

Resources addressing the issues of Social Justice, Racial Equity, and Cultural Bias

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Books

- [*Becoming a Teacher*](#), Melinda D. Anderson
 - Combination biography of LaQuisha Hall, a teacher in Baltimore, and guide to becoming a master teacher.
- [*Being the Change: Lessons and Strategies To Teach Social Comprehension*](#), Sara K. Ahmed
 - Discusses the skills of social literacy and shares strategies and lessons to teach it.
- [*Between the World and Me*](#), Ta-Nehisi Coates
 - Ta-Nehisi Coates's powerful letter to his son weaving together life as a Black person and our nation's history.
- [*Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*](#), Jennifer E. Eberhardt, Ph.D
 - Weaves together science and experience to reveal the racial bias that infuses our culture and offers tools to address it.
- [*Blindspot: Hidden Biases of Good People*](#), Anthony Greenwald and Mahzarin Banaji
 - On the science of implicit bias and what we can do to correct it.

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- [*Care at the Core: Conversational Essays on Identity, Education, and Power*](#), Sherri Spelic
 - Sherri is a U.S.-born P.E. teacher who now lives and teaches in Austria.
- [*Caste*](#) by Isabel Wilkerson
 - Discusses the hierarchy of caste in the U.S., India, and Nazi Germany.
- [*Cultivating Genius*](#), Gholdy Muhammad
 - Outlines a new framework for schooling based on Black literacy societies of the early 19th century.
- [*Culturally Responsive Teaching and the Brain*](#) by Zaretta Hammond
 - Examines brain research through a culturally responsive lens, inviting personal reflection and growth.
- [*Culturally Sustaining Pedagogies: Teaching and Learning in a Changing World*](#), edited by Django Paris and H. Samy Alim
 - Addresses the need to sustain rather than undermine the cultures of BIPOC students in schools, and how to do so.
- [*Eloquent Rage: A Black Feminist Discovers Her Superpower*](#), Brittney Cooper
 - Both memoir and manifesto, this work explores Dr. Cooper's emergent sense of the key role anger can and should play in resistance.
- [*For White Folks Who Teach in the Hood \(and the rest of y'all too\)*](#), Christopher Emdin
 - Bringing together stories, theory, research, and practice, Emdin creates a transformative vision for teaching urban youth.
- [*Equity & Cultural Responsiveness in the Middle Grades*](#) (2019)—a volume in *The Handbook of Research in Middle Level Education*. Edited by Kathleen M. Brinegar, Lisa M. Harrison, and Ellis Hurd
 - Research in middle level education that decenters whiteness and examines how to support the full diversity of our students.
- [*How to Be an Antiracist*](#), Ibram X. Kendi
 - An introduction to antiracist ideas that also outlines a path to action.
- [*How to Be Less Stupid About Race*](#), Crystal M. Fleming
 - Rooted in Critical Race Theory, this book reveals the misconceptions we all have from growing up in a racist society, and what we can all do.
- [*My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*](#), Resmaa Menakem
 - Details how racism affects our bodies as well as our minds and shows us a way to healing.

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- [*Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*](#), Derald Wing Sue
 - From one of the pioneers of multiculturalism and the concept of microaggressions.
- [*Raising Race Questions: Whiteness and inquiry in education*](#), Ali Michael
 - How to use an inquiry approach to address whiteness and racism in our schools and lives.
- [*Redefining Realness: My Path to Womanhood*](#), Janet Mock
 - The autobiography of a Black trans woman.
- [*Schooltalk: Rethinking What We Say About and To Students Every Day*](#), Mica Pollock
 - Explores how the language we use affects students and how we can work to ensure that effect is positive and affirming to all.
- [*So You Want to Talk about Race*](#), Ijeoma Oluo
 - Guidance for people of all races on how to have honest and productive conversations about race and racism.
- [*Stamped From the Beginning: The Definitive History of Racist Ideas in America*](#), Ibram X. Kendi
 - On the origins and development of racist thinking in our country.
- [*Stamped: Racism, Antiracism, and You*](#), Jason Reynolds and Ibram X. Kendi
 - The Young Adult version of Dr. Kendi's *Stamped From the Beginning*.
- [*The Successful Middle School: This We Believe*](#), Penny Bishop and Lisa Harrison
 - 5th edition of the foundational position paper of the Association of Middle Level Education, rewritten with an explicit equity perspective.
- [*This Book is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work*](#), Tiffany Jewell, illustrated by Aurélia Durand
 - The well-known YA author writes on the concept of antiracism, sharing stories of antiracist successes and tools to disrupt racism.
- [*This Is Not a Test: A New Narrative on Race, Class, and Education*](#), José Vilson
 - Weaves together personal experience as a Black student and teacher with a strong vision of where education is and needs to go.
- [*We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*](#), Cornelius Minor
 - On the importance of authentically listening to our students and how it can enable us to confront bias and work toward equity.

