

Resources: Webinar One

Award winning authors and books. Consider them for book studies.

Fiske, Susan T. 2011. *Envy Up, Scorn Down: How Status Divides Us*. New York: Russell Sage Foundation.

- How the dominant culture affects our beliefs about the value of “others”

Kahneman, Daniel. 2011. *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux.

- Why slowing our thinking is challenging and uncomfortable and creates significant challenges to changing systems.

Relevant Application Research (Normalizing and Inclusion)

Gorksi, Paul. 2000. Toward a Multicultural Approach for Evaluating Educational Web Sites, *Multicultural Perspectives* 2(3):44-48.

https://www.researchgate.net/publication/233448716_Toward_a_Multicultural_Approach_for_Evaluating_Educational_Web_Sites (Includes web site assessment tool)

YouTube videos:

Asset vs Deficit Perspective

Fimmakademie Baden-Wuttemberg GmbH 2014. “The Present”

<https://www.youtube.com/watch?v=3XA0bB79oGc>

A short (4 minute) animation video that clarifies the importance of assets vs. deficit thinking in education through the eyes of a boy and his puppy.

Normalizing

Adichie, Chimamanda Ngozi. 2009. "The Danger of the Single Story"

<https://www.youtube.com/watch?v=D9lhs241zeg>.

Normalizing a single story told in our culture may exclude or marginalize others from seeing himself or herself (or themselves) in the story (or career).

Digital Tools and Apps:

Animoto (<https://animato.com/>) Allows students to make brief (30 second) videos to share. Can be used to empower current students to make short videos about their career areas to share with elementary and middle school students.

Padlet (<http://padlet.com/>) Provides a blank canvas for students to create and design collaborative projects.

Answergarden (<http://answergarden.ch/>) Tool for online brainstorming or polling. Can be used in real time to see student feedback on questions.

STEM Equity Initiative Resources

NEIR© Constructs

Normalizing

- **Normalizing:** Educational environment connects to lived experiences that are common, typical, customary, and/or routine.
 - Harmonious
 - Consonance (Cognitive and sensory)
 - Compatible
 - Congruent
 - Stress-free, peaceful
- **Not normalizing** Educational environment is unfamiliar or comfortable based on the lack of previous experiences or encounters or differing customs or traditions.
 - Dissonant (Cognitive or sensory)
 - Discordant
 - Disharmony
 - Stressful
 - Inconsistent
- **Normalizing Example** – A girl who grew up on a farm where she helps with the daily tasks, including maintaining farm equipment. Entering into automotive technology program builds on her experience and feels consistent with her previous experiences.
- **Not-normalizing Example** – Moving from a small, rural community to a college or university may feel overwhelming to individuals who are the first in their family to attend. Size, spaces, processes, jargon, racial make-up, religious or language differences, previous military lifestyle, class or economic disparities, prior experiences, and knowledge gaps can be disorienting and even frightening.

Inclusive

- **Inclusive:** Educators are aware of and responsive to the ways that students are marginalized by our current education system and educators' implicit bias.
 - Warm
 - Welcoming
 - Accessible
 - Responsive
 - Caring

- **Exclusive**
 - *Cliquish*
 - *Closed*
 - *Clannish*
 - *Aloof*
 - *Preferential*
 - **Inclusive Example** – *Providing examples of science from the perspective of the Native American community. Incorporating African American and Mexican perspectives into U.S history classes.*
- **Exclusive Example** – *At the start of class, the doors will be locked and no one allowed to enter. During class, only students who raise their hands will be allowed to participate.*

Empowering

- **Empowering:** *Students are assets in their classroom. They are responsible for and recognized for their own learning and the learning of others.*
 - *Attainable*
 - *Responsive*
 - *Obtainable*
 - *Standing*
 - *Visible*
- **Disempowering:** *Students have deficits that must be met by the educator. The educational system provides all the resources and is wholly responsible for student learning.*
 - *Disengage*
 - *Disenfranchise*
 - *Subordinate*
 - *Restrict*
 - *Disrespect*
- **Empowering Example** – *Identifying several students in class as having mastered a skill or knowledge and having less experienced students approach these peers first for help on task or knowledge gathering.*
- **Disempowering Example** – *Watching other students consistently get praised for performance and benefit from leadership opportunities. Feeling invisible and having that emotional experience validated by of a lack of engagement from the educator or peers.*

Relevant

- **Relevant:** Students experience “relatedness” with their teachers and learning that connects directly to their personal goals and to their community and cultural experiences.
 - Compatible
 - Important
 - Significant
 - Applicable
 - Germaine
- **Irrelevant:** Students experience education ascribed by a system as critical for academic advancement or workforce engagement without the integration of local workforce needs, student knowledge, or cultural or socioeconomic impacts.
 - Inappropriate
 - Pointless
 - Inconsistent
 - Unconnected
 - Remote
- **Relevant Example** – Asking a student to complete a task. When he or she or they ask why, taking time to explain the connection to personal growth, professional opportunities, community health, or lifelong learning in a form that is appropriate to the age of the students.
- **Irrelevant Example** – Providing a student with math exercises without a connection to their personal experience or long-term importance as demonstrated through their real-world application. Explaining probability through the use of poker hands or sports examples without the students’ knowledge in either of these activities.

Special Populations Definitions for Perkins V (Courtesy of Montana Office of Public Instruction. [LinkClick.aspx](#))

The term “Special Populations” means-

- A. Individuals with disabilities;
- B. Individuals from economically disadvantaged families, including low-income youth and adults;
- C. Individuