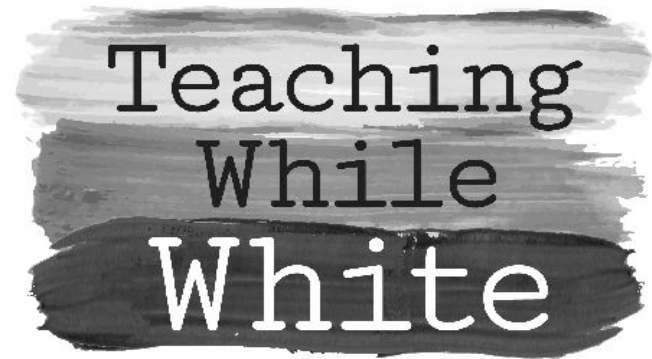


Racial Integration in Schools: What Has Changed and What Can We Change?

Randolph Carter & Jenna Chandler-Ward





Background-why I volunteered to leave my neighborhood school and RIDE to integrate a White school in an affluent neighborhood

My father and mother joined the civil rights struggle "We go to work —you go to work"

- **Father:**

- Hall of Fame at Whittier College
- A social worker—helping kids in need
- The first Director of the Washington State Anti Bias Board
- A colleague of Dr. ML King, jr.
- MSW, USC

- **Mother**

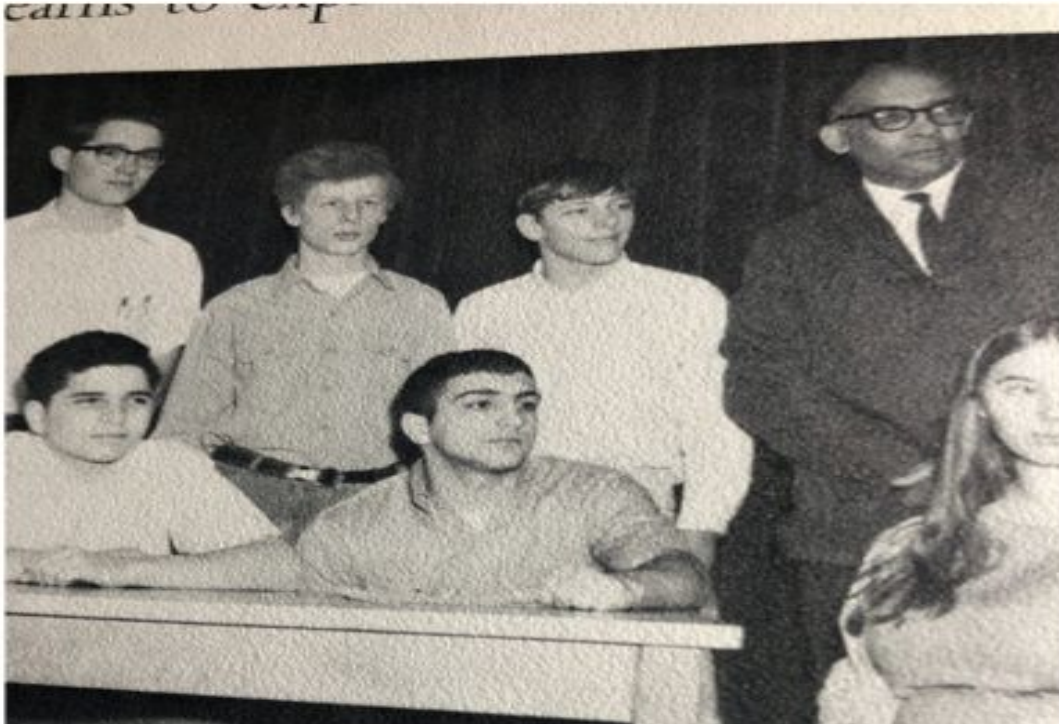
- AKA
- Seattle Public School Teacher
- Head Start leader
- Seattle Teachers Union
- MA, UCLA



