Learn about the concept of Racial Literacy
- Look at Yolanda's work with Racial Literacy
- Work toward Racial Literacy in teacher education: the 5 B's approach

# **Challenge for Today**

**“Walls Turned Sideways are Bridges”**

**-- Angela Davis**

# Framework for Today

**Walls** = Obstacles to this work

**Bridges** = Strategies to combat the obstacles



## **Racial Literacy for Dangerous Times**





U.S. » [Crime + Justice](#) | [Energy + Environment](#) | [Extreme Weather](#) | [Space + Science](#)

Live TV

U.S. Edition +



GOES BEYOND PRESCRIPTIONS.

OPTUMRx

LEARN MORE

# Officer who shot Philando Castile found not guilty on all counts

By Ralph Ellis and Bill Kirkos, CNN

Updated 9:22 PM ET, Fri June 16, 2017



## Top stories



Opinion: Obama's weak responses to Trump are troubling



\$2,500 stipend for lawmakers proposed





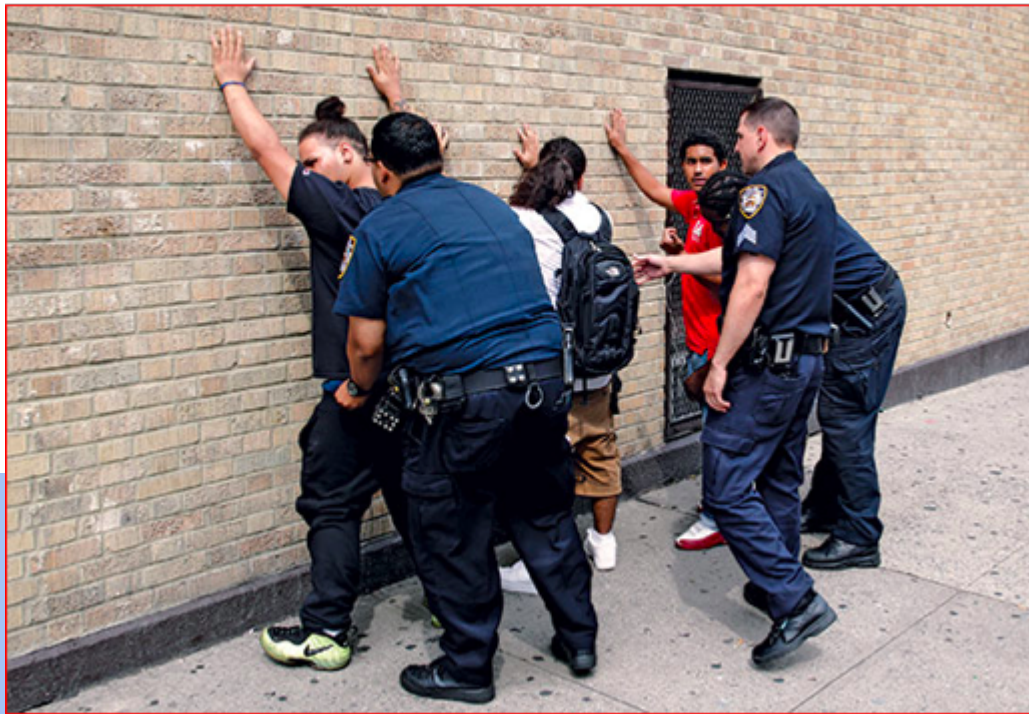


# Suspended from School: JJ & Joah Powell



My son has been suspended five times. He's 3.

## School-to-Prison Pipeline...



K-12

# When Black Hair Violates The Dress Code

July 17, 2017 · 5:45 AM ET

KAYLA LATTIMORE



Mai Ly Degnan for NPR

# Suspended from School: Mikia Hutchings



**Schools' Discipline for Girls Differs by Race and Hue**

By Tanzina Vega - December 10, 2014

Home › featured › The High Graduation Rate of Black Students in Prince George County Maryland...

