

RIDES Mission

Our mission is to disrupt systemic inequality in America's schools

by

- building individual and team capacity to tackle race and racism

and

- supporting use of improvement tools, practices, and examples

to help

schools, districts, and charter management organizations

promote diversity, equity, and true integration.



RIDES distinguishes between desegregation (getting the bodies in the building) and true integration, which seeks these outcomes:

- **Academics:** All students have strong academic preparation, capitalizing on and connecting to students of all backgrounds, with high levels of knowledge and skills.
- **Belongingness:** All students have a strong sense and appreciation of their own culture and heritage, as well as of those of their diverse classmates.
- **Commitment to dismantling racism and oppression:** All students understand the role that institutional racism and other forms of oppression play in our society and have the skills, vision, and courage to dismantle them.
- **Diversity:** All students appreciate and value different perspectives, thoughts, and people and have friendships and collaborative working relationships with students and adults

Introducing our Speakers



Dr. Scott Seider

Associate Professor, Applied Developmental & Educational Psychology
Lynch School of Education & Human Development, Boston College



Dr. Daren Graves

Associate Professor of Education & Social Work
Simmons University

Schooling for Critical Consciousness of Racial Injustice

Harvard Graduate School of Education
RIDES Webinar
April 1, 2020

Daren Graves, Simmons University
Scott Seider, Boston College



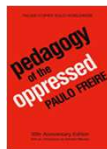
Schooling for Critical Consciousness

- Introduction to critical consciousness
- Five tools for fostering critical consciousness
- Questions, comments & feedback



Defining Critical Consciousness

- To recognize oppressive social forces shaping society and take action against them (Freire, 1973)
- “Read the word in order to read the world”



Why Critical Consciousness Matters

- Resilience/healing (Ginwright, 2010)
- Political engagement (Diemer & Li, 2011)
- Professional aspirations (Diemer & Blustein, 2006)
- Academic engagement (O'Connor, 1997)
- Academic achievement (Seider, Clark, & Graves in press)
- Replacing self-blame (Ginwright, 2010)
- Skill development (Kirshner, 2007)



Dimensions of Critical Consciousness

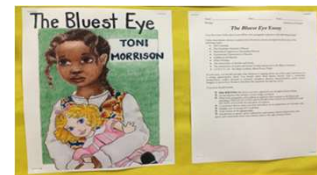


Watts, Diemer, & Voight, 2011



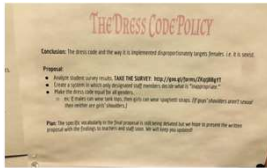
Social Analysis

The ability to name and analyze the social, political, and economic forces that contribute to inequity and inequality.



Political Agency

The belief that one has the capacity to effect social or political change



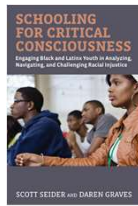
Social Action

A wide range of activities through which individuals seek to resist and challenge oppressive forces.



Our Study

- Question
 - What role can schools and educators play in fostering youth critical consciousness?
- 5 high schools
 - Civic missions
 - Diverse pedagogical approaches
- Class of 2017
 - 5 waves of surveys (335 students)
 - 4 waves of interviews (60 students, 31 faculty)
 - 335 observation days



Common Tools for Fostering Critical Consciousness

- Introducing a framework
- Students teaching students
- Effecting school change
- Real-world assignments
- Teachers getting personal



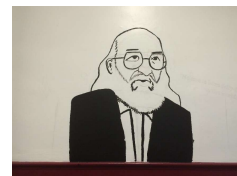
Common Tools

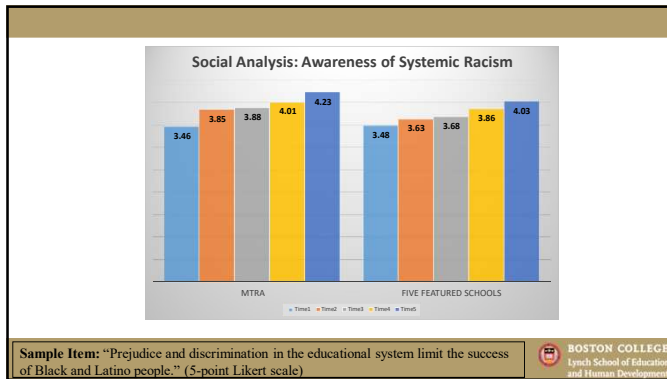
- **Introducing a framework**
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Make the Road Academy

Mission: To offer students an education that strengthens our community by equipping them to address educational and social inequities.





Social Engagement @ MtRA

THE BLACK PANTHER PARTY FOR SELF DEFENSE

THE TEN POINT PROGRAM

- WE WANT freedom.** We want power to determine the destiny of our Black Community. WE BELIEVE that black people will not be free until we are able to determine our destiny.
- WE WANT full employment for our people.** WE BELIEVE that the federal government is responsible and obligated to give every man employment or a guaranteed income. We believe that if the white American businessmen will not give full employment, then the means of production should be taken from the businessmen and placed in the community so that the people of the community can organize and employ all of its people and give a high standard of living.
- WE WANT an end to the robbery by the CAPITALIST of our Black Community.** WE BELIEVE that this racist government has robbed us and now we are demanding the overdue debt of forty acres and two mules. Forty acres and two mules were promised 100 years ago as restitution for slave labor and mass murder of black people. We will accept the payment in currency which will be distributed to our many communities. The Germans are now adding the Jews to Israel for the genocide of the Jewish people. The Germans murdered six million Jews. The American racist has taken part in the slaughter of over fifty million black people; therefore, we feel that this is a modest demand that we make.