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- [*We Want to do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*](#) by Bettina Love
 - From the co-founder of the [Abolitionist Teaching Network](#).
- [*When They Call You a Terrorist*](#), Patrice Cullors & Asha Bandele
 - Co-authored by pioneering activists including a co-founder of [Black Lives Matter](#).
- [*White Fragility: Why It's So Hard for White People to Talk About Racism*](#), Robin DeAngelo
 - Useful additional resource "[Discussion Guide for Educators](#)" by Valeria Brown

Articles/Blog Posts

- "[7 Ways to Make Distance Learning More Equitable](#)" by Common Sense Education
- "[Distance Learning During COVID-19: 7 Equity Considerations for Schools and Districts](#)" by Titilayo Tinubu Ali and Mirel Herrera
- "[The First Time I Said, 'I'm Trans'](#)" by Jennifer Finney Boylan
- "[The Great Unlearn](#)" with Rachel Cargle
- "[How To Be an Antiracist Educator](#)," Dena Simmons
- "[If we aren't addressing racism, we aren't addressing trauma](#)," Dena Simmons
- "[A Justice Letter to Educators of Color and Conscience](#)" by José Vilson
- "[A Plea for Identity and Criticality](#)" by Gholneshcar E. Muhammad
- "[Please Don't Call Me Brave: For Those Who Continue to Teach Within the Closet](#)" by Jess Lifshitz
- "[Remote Learning and Digital Equity: Best Practices](#)" with Ray Bendici (conversation with Diane Doersch and Kali Alford)
- "[The Time to Support and Advocate for LGBTQ Students and Educators Is Now](#)" by Nathan Whitman

Videos

- "[Abolitionist Teaching and the Future of our Schools](#)" with Dr. Bettina Love, Dr. Ghody Muhammad, and Dena Simmons; facilitated by Brian Jones
- "[The Danger of a Single Story](#)" by Chimamanda Ngozi Adichie
- "[Mirrors, Windows, and Sliding Glass Doors](#)" by Dr. Rudine Sims Bishop

Resources addressing the issues of Social Justice, Racial Equity, and Cultural Bias

Podcasts

- "[Avoiding the Mistakes of Discussing Race in the Classroom](#)" hosted by Larry Ferlazzo with Marian Dingle
- "[Beyond the Letters S2: Normalizing Language with Jess Lifshitz](#)" hosted by Kate Roberts and Maggie Beatty Roberts
- "[Intersectionality Matters](#)" with Kimberlé Crenshaw
- "[Teaching While White](#)"
- "[Third Space](#)" with Jen Cort
- "[Trauma-Informed Educators Network](#)" episode 34 with Alex Shevrin Venet

Research

- [GLSEN Research](#):
 - Native and Indigenous LGBTQ Youth in U.S. Schools ([link](#))
 - Latinx LGBTQ Youth in U.S. Schools ([link](#))
 - Black LGBTQ Youth in U.S. Schools ([link](#))
 - AAPI LGBTQ Youth in U.S. Schools ([link](#))
 - The 2017 National School Climate Survey ([link](#))
 - The 2019 National School Climate Survey ([link](#))

Twitter Chat

- "[Situational Specificity and Undoing the Hypervisibility of Queer Students of Color](#)" (#Queer_EduChat - June 10, 2020)

Websites

- [Abolitionist Teaching Network](#)
 - Resources, webinars, and workshops for BIPOC and white teachers and students.
- [Black Lives Matter at School](#)
 - Founded in 2016, BLM at School organizes and supports actions for racial justice in schools.
- [#disrupttexts](#)
 - Challenging the canon and offering a full diversity of alternatives.
- [Facing History and Ourselves](#)
 - Resources to learn about our history and to fight bigotry and hate.