News

# The High Graduation Rate of Black Students in Prince George County Maryland Has Brought Charges of Grade Inflation by Public Officials

By **David Love** - July 6, 2017

👁 4591

💬 0



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Source: Wikimedia Commons

America has a history of dictating that Black prosperity, excellence and empowerment must never be allowed to see the light of day. The latest possible story of this is emanating from Prince George's County, Md., as many questions arise about Black educational achievement, and accusations that evidence of such achievement in this particular school district was the result of fraud. At the urging of Black school board members and Democratic state lawmakers, Republican Governor Larry Hogan has called for an investigation in this predominantly

Black county—which is among the most prosperous Black communities in the nation—over allegations of grade inflation and rising high school graduation rates.





3 Chicago Officers  
Charged With Conspiracy  
in Laquan McDonald Case



With 3 Words, Supreme  
Court Opens a World of  
Uncertainty for Refugees



Supreme Court Takes Up  
Travel Ban Case, and  
Allows Parts to Go Ahead



Senate Health Bill in Peril  
as C.B.O. Predicts 22  
Million More Uninsured

PAID POST: TNT "WILL"  
Was Shakespeare a 17th-  
Century Playboy?

Will



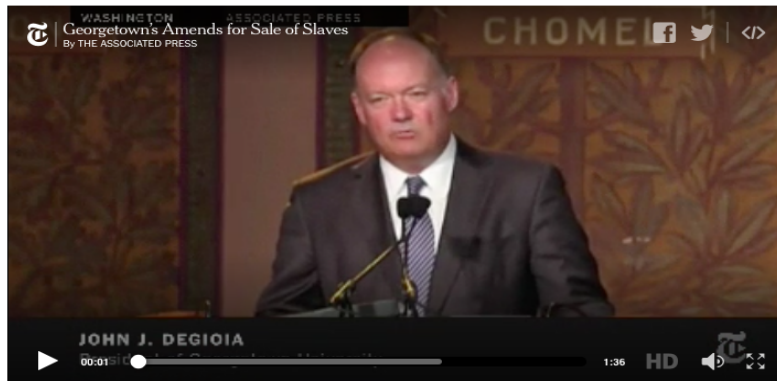
U.S.

## Georgetown University Plans Steps to Atone for Slave Past

By RACHEL L. SWARNS SEPT. 1, 2016



1043



John J. DeGioia, president of Georgetown University, said that it would apologize for its history with slaves and that their descendants would get admissions priority. By THE ASSOCIATED PRESS on September 1, 2016. Photo by Gabriella Demczuk for The New York Times. [Watch in Times Video »](#)



Embed

### RELATED COVERAGE



Opinion | Op-Ed Contributor  
**Georgetown University, Learning From Its Sins**  
AUG. 31, 2016



RACE/RELATED  
**272 Slaves Were Sold to Save Georgetown. What Does It Owe Their Descendants?**  
APRIL 16, 2016



'A Million Questions' From Descendants of  
Slaves Sold to Aid Georgetown  
MAY 20, 2016



RACE/RELATED  
**Moving to Make Amends, Georgetown President Meets With Descendant of Slaves**  
JUNE 14, 2016

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PREPARES YOU TO MAKE AN IMPACT.**LEARN MORE**

ADMINISTRATION



## Colleges Respond to Racist Incidents as if Their Chief Worry Is Bad PR, Studies Find

*By Peter Schmidt* | APRIL 21, 2015

College administrations react to hate crimes, hate speech, and other high-profile incidents of bias by focusing mainly on repairing their institution's reputation, two new studies conclude.

The administrations' responses generally paper over underlying prejudices in the campus culture, leaving the victims at risk of further harm in the future, argue the researchers, who presented the studies' findings on Monday in Chicago, at the annual conference of the American Educational Research Association.

"College presidents are willing to address the racist but rarely the racism," says a paper summarizing one of the studies, based on a rhetorical analysis of presidents' statements in response to bias incidents.

