APPENDIX V – 76
Culturally Responsive Learning

Tucson Unified School District

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Culturally Responsive Learning

Where I’m from?

1. Who am I.
2. Answers or Questions?
3. What I love to learn about.
INTROS

Where you from?

1. Your name and any nickname?
2. The best and worse neighborhood you ever lived in?
3. Who supported you the most growing up?
4. Favorite part of Tucson?
GOALS

1) **Review** the Critical Race lens and the role they play as a person of multiple identities including race, gender, & class.

2) **Understand** the core tenants of Cultural Humility and how their personal & professional values and beliefs align or conflict with the model.

3) **Outline** the language of exclusion and the coded ‘dog whistle’ remarks made about children.

4) **Recognize** the different forms of microagressions and explore ways to intervene and respond interpersonally and Organizationally.

5) **Connect** and acknowledge parts of their identity (race, gender, class, core values & beliefs) that align with the work overall as well as aspects that conflict.
Critical Race Activity

Word Association

Doctor

Thug

Drug Addict
**Critical Race Theory in Education**

- **Race based privilege & bias** is normal (commonplace) and still ever present in American schools. **By default**, the laws, policies, and practices continue to benefit and privilege “whiteness.”

- **With roots** in critical theory, legal studies, feminist studies, CRT looks beyond the symptoms of a broken educational system and points to the very roots of injustice: systemic injustice based on America’s birth defect: white supremacist ideology.
Statement of the Problem

- Race is an equity issue, not merely a category.
- Talking about Race is often challenging and uncomfortable.
- Ignoring Race and pretending that it is not a factor or bringing up other issues to deflect talking about Race only magnifies the problem.
Critical Race

Racism & Bias

It’s systemic

Normal occurrence

Happens automatically

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STUDENT PROBLEM or ADULT PROBLEM?

• Dress code for girls vs. boys?
Cultural Humility

- Critical self reflection and life long learning
- Recognize and challenge the power imbalance
- Institutional accountability
Social Determinants of Health

The social determinants of health are the conditions in which people are born, grow, live, work and age.
Social Determinants of Health

These circumstances are shaped by the distribution of money, POWER and resources at global, national and local levels, which are influenced by policy decisions (made by less than 1% of the population daily going back over hundreds of years).
### “The Troublemakers”

**Identities of Marginalization**

<table>
<thead>
<tr>
<th>Coded Language of Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Negative Learner Identity:</strong> Cognitive Deficit</td>
</tr>
<tr>
<td><strong>Judgement:</strong> Don’t value education</td>
</tr>
<tr>
<td><strong>Consideration:</strong> Reject substandard education.</td>
</tr>
<tr>
<td><strong>Negative Behavior Identity:</strong> Emotional Regulation Deficit</td>
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<td><strong>Judgement:</strong> Don’t know how to act.</td>
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<td><strong>Consideration:</strong> They are not safe in institutions</td>
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<td><strong>Negative Moral Identity:</strong> Spiritual Deficiency</td>
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<td><strong>Consideration:</strong> Institution lacks moral compass</td>
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“The Troublemakers”
Identities of Marginalization

**Negative Learner Identity**
Cognitive Deficit

**Negative Behavior Identity**
Emotional Regulation Deficit

**Negative Moral Identity**
Spiritual Deficiency
“Student”
To apply one’s self

Have a Sense of Self
Learner Identity

Painstaking Application
Applying oneself

Devotion to Cultivation
Identity unfolds with process of learning

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The identity of a student

Have a Sense of Self
Learner Identity

Painstaking Application
Applying oneself

Devotion to Cultivation
Identity unfolds with process of learning
<table>
<thead>
<tr>
<th>Negative Learner Identity: Cognitive Deficit</th>
<th>Judgement: Don’t value education</th>
<th>Judgement: Can’t perform in academic environment</th>
<th>Judgement: Unlikely to succeed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration: Reject substandard education</td>
<td>Consideration: Learning environment disadvantages them</td>
<td>Consideration: Lack of caring adult</td>
<td></td>
</tr>
<tr>
<td>Negative Behavior Identity: Emotional Regulation Deficit</td>
<td>Judgement: Don’t know how to act</td>
<td>Judgement: Violent by nature</td>
<td>Judgement: They learn through punishment</td>
</tr>
<tr>
<td>Consideration: They are not safe in institutions</td>
<td>Consideration: They are victims of violent institutions</td>
<td>Consideration: Slavery logic is still applied to them</td>
<td></td>
</tr>
<tr>
<td>Negative Moral Identity: Spiritual Deficiency</td>
<td>Judgement: They lack morals</td>
<td>Judgement: They are criminals</td>
<td>Judgement: Don’t know right from wrong</td>
</tr>
<tr>
<td>Consideration: Institution lacks moral compass</td>
<td>Consideration: Their existence is treated as a crime</td>
<td>Consideration: They are treated unfairly</td>
<td></td>
</tr>
</tbody>
</table>
AGREE or DISAGREE

• Is college for everybody? Why not?
Misconception #1: “They don’t value education, learning & working hard.”
Consideration: They reject inferior learning environments that do more harm than good.

Misconception #2: “They can’t function in a traditional learning environment”
Consideration: The learning environment inherently disadvantages black students.

Misconception #3: “They are unlikely to achieve academic success.”
Consideration: Everyone else has already given up on them also.
Misconception #1: “They don’t know how to act. No home training.”
Consideration: You don’t speak their language. Culturally they are emotionally attuned to fear and feel anxious and unsafe around fearful and disdainful adults. They are taught to defend themselves.

Misconception #2: “They are violent in nature.”
Consideration: They disproportionately witnesses and are victims of violence of many forms. Physical lashing out is an emotional defense mechanism.

Misconception #3: “The only way they learn is through punishment.”
Consideration: This is a direct legacy and continuing practice of American chattel slavery.
Misconception #1: “They have little or no moral compass.”

Consideration: Their experience in this society is dehumanizing. Morally bankrupt people from all sectors of society.

Misconception #2: “They frequently engage in illegal activity.”

Consideration: Their existence is treated as a crime.

Misconception #3: “They don’t know right from wrong.”

Consideration: Their mistreatment is regularly justified on moral and legal basis.
Microagressions Presentation
Racial Bias at Work

Institutional Bias

Teacher Bias

Cultural Mismatch
The Three D’s of Disproportionality

**DISRUPTION**
Any behavior deemed to have ill intent

**DEFIANCE**
Not following teacher expectations or requests

**DISRESPECT**
Any interaction with teacher deemed to have ill intent

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Over Suspended

Lose Instruction
Poor performance, low graduation rate

Get Labeled
Targeted more frequently for discipline

Stereotyped & Criminalized
Dismissed as incompatible with learning environment