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- [GLSEN](#)
 - Resources for supporting LGBTQ+ people in different ways including through GSAs.
- [Learning for Justice](#)
 - Formerly "Teaching Tolerance," Learning for Justice provides a wealth of information and resources to support social justice work in schools.

Resources from the National Association of Secondary School Principals

- [culturally responsive schools](#)
- [racial disparities in our discipline policies](#)

Suggested Books on Social Justice and Equity for Professional Educators

An annotated list compiled by Dave F. Brown, Ed.D, Educational Researcher, including:

1. *White Fragility: Why It's So Hard for White People to Talk About Racism*, Robin Diangelo
2. *How To Be An Antiracist*, Ibram X. Kendi
3. *How To Be Less Stupid About Race*, Crystal M. Fleming
4. *Being the Change: Lessons and Strategies To Teach Social Comprehension*, Sara K. Ahmed
5. *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*, Jennifer E. Eberhardt, Ph.D
6. *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*, Cornelius Minor
7. *Equity & Cultural Responsiveness in the Middle Grades (2019)*—a volume in *The Handbook of Research in Middle Level Education*. Edited by Kathleen M. Brinegar, Lisa M. Harrison, and Ellis Hurd
8. *Culturally Sustaining Pedagogies: Teaching and Learning in a Changing World*, edited by Django Paris and H. Samy Alim
9. *For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education*, Christopher Emdin

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For Faculty and Administrators' Professional/Personal Growth

1. [*White Fragility: Why It's So Hard for White People to Talk About Racism*](#) (2018) written by Robin Diangelo (formerly a professor at Westfield State University in Westfield, MA). Diangelo begins the book with these thoughts in her "Author's Note":

The identities of those sitting at the tables of power in this country have remained remarkably similar: white, male, middle- and upper-class, able-bodied.

Acknowledging this fact may be dismissed as political correctness, but it is still a fact. While implicit bias is always at play because all humans have bias, inequity can occur simply through homogeneity; if I am not aware of the barriers you face, then I won't see them, much less be motivated to remove them. Nor will I be motivated to remove the barriers if they provide an advantage to which I feel entitled. (p. xiii)

Diangelo takes readers on a journey of seeing the challenges she faces as she works with groups of professionals to help them identify their White privilege. Her interactions with primarily White audiences reveal a distinct resistance among many of them in attempting to comprehend the ways in which their lives are advantaged due to their skin color. In Diangelo's words, "I will explain the phenomenon of white fragility, how we develop it, how it protects racial inequality, and what we might do about it" (p. 5).

Chapters:

- The Challenges of Talking to White People About Racism
- Racism and White Supremacy
- Racism After the Civil Rights Movement
- How Does Race Shape the Lives of White People?
- The Good/Bad Binary
- Anti-Blackness
- Racial Triggers for White People
- The Result: White Fragility
- White Fragility in Action
- White Fragility and The Rules of Engagement
- White Women's Tears
- Where Do We Go From Here?

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No matter how “woke” one may think he/she/they is, reading Diangelo's words are a genuine reality check for most who don't understand the privilege associated with being White... thus the word in the title: “Fragility.” The opportunities to self-reflect are numerous in reading this—if you're White and you don't see yourself in this book, you've fallen asleep. Diangelo offers more than perspective; she also provides many suggestions for adults' and educators' roles in moving us all closer to creating racial justice and equity in our communities and schools.

2. [How To Be An Antiracist](#) (2019) written by Ibram X. Kendi (a professor at American University in DC). In describing what an antiracist is, Kendi notes,

One endorses either the idea of a racial hierarchy as a racist, or racial equality as an antiracist. One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. (p. 9)

Kendi addresses the inequity in the greater number of suspensions/office referrals/punishment dealt to Black Indigenous People of Color (BIPOC) students versus Whites—a statistic for which every school should be collecting data, and which extensive research has revealed—

With racist teachers, misbehaving kids of color do not receive inquiry and empathy and legitimacy. We receive orders and punishments and “no excuses,” as if we are adults. The Black child is ill-treated like an adult, and the Black adult is ill-treated like a child. (p. 48)

Chapters:

- Definitions
- Dueling Consciousness
- Power
- Biology
- Ethnicity
- Body
- Culture
- Behavior
- Color
- White
- Black
- Class
- Space
- Gender
- Sexuality
- Failure
- Success
- Survival

