Opportunity Centered Leadership and Teaching: A Call for Equity

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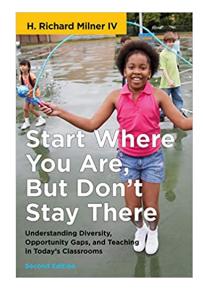


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Opportunity Centered Education: A Framework for thinking about Practice

- Opportunity Centered Practices centralize and cultivate relationships.
- Opportunity Centered Practices build on and from community knowledge to inform practice.
- Opportunity Centered Practices disrupt deficit beliefs about and among students -- elevating beliefs about their capacity to succeed in a domain.
- Opportunity Centered Practices stress and advance psychological and mental health.
- Opportunity Centered Practices converge the curriculum.
- Opportunity Centered Practices Disrupt Pushout and Exclusion in (Virtual) Schools and Classrooms.
- Opportunity Centered Practices Push the Curriculum to Social Action.



Defining Race

Socially (Ladson-Billings & Tate, 1994)

Legally (Harris, 1993)

Plessy v. Ferguson (1896)

Rowles V. Board (1907)

Mendez V. Westminster (1947)

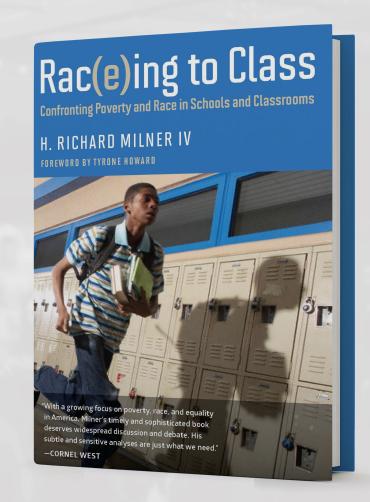
Brown v. Board (1954)

Milliken v. Bradley (1974)

Historically (Anderson, 1988)

Physically – not Biologically (Monroe, 2013)

Contextually (Tate, 1997)



Defining Racism

The transformation of racial prejudice into... racism through the use of **power** directed against racial group(s) and their members, who are defined as inferior by individuals, institutional members, and leaders, which is reflected in policy and procedures with the **intentional** and **unintentional** support and participation...

Why is it so difficult to talk about race and racism in "mixed" company?

Why

Why Focus on Race?

MICRO-AGGRESSIONS

"Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color" (Sue et al, 2007, p. 271).

"A form of cultural disrespect; a subtle daily insults that, as a form of racism, support a racial and cultural hierarchy of minority inferiority" (Koli and Solorzano, 2012).



Micro-affirmations communicate... Howard, 2017; Kohli and Solórzano (2012); and Rowe (2008)

- I see you.
- I value you.
- I appreciate your differences.
- I am committed to understanding your needs.
- I believe in your potential.
- I care about you.
- I want to be the person who has your back.
- Let's work together to help you meet your goals.





Why Focus on Race?

Young people, especially minoritized bodies, are still being told they are FAILING their classes.

Black students are still having the police called on them – even in THEIR OWN HOMES.

Research shows connections between sense of racial identity and outcomes.



Opportunity Centered Practices stress and advance psychological and mental health.



Domains of our Work

Ask Students/People How They are Feeling . . .



Mental health is a state of well-being in which an individual realizes [his, her, their] own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to [his, her, their] community.

World Health Organization

High School Transition to College

"Being black and feeling blue": The mental health consequences of racial discrimination Published in *Race and Society*.

<u>Tony NBrown^aDavid RWilliams^aJames SJackson^aHarold</u> <u>WNeighbors^aMyriamTorres^aSherrill LSellers^bKendrick TBrown^c</u>

"I Feel Sad and Don't Know Why" (High School Senior at Alleghany County Community College Forum)

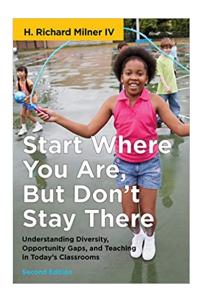
What Converges in Curriculum Convergence through OCT?