# **Scholars of Racial Literacy**





# Racial Literacy Scholar Building Blocks

- Twine, 2003
- Guiner, 2004
- Rogers & Mosley, 2006
- Skerrett, 2011
- **Sealey-Ruiz, 2011**
- Stevenson, 2014

# Racial Literacy, Guinier, 2004

Racial Advocates **utilize language and action against racism** (The maintenance of, and acquiescence in, racialized hierarchies governing resource distribution).

Racial Advocates **display “the capacity to decipher the durable racist grammar that structures racialized hierarchies** and frames the narrative of our Republic.

# **Racial Literacy (Sealey-Ruiz, 2011, 2011a, 2013, 2015, 2016)**

**Racial Literacy in:**

Teacher Education

Community Colleges

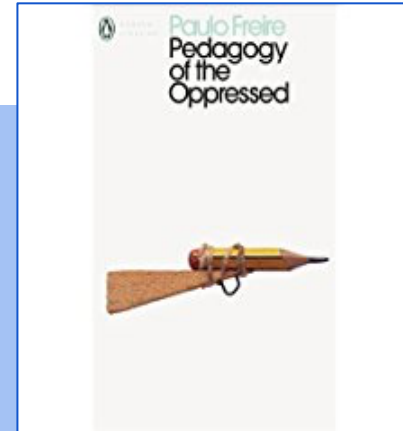
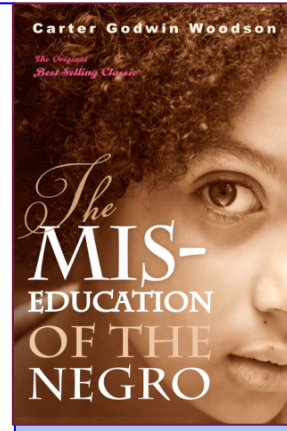
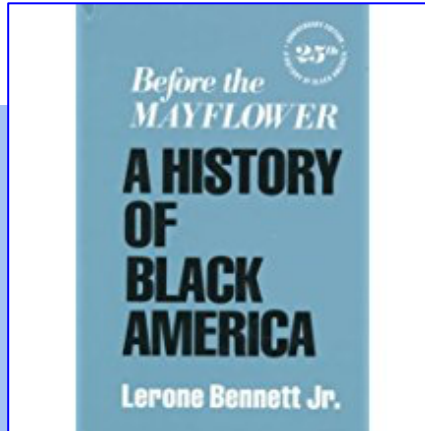
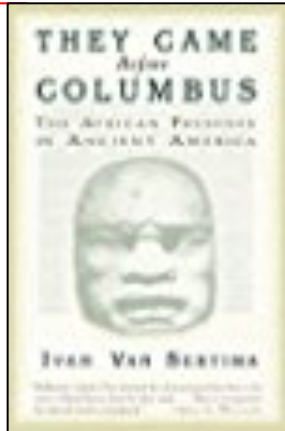
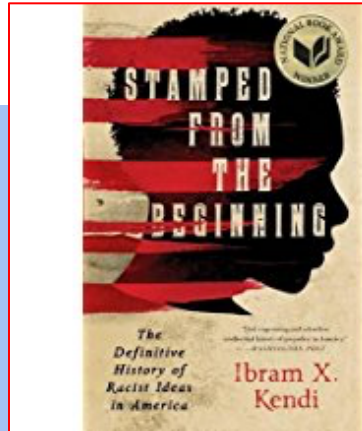
K-12 Classrooms



# Racial Literacy in Education (Sealey-Ruiz, 2011)

Racial literacy is as a skill and practice in which students probe the existence of racism, and examine the effects of race and other social constructs and institutionalized systems which affect their lived experiences and representation in U.S. society. Students with racial literacy are able to discuss the implications of race and American racism in edifying and constructive ways. A desired outcome of racial literacy in an outwardly racist society like America is for members of the dominant racial category to adopt an anti-racist stance, and for persons of color to resist a victim stance.