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In each of the chapters from 3 - 15, Kendi describes what racism versus antiracism actions look like as associated with each subject from Power to Sexuality. A significant point for all educators is that the role of schooling is not the assimilation of Black youths into a White society, but instead, providing opportunities for Black students to embrace their own identities:

Assimilation ideas reduce people of color to the level of children needing instruction on how to act. Antiracists' ideas are based in the truth that racial groups are equals in all the ways they are different, assimilation ideas are rooted in the notion that certain racial groups are culturally or behaviorally inferior... (p. 31)

Kendi makes it clear that the change required for antiracism must occur through policy—legislative changes that support racial equity. He describes how all of us have the responsibility to promote antiracist actions and policies—particularly in our own schools.

3. [How To Be Less Stupid About Race](#) (2018) written by Crystal M. Fleming (an associate professor of sociology and Africana studies at Stony Brook University). Fleming writes with sharp humor about the positions that many have taken that appear to be healthy perspectives on racial issues, yet actually aren't—from President Obama to even herself as she recognizes the gaps in her own thinking.

She starts with this assertion: "Everyone has an opinion about race, but 99 percent of the population has never studied it. Not only are we surrounded by stupid ideas about race, we are even surrounded by stupid ideas about how to talk about race" (p. 2 & 3). She adds,

Prior to going to college, I don't recall having any teacher, from elementary on through high school, draw clear connections between past and present racism, or even acknowledge that systemic racism was a serious, ongoing problem in the United States. (p. 25)

Fleming writes, "The bottom line is that white supremacy is about resources: who gets (and retains) access to them, who gets excluded, whose lives are made to matter, and whose lives are rendered disposable" (p. 15).

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One of her most powerful messages is her description of intersectionality: the confluence of respecting and honoring the rights of women, BIPOC populations, and LGBTQ+ populations—heretofore oppressed in various ways by a majority of White men who have had the greatest impact, to date, on legislative policies.

Chapters:

- *Introduction: The Origins of Racial Stupidity*
- *The Idiot's Guide to Racial Stupidity*
- *Listen to Black Women*
- *On Racial Stupidity in the Obama Era*
- *Trump Country*
- *Fake Racial News*
- *Interracial Love 101*
- *Becoming Racially Literate*

Last thoughts from Fleming:

The bottom line is that living in a racist society involves being exposed to racial beliefs and discriminatory behavior very early in life—even before we are conscious of our own identities. As a result, we need to reflect on our own experiences, become more comfortable talking about our racial memories, and discuss the historical, social, and psychological dynamics of racism with young people. (p. 193)

4. [*Being the Change: Lessons and Strategies To Teach Social Comprehension*](#) (2018) written by Sara K. Ahmed (a literacy coach at NIST International School in Bangkok, Thailand). Ahmed provides the rationale for initiating equity activities with middle level students. Activities are developmentally appropriate and include opportunities for students to address personal equity challenges as well as discuss current events associated with racial inequities. Ahmed describes the value of these types of activities:

I've heard wise educators say that the health of a school depends on the number of elephants in the room. When we don't think we are responsible for helping kids address the issues that they say matter, when we confine discussions to fictional characters in literature, or when we try to control the discourse ourselves, these issues surface in behavior, in

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misunderstandings, in mistreatment, in cruelty, in self-doubt, and even in violence. (p. xxiv)

Chapters:

- Exploring Our Identities
- Listening with Love
- Being Candid
- Becoming Better Informed
- Finding Humanity in Ourselves and Others
- Facing Crisis Together

Ahmed offers descriptions of two-to-three activities to guide students through in 4 of the 6 chapters. She also provides solutions for how to handle some of the challenges teachers might experience with some students as these activities are implemented. These are all socially and emotionally safe activities that also enhance students' understandings of ethnic diversity and racial injustice.