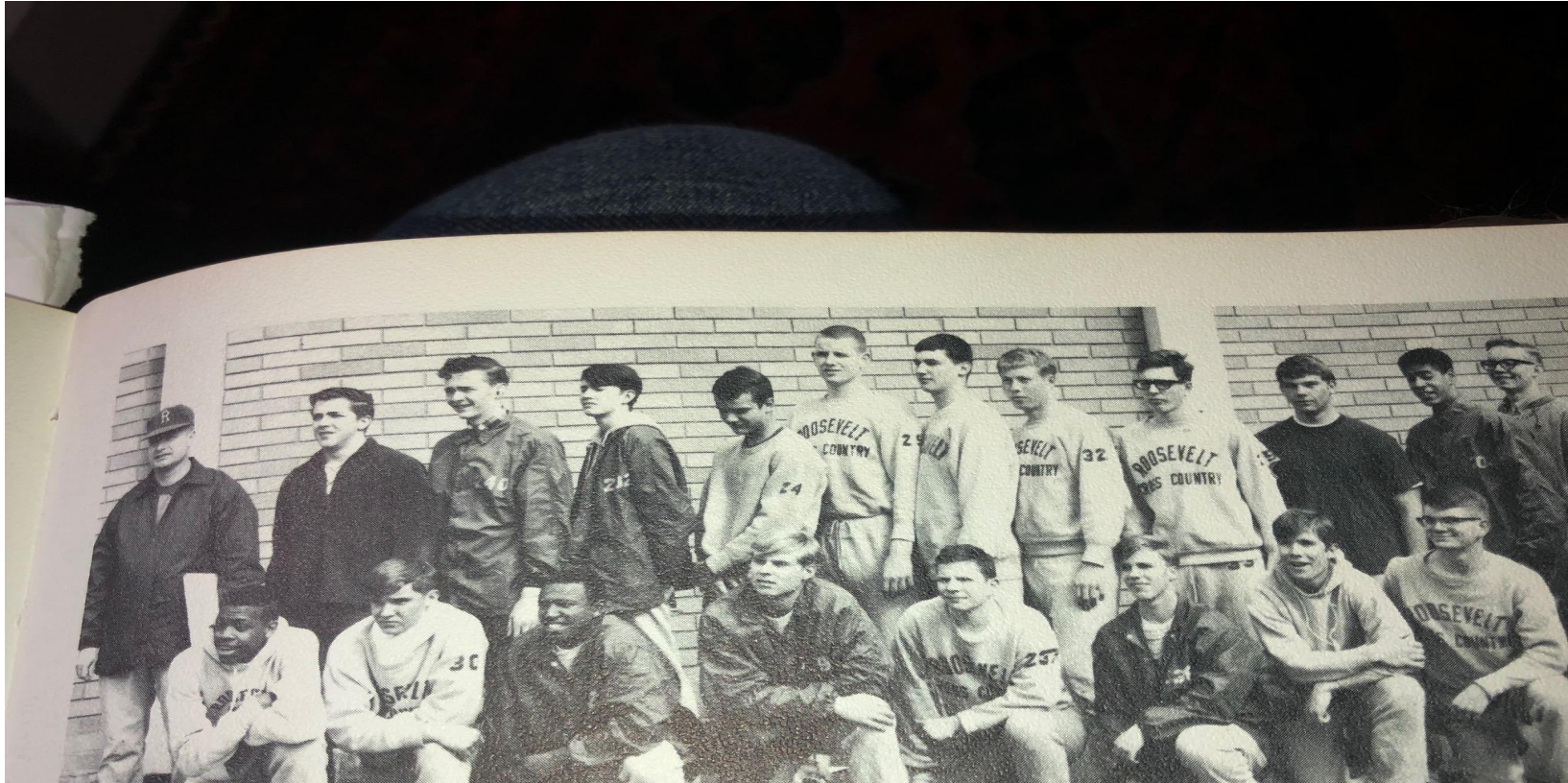


▪

Students were few in number and so were teachers of color



Sports as an opening in the school to belong



Joined Swedish Club to prove we were not stereotypes



My father, introduced me to the Champ- when I graduated from Roosevelt, and he asked me “..now what?”



Where do you go at 17 to make change?

School, community, the world

- Integrate a high school
 - One of 9 Black students
 - The price is high
 - Go to the Black Panthers to work for change
 - Go to South Africa to fight Apartheid
 - Go to Cuba to see for yourself -Communism or?
 - Go to Ferguson to build BLM
 - Work in your home community—plenty of work to do there