# Humility + Historical Literacy = Racial Literacy



# Historical Literacy that is Available Now

SPONSORED BY  
CENTER ON HISTORY AND EDUCATION  
THE RACIAL LITERACY PROJECT  
DEPARTMENT OF ARTS AND HUMANITIES  
VICE-PRESIDENT'S OFFICE FOR DIVERSITY & COMMUNITY AFFAIRS

FILM SCREENING AND DISCUSSION



## I AM NOT YOUR NEGRO

**WEDNESDAY**  
**NOVEMBER 8, 2017**  
5:00 – 8:00 PM

WITH SPECIAL GUEST **TREVOR BALDWIN** AND  
ASSOCIATE PROFESSOR **CALLY L. WAITE**,  
HISTORY AND EDUCATION, TEACHERS COLLEGE

### MILBANK CHAPEL

Teachers College, Columbia University  
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RSVP: <http://bit.ly/2z2ZGq4>

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**Racial Literacy  
as  
Interruption**



Racial Literacy promotes a  
“Teaching as Interruption” approach







What do we need to interrupt?

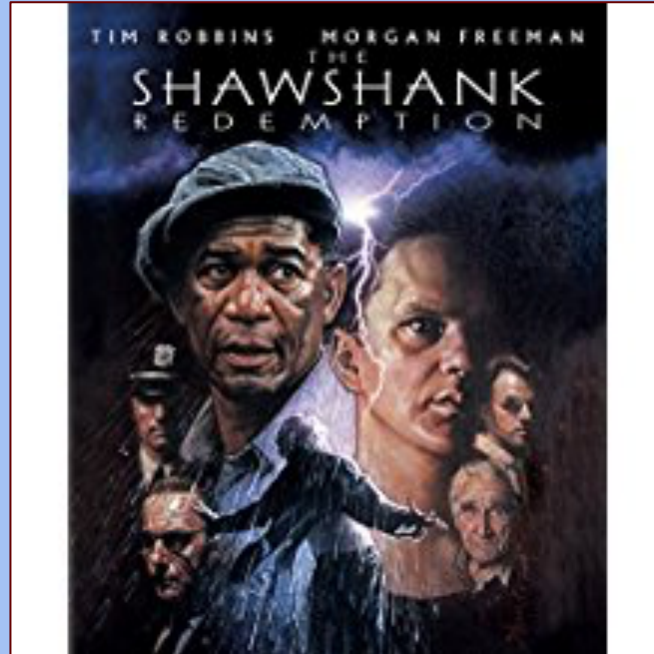


Pre-Service Teachers'  
Answer Garden

<https://answergarden.ch/507052>

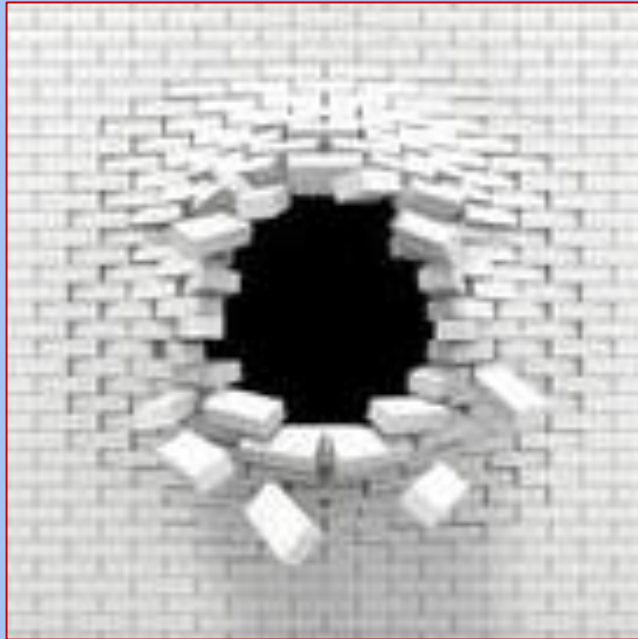


# Living and teaching using a “Shawshank Redemption” approach



(1994)

You may not tear down the wall, but you can find ways to break Through it.



What do we need to  
replace in the gaps of the  
interruptions?