The Who -- Identity

The What – Learning Opportunities

The Where -- Society/Community

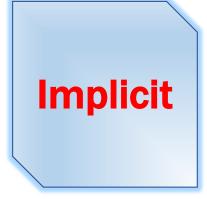
Why – Rationalizing the who, what and where (intellectual, skill, cannon)



Three Forms of Curriculum



Explicit



E. Eisner (1994)

Vicarious Trauma

"Vicarious trauma is the emotional residue of exposure that [people] have from hearing [other people's] trauma stories and become witness to the pain, fear, and terror"

- American Counseling Association

Converging the Curriculum Rudine Sims Bishop

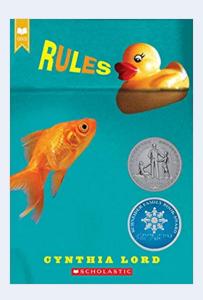
Mirrors



Windows



Sliding Glass Doors





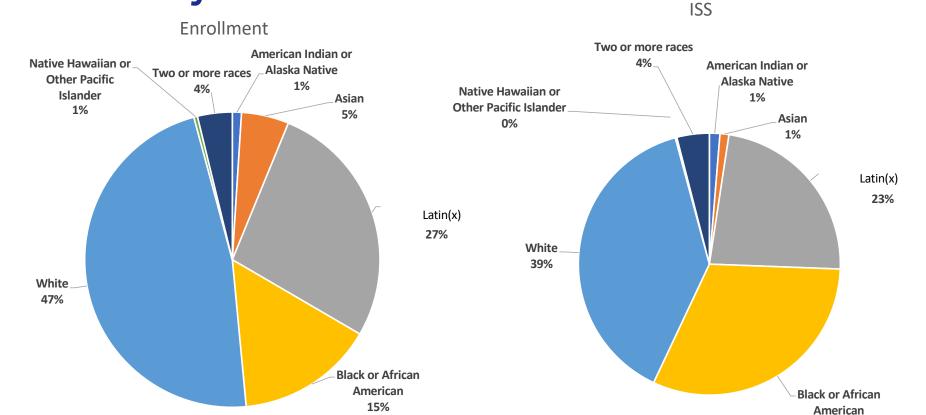
Poverty Guidelines (2020)

2020 HHS Poverty Guidelines				
Persons in Family	48 Contiguous States and D.C.	Alaska	Hawaii	
1	\$12,760	\$15,950	\$14,680	
2	17,240	21,550	19,830	
3	21,720	27,150	24,980	
4	26,200	32,750	30,130	
5	30,680	38,350	35,280	
6	35,160	43,950	40,430	
7	39,640	49,550	45,580	
8	44,120	55,150	50,730	
For each additional person, add	\$4,480	\$5,600	\$5,150	
Source: Federal Register, 85 FR 3060, pp. 3060-3061				

Opportunity Centered Practices Disrupt Pushout and Exclusion in (Virtual) Schools and Classrooms.



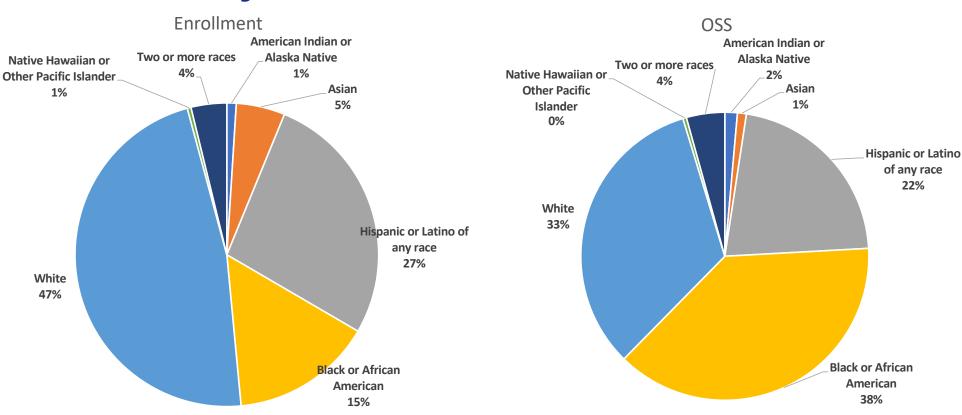
National K-12 in-school suspensions by race and ethnicity