PURPOSE SETTING

**What's happening for
the current generation
of students...**

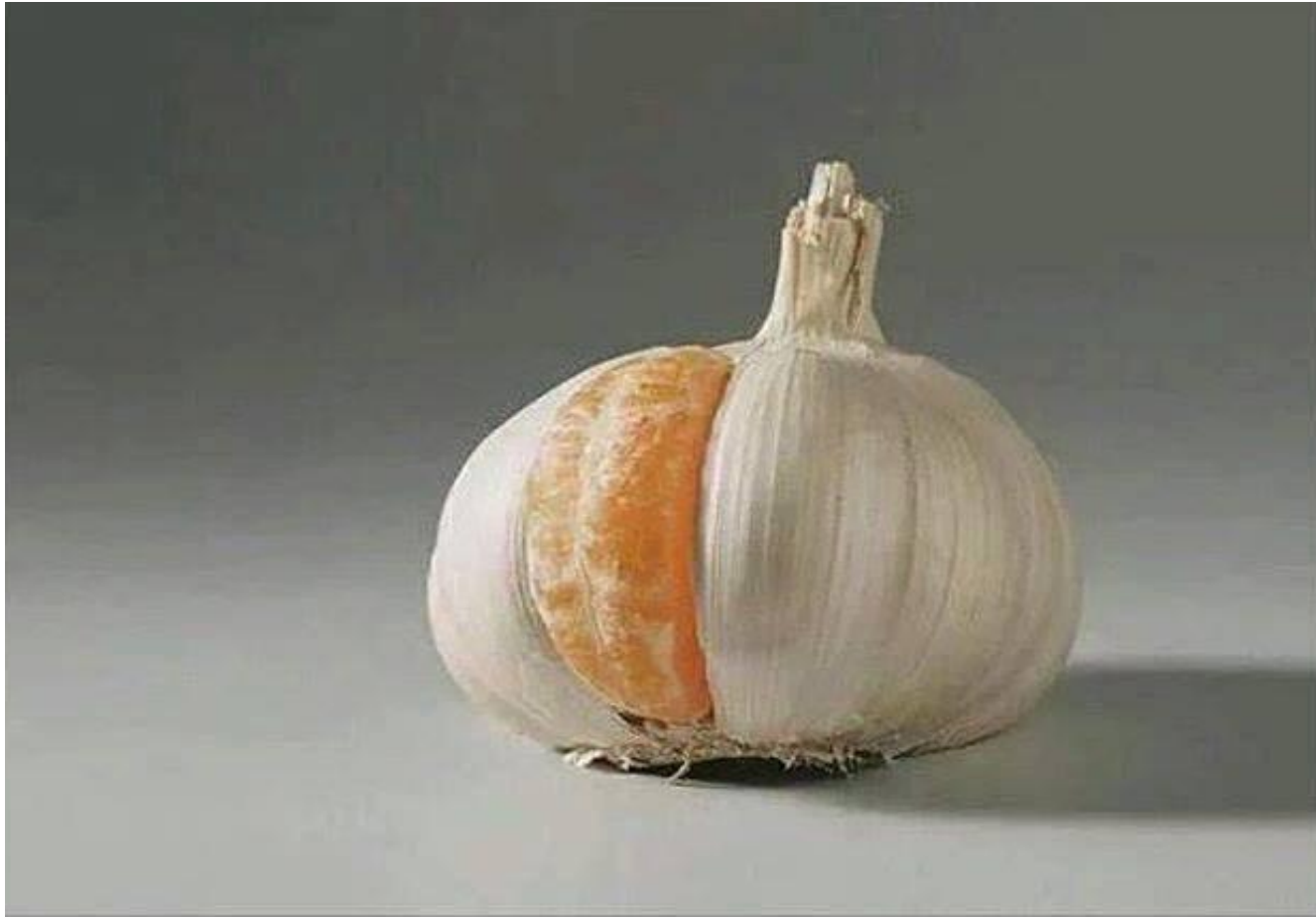
Frederick

**Federick is a 15-year-old,
black boy**

Kate

**Kate is a 13-year-old,
white girl**

Inclusion or belonging?



**NAACP Sues School Over
Confederate Names**

**Fewer AP classes, suspended more often:
Black students still face racism in suburbs**

**The Urgent Need for Anti-Racist
Education**

**Why are American public schools still
segregated?**

**Latinos & The Scars Of Educational
Discrimination**

**New Study Finds Black Teens Face Racial
Discrimination 5 Times A Day On Average**

INDIVIDUAL

A Venn diagram with two overlapping circles. The left circle is red and labeled 'INDIVIDUAL' in a red box above it. The right circle is orange and labeled 'SYSTEMIC' in an orange box above it. The intersection of the two circles is labeled 'INTERPERSONAL' in black text. Inside the red circle, the word 'INDIVIDUAL' is written in bold, followed by a definition and a bulleted list. Inside the orange circle, the words 'INSTITUTIONAL' and 'STRUCTURAL' are written in bold, followed by their respective definitions. The intersection area contains a definition of 'interactions'.

SYSTEMIC

INTERPERSONAL

INDIVIDUAL

A *person's* beliefs & actions that serve to perpetuate oppression

- conscious *and* unconscious
- externalized *and* internalized

The *interactions* between people —both within and across difference

INSTITUTIONAL

Policies and practices at the *organization* (or “sector”) level that perpetuate oppression

STRUCTURAL

How these effects interact and accumulate *across institutions* —and across history



The Teaching Brain- Dr. Vanessa Rodriguez

***“We are never teaching who the student is.
We teach who we believe that student is.
That is based on who we are.”***

In the Padlet:

What needs to change structurally for *True Integration*? Think about parents, teachers, students, school boards, other members of the school community.

Instead of seeing a failing student, ask: how has this system (me) failed to see this student?



Stay Connected!



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