What I have learned is that we cannot progress as a society if we rely on television images, single stories, and sensationalized headlines over getting proximate to the personal experiences and individual truths of human beings who don't look like us. (p. xv)

What are you doing in your school and classroom that will help you prepare for, prevent, or respond to the next tragedy that comes our way? How are you talking to your kids about bigotry, about race and racism? What news do you hear kids bringing into the room? What writing and reading can you do on your own or with your students and colleagues that will help make next time further along in the conversation? We must be proactive with our privilege. (p.133)

5. [*Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do*](#) (2020) written by Jennifer L. Eberhardt, Ph.D. (a professor of psychology at Stanford University and the recipient of a 2014 MacArthur "genius" grant). Eberhardt offers numerous examples and studies that demonstrate just how biased each of us is can be based on unconscious influences throughout our lives—from stereotype bias to confirmation bias to attitudinal bias. Studies conducted with students, police officers, and teachers reveal that few, if any of us, are

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capable of complete objectivity in many daily situations we encounter—particularly with BIPOC students and adults.

For those who enjoy Major League Baseball, you may be interesting in knowing that Eberhardt reported that researchers discovered after analyzing 3,524, 624 pitches, that on close calls,

... when the ball flew across the plate right on the border of the strike zone, the umpires were more likely to exhibit racial bias—calling a strike when the pitcher was the same race as the umpire and a ball when the pitcher was of a different race. (p. 286)

[We become] So comfortable [stereotyping] that we ultimately adapt to and embrace stereotypes, rooting them so deeply that they're passed along unquestioned to each new generation, over decades and centuries. In the United States, blacks are so strongly associated with threat and aggression that this stereotypic association can even impact our ability to accurately read the facial expressions of black people. (p. 35)

Chapters:

- Seeing Each Other
- Nurturing Bias
- A Bad Dude
- Male Black
- How Free People Think
- The Scary Monster
- The Comfort of Home
- Hard Lessons
- Higher Learning
- The Bottom Line

Confronting implicit bias requires us to look in the mirror. To understand the influence of implicit racial bias requires us to stare into our own eyes... to face how readily stereotypes and unconscious associations can shape our reality. By acknowledging the distorting lens of fear and bias, we move one step closer to clearly seeing each other. And we move one step closer to seeing the social harms—the devastation—that bias can leave in its wake. (p. 7)

6. [*We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be*](#) (2019) written by Cornelius Minor (a Brooklyn-based educator who has worked with the Teachers College Reading and Writing Project). Minor's book is designed more like a graphic novel than a traditional book—the colors and designs

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draw you in and help emphasize the critical ideas of effective equitable teaching. Minor describes the shared philosophies that most of us have about teaching and learning while providing the rationale and strategies for implementing a caring learning community for all of our students. He starts with these primary objectives:

Anything that abridges opportunity or compromises our responsibilities to one another is our enemy. As such, if we're not doing equity, then we are not doing education. This is immense work, but this work of ensuring equity and access is doable. Our journey starts with understanding that no great good can be done for a people if we do not listen to them first. Powerful teaching is rooted in powerful listening. (p. xi)

Chapters:

- Begin by Listening
- You Can Disrupt the Status Quo in Your Class
- Do Your Homework and Then Go for It
- Show Kids That You Hear Them
- Make Curriculum Work for Your Kids
- Being a Good Teacher Versus Being a Good Employee

For any middle level educator, Minor's ideas are the heart of reaching students. His focus on listening to your students is a powerful message and sets the stage for the trust that's required for genuine learning. Minor discusses how to conduct class meetings, using students' ideas to create meaningful curricula, and strategies for responding to disruptive behaviors. For any administrator or classroom teacher working with students from low socio-economic urban communities, this book is a guide to change the status quo to creating an entirely different learning experience. Minor tells and shows us how to break out of the traditional mold of often stifling teaching and step into innovative processes for meaningful learning:

The people that we admire most, no matter what their fields or disciplines, take the parameters that they have been given and create art. This act of radical creation is the only thing that can push those tired parameters into new paradigms. Not talk—us, doing the work. (p. 144)

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7. [Equity & Cultural Responsiveness in the Middle Grades](#) (2019)—a volume in *The Handbook of Research in Middle Level Education*. Edited by Kathleen M. Brinegar, Lisa M. Harrison, and Ellis Hurd: Brinegar is an associate academic dean and associate professor of education at Northern Vermont University; Harrison is an associate professor of middle childhood education at Ohio University; Hurd is a professor of middle level/bilingual education in the School of Teaching and Learning at Illinois State University.