32%

SOURCE: U.S. Department of Education, Civil Rights Data Collection (CRDC), 2017-2018

National K-12 out-of-school suspensions by race and ethnicity



SOURCE: U.S. Department of Education, Civil Rights Data Collection (CRDC), 2017-2018

Big Themes Covered

TIME ON TASK – Missed Instructional Time and Test Score Results (Woolfolk Hoy, 2015)

PUNISHMENT v DISCIPLINE (Duncan-Andrade, 2017; Foucault, 1975; Noguera, 2003; Skinner, 1938)

Black and Brown students referred for **SUBJECTIVE INFRACTIONS** (Skiba, 2004; 2011)

White students referred for **OBJECTIVE INFRACTIONS**

Infractions tend to originate on the **CLASSROOM** level

Most office referrals are for NON-COMPLIANCE

Tenets of Discipline versus Punishment

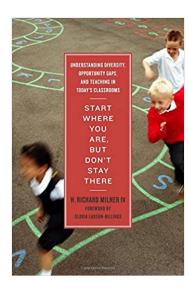
Discipline	Punishment
Provide Multiple Opportunities for Students to "Excel"	Exclude, Office Refer, Suspend, and Expel
Focus on Cognitively Rich and Rigorous Curriculum Practices	Teach to the Test
Communicate and Collaborate with Families on ways to Support Student Learning and Development	Ostracize and Marginalize Families, Parents and Communities
Model Tenacity, Persistence and Care	Give up on Students
Cultivate and Envision Students as Knowledgeable	Act as the Arbiter of Knowledge and Knowing

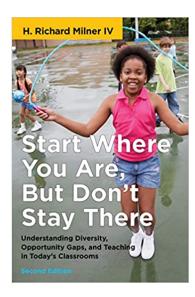
Tenets of Discipline versus Punishment (Continued)

Discipline	Punishment
Invest in the Individual to Impact the Community	Advance an Individualistic Ethos of Success
Build and Sustain Relationships with Students	Create Unnecessary Distance Between Students
Engage in Real Talk about Social Realities and Expectations in Society	Engage in Irrelevant Talk or No Talk at All Society
Expand Racially-Centered Textual Curriculum Opportunities	Develop and Enact Curriculum as White, Mainstream, and Traditional

Reimagining our Language Irvine, Ladson-Billings, Milner There is NOT an Achievement Gap

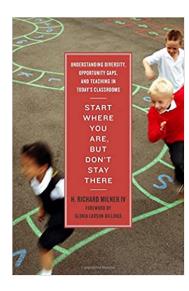
- A Caring Gap
- A Grace Gap
- A Vulnerability Gap
- An Access Gap
- A School Counseling Gap
- An Assessment Gap
- A Psychological Services Gap
- A Funding and Resource Gap

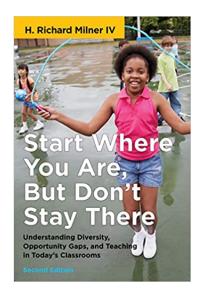




Beyond Achievement Gap Talk Irvine, Ladson-Billings, Milner

- Geography of Opportunity Gap
- An Early Childhood Education Gap
- A Higher Education Gap
- A Community-Schools Connection Gap
- An Empathy Gap
- A Pop Culture/Hip-Hop Gap
- A Research Gap
- An Opportunity Gap





Keep in Touch!

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