BOSTON COLLEGE
Lynch School of Education
and Human Development

Applying a Framework

- "Like, in our city, it's a lot of Chicken Shacks everywhere. You can always find a Chicken Shack here, but if you go out to like the suburbs or something like that, you're not gonna find one nowhere around. Like you might find a Whole Foods or like a farmer's market or something like that. The options of everything is just much different, and it just seem like certain things are put where they put for a reason... Freshman year, when we was in the [Social Engagement] class, it made me think about stuff differently, and once I started thinking about it, you start putting the pieces together, and you start noticing like nothing happens just because. Like, it's all for some reason, like somebody's benefitting from everything, somebody's not benefitting from everything. It's set up this way for a certain reason."

--Michael, 12th grader, Make the Road Academy

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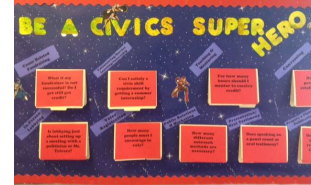
Common Tools

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Leadership High School

Mission: To educate socially responsible students for a life of active and engaged citizenship.



Social Action: Commitment to Activism



Sample Item: How likely is it now or in the future you will take part in a protest? (5-point Likert scale)

Sociology of Change



Change the World Projects



Change the World Projects

- “Some of the seniors had to make a Change the World project in order to graduate, and their project was like make some kind of change, with like police violence. So like, we went on basically a march, I guess. We went to a precinct. And then we just stood there with posters, some of us laid on the ground, you know. We stayed there for a while... It kind of made me feel like maybe what I'm doing may change something, you know. Maybe people are going to start seeing what we did as, you know, something important.”

--Angela, 11th grade, Leadership High School



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--Angela, 11th grade, Leadership High School



Change the World Projects

- “I feel like the twelfth graders are...teaching us their ways so that we're able when we get to twelfth grade to have a Change the World project that actually means something.”

--Socorro, 9th grade



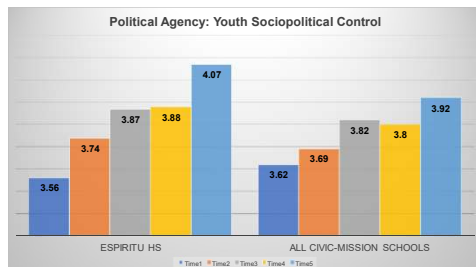
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Espiritu High School

Mission: For students to engage in learning and reflection about their own experiences and relationships in our community.



Sample Item: My opinion is important because it could someday make a difference in my community or school.



Effecting School Change

Electronic Device Policy

At appropriate times and with teacher permission, student use of electronic devices in class can enhance learning and create deeper connections to the curriculum. Phones, tablets, smart watches, and computers are all considered "devices." In response to the rapidly-changing world of technology,



Effecting School Change @ Espiritu HS

- “In summary,” a young man explained at the end of the twenty minute presentation, “the technology policy is outdated and incorrect, particularly in regard to tablets. So the media pass allows the use of phones and headphones at certain times. There is no media pass at lunch because this is when we need to be more social and put away electronics. And it helps us prepare for college because in college you have more freedom to decide what you want to do.”

--11th Civics Presentation to Faculty



Effecting School Change @ Espiritu HS

Dear Civics Class:

First of all, congratulations on a very well-done presentation. It was a delight to see you so poised and comfortable delivering your information to the faculty yesterday. Thank you! We do find ourselves with a couple of questions which we're hoping you could respond to, largely concerning headphones.

Question 1: While you presented an article about the benefits of headphones, there are many others that indicate students achieved lower test scores with music. Did you do selective research?

Question 2: Why encourage/allow headphones usage from 3-4 PM, a time when many students are working on homework often, now, unproductively? Will this improve their efforts, or will time be spent searching for the perfect song?

...

In all honesty, you are quite convincing in your presentation, but we are sharing our concerns so that you we can continue to think about this before we implement a policy that could change the educational environment we have worked hard to create at Espiritu High School.

Thanks for your efforts!

The Espiritu Faculty



Effecting School Change at Espiritu HS

“I never really thought that schools, like, listened to [students]. But Espiritu really listens to its students. Being able to make change here, it does impact my future because I believe, like if I can make change within a small group, I can make change over a big group throughout a long period of time.”

--Jenelle 11th grade



Common Tools

- Introducing a framework
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- **Real-world assignments**
- Teachers getting personal



Community Academy

Mission: Develop in students the knowledge, skills and commitment to envision a better world and work to achieve it.



Social Action: Commitment to Activism



Sample Item: How likely is it now or in the future you will take part in a protest? (5-point Likert scale)



Real World Assignments



Real World Assignments

- "I feel like it gives us a voice cause we're writing letters to the senators and representatives, and I feel like if we send out those letters, that it would make some type of improvement to what's happening."

--Dana, 9th grade, Community Academy

Common Tools

- Introducing a framework
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Teachers Getting Personal

- "I chose to write about the [White] classmate who told me I'd never graduate. What happened was I went up to a student and asked if I could be part of her study group. And she said 'no, because no one thought I'd graduate.' Imagine someone telling you that on the second day of graduate school that you're going to fail. And there will be people who say that to you."

Ms. Lyla Dennette, 9th English, Make the Road Academy

Teachers Getting Personal

- Mr. Kamin, Tubman High School
 - White teacher of African American Literature course
- "He was really receptive to their ideas, and I think he's gonna work on changing it, cause this is like the first year that the class was made, so I think the feedback was really helpful."

--Melissa, Tubman 12th grader

Reflecting on Your Context

- In your context, where and when do you see students demonstrate the different components of critical consciousness?
- In your context, where and when do you see educators fostering the different components of critical consciousness?
- In your context, where and when do you see practices that inhibit students' development of critical consciousness?



Thank you! And Let's Talk!

Daren Graves
Simmons University

Scott Seider
Boston College



Acknowledgments

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