This book is a compilation of research studies conducted by middle level professors across the United States. The editors (Brinegar, Harrison, & Hurd) in the first chapter describe how middle level education researchers/writers have not historically identified the needs of ethnically and racially diverse youths who are experiencing the many developmental changes occurring during young adolescence:

Unfortunately, the middle school concept has not centered on supporting the educational experiences of minoritized youth (Hurd, et al., 2018). What cuts across these disciplines and what regrettably the field of middle level education largely left out of conversations is the role that culture plays in the educational experiences of students. While developmentalism historically has gone unchallenged, within the past two decades there have been several critiques of the prominence of the developmental perspective in middle level education because it does not attend to issues of power, privilege, and equity and thereby does not inherently serve the interests of all young adolescents (Beane, 2005; Brown, 2005; Lee & Vagle, 2010). (pp. 4-5)

Most of what one reads about developmental growth for young adolescents primarily describes White, male, cisgender, heterosexual sexually oriented, and social economically, upper-to-middle class students. Each of the researchers who authors chapters for this book provides a distinct set of findings and suggestions for identifying and helping students who don't fit the characteristics of the majority population—we all teach these unique students whether we recognize them or not.

Chapters:

- Exploring the Convergence of Developmentalism and Cultural Responsiveness

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- Missed Opportunities, No More
- A Framework for Responsive Middle Level Mathematics Teaching
- The (un)Muted Voices of Middle Grades Youth Experiencing Homelessness
- "Sounding Funny" and Making Sense: Multimodal Codemeshing as a Culturally Sustaining Pedagogy in an English-Centric Classroom
- Middle (Mis)Management: Staff Sanctioned Victimization in the Middle Grades
- Illuminating the Power of Personal Narrative Writing to Affirm the Literacies and Lives of Black Youth
- Creating a Space for Culturally Sustaining Pedagogy
- #NoDAPL: Collaboratively Designing Culturally Responsive Curriculum
- Middle Level Administrators' Perspectives on Disciplinary Consequences Assigned to African American Female Students
- Educators' Practice for English Language Learners' Critical Consciousness: From Marginalized Identities to Active Agents
- Enacting Culturally Responsive Pedagogies: A Multicase Study of Middle Level Teachers in Urban, Priority Schools
- Preparing Culturally Responsive Middle Level Educators to Engage in Critical Conversations: Preservice Teachers Learning in an Integrated Curriculum Course
- Preparing Teachers to Prevent Classroom Management Challenges Using Culturally Responsive Classroom Practices
- Establishing a Pedagogy of Equity and Culturally [sic] Responsiveness in the Middle Grades

From Chapter 14, authors Murphy and Kennedy (2019) noted:

Evidence suggests that racial disparities in discipline result not from differences in the severity of students' behavior, but from educators' implicit biases (Okonofua & Eberhardt, 2015; Skiba, Michael, Nardo, & Peterson, 2002). An intersectional approach [to managing students] that addresses how factors such as race and gender converge in school discipline (Morris, 2007; Murphy, Acosta, & Kennedy-Lewis, 2013) revealed that Black boys receive suspensions most often, followed by Black girls and Latino males (Losen & Skiba, 2010; U. S. DOE, 2016). Studies on the experiences of persistently disciplined middle school Black girls have found these students receive messages from educators that they act "unladylike" for being loud,

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judgments rooted in cultural expectations of how young women should behave (Morris, 2007; Murphy et al., 2013). These studies reveal the role educators' implicit bias plays in perpetuating disproportionate discipline gaps. (pp. 324-325)

8. [Culturally Sustaining Pedagogies: Teaching and Learning in a Changing World](#) (2017) edited by Django Paris and H. Samy Alim (Paris is an assistant professor of language and literacy in the Department of Teacher Education at Michigan State University, and Alim is a professor and director of the Center for Race, Ethnicity, and Language (CREAL) at the University of California, Los Angeles).

This book is another compilation of research and writing from many educational researchers from across the globe. Each chapter author(s) addresses the meaning and practice that accompanies culturally sustaining pedagogy (CSP) in various contexts. Paris and Alim begin with this premise

Continued social and educational inequality coupled with the massive demographic changes sweeping the United States and Europe, among other regions, have brought to the fore an urgent, more pressing iteration of this age-old question: What is the purpose of schooling in pluralistic societies? [Culturally Sustaining Pedagogy] CSP seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of schooling for positive social transformation. Culturally sustaining pedagogy exists wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. (p. 1)

Chapters:

- What Is Culturally Sustaining Pedagogy and Why Does It Matter?
- "You Ain't Making Me Write": Culturally Sustaining Pedagogies and Black Youths' Performances of Resistance
- Language and Culture as Sustenance
- Upholding Indigenous Education Sovereignty Through Critical Culturally Sustaining/Revitalizing Pedagogy
- "For Us, By Us": A Vision for Culturally Sustaining Pedagogies Forwarded by Latinx Youth
- "This Stuff Interests Me": Re-Centering Indigenous Paradigms in Colonizing Schooling Spaces

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- Policing and Performing Culture: Rethinking "Culture" and the Role of the Arts in Culturally Sustaining Pedagogies
- The (R)Evolution Will Not Be Standardized: Teacher Education, Hip Hop Pedagogy, and Culturally Relevant Pedagogy
- Reviving Soul(s) With Afrikaaps" Hip Hop as Culturally Sustaining Pedagogy in South Africa
- Do You Hear What I Hear? Raciolinguistic Ideologies and Culturally Sustaining Pedagogies
- Socially Just, Culturally Sustaining Pedagogy for Diverse Immigrant Youth: Possibilities, Challenges, and Directions
- Finding Sustenance: An Indigenous Relational Pedagogy
- "Se Hace Puentes al Andar": Decolonial Teacher Education as a Needed Bridge to Culturally Sustaining and Revitalizing Pedagogies
- Understanding Identity Sampling and Cultural Repertoires: Advancing a Historicizing and Syncretic System of Teaching and Learning in Justice Pedagogies
- An Ecological Framework for Enacting Culturally Sustaining Pedagogy

Consider the premise that the majority White professional teaching population (approximately 80% of U. S. teachers) must start to comprehend and address how to become culturally sustaining pedagogical educators:

As we think about teaching and teachers, we ask: What would our pedagogies look like if this gaze (and the kindred patriarchal, cisheteronormative, English-monolingual, ableist, classist, xenophobic, Judeo-Christian gazes) weren't the dominant one? What would liberating ourselves from this gaze and the educational expectations it forwards mean for our abilities to envision new and recover community-rooted forms of teaching and learning? What if the goal of teaching and learning with youth of color was not ultimately to see how closely students could perform White middle-class norms, but rather was to explore, honor, extend, and, at times, problematize their cultural practices and investments? (pp. 2-3)

9. [For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education](#) (2017) written by Christopher Emdin (Emdin is an associate professor in the Department of Mathematics, Science, and Technology at

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Teachers College, Columbia University; and, associate director of the Institute for Urban and Minority Education).

Emdin initially provides a description of the ugliness and immoral nature of the Carlisle School during the late 1880s and early 1900s—a school designed to completely erase the cultural heritage of Indigenous students. He further describes BIPOC urban students as neoindigenous:

Because of the similarities in experience between the indigenous and urban youth of color, I identify urban youth as neoindigenous. Identifying urban youth of color as neoindigenous allows us to understand the oppression these youth experience, the spaces they inhabit, and the ways these phenomena affect what happens in social settings like traditional classrooms. It seeks to position these youth in a larger context of marginalization, displacement, and diaspora. (pp. 8-9)

Emdin provides specific strategies for reaching urban students—processes for communicating successfully with one's students; creating a safe space for urban youth at school; recognizing and honoring their cultural, ethnic, and racial backgrounds; building a community of learners; and designing curricula that meet urban students' needs and interests. Emdin introduces readers to reality pedagogy:

... Reality pedagogy is an approach to teaching and learning that has a primary goal of meeting each student on his or her own cultural and emotional turf. It focuses on making the local experiences of the student visible and creating contexts where there is a role reversal of sorts that positions the student as the expert in his or her own teaching and learning, and the teacher as the learner. Together, the teacher and students co-construct the classroom space. (p. 27)

Chapters:

- *Introduction: Commencement*
- *Camaraderie: Reality and the Neoindigenous*
- *Courage: Teach Without Fear*
- *Chuuuurch: Pentecostal Pedagogy*
- *Cogenerative Dialogues*
- *Coteaching*
- *Cosmopolitanism*

Resources addressing the issues of Social Justice, Racial Equity, and Cultural Bias

- Context and Content
- Competition
- Clean: Change the World and Dress Well Doing It
- Code Switching
- Curation and Computing
- Completion: Thoughts on Transformative Teaching