Pre-Service Teachers' Responses

<https://answergarden.ch/507055>



# Interrupting @ TC

Racial Literacy Roundtable  
Racial Literacy Lecture Series



- ☐ 8 years
- ☐ Master's Students
- ☐ Doctoral Students
- ☐ Youth
- ☐ Pre-service Teachers
- ☐ In-service Teachers

Sponsored by: The Office of the Vice President for Diversity and Community Affairs  
English Education, Department of Arts & Humanities

**RACIAL LITERACY**  
**YOUTH, EDUCATION & SYSTEMS**  
**ROUNDTABLES**

an open discussion about race, language, difference and other important issues in urban education

Wednesday  
May 13, 2015  
5-7PM

Appointments scheduled with pre-service and in-service teachers and members of the Teachers College

Join us!

**I Love Myself:  
Leveraging Youth Participatory Action Research  
as an Equity-Oriented Literacy Praxis in City Schools**

**Danielle Filipiak**  
Doctoral Fellow in English Education

SNACKS AND REFRESHMENTS  
WILL BE SERVED.

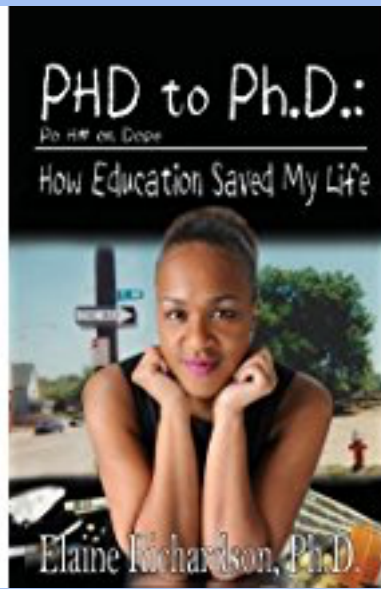
**Russell 306**  
Teachers College, Columbia University  
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For more information: [www.tc.edu](http://www.tc.edu)

Individuals with disabilities are invited to request reasonable accommodations:  
Office of Access and Services for Individuals with Disabilities at (212) 678-3688, [keller@tc.edu](mailto:keller@tc.edu)  
Deaf and Hard of Hearing Services at (212) 678-3853 VTTY, [friedman@tc.edu](mailto:friedman@tc.edu)

Design: Noah Gordon ([noah.gordon@tc.columbia.edu](mailto:noah.gordon@tc.columbia.edu))







**Dr. Elaine Richardson**  
Ph.D to Ph.D.  
Spring 2017



**Mr. Rahmell Peebles**  
Rahmell's Inferno  
December 6, 2017



# Racial Literacy...

- Disrupts Single Stories
- Interrupts the Status Quo
- Insists on Personal Responsibility
- Text as Self
- Requires Action

**Racial Literacy  
&  
HLP #5 in Teacher  
Education**



# High Leverage Practice # 5

Implementing norms and routines for  
classroom discourse and work.



## The 5 B's

- Be A Builder of Community
- Be Deliberate with Your Curriculum
- Be Multimodal with Your Curriculum
- Be Open to Your Students Creativity
- Be An Interrupter

## **B1: Be A Builder of Community**

- Writing for Full Presence
  - What's Trending?
- Poetry as Community Building

## **B2: Be Deliberate with Your Curriculum**

- Archeology of the Self: Racial/Ethnic Autobiography
- Qualitative Study with a Student
- Exploration of Race, Class, Gender, Sexual Orientations

## **B3: Be Multimodal with Your Curriculum**

- Immersion: Claymaking Response
- What Is Home?: Collaging Experience
- Critical Conversation Group (online Talks)
- CRP Book Talks (Novel & Theory)

## **B4: Be Open To Their Creativity**

### (Un)Final Projects

- Hand crafted picture book (WIF Poems)
- Tarot Card reading/ Exploration of mental illness
- Jenga: Racial Literacy Edition



## **B5: BE An Interrupter**

- Dare to Love
- Dare to Assign Different Types of Projects
- Bring young People to Your Class To Teach (Joshua)

# Walls & Bridges?

Jot down activity



# **Reflections**

## **4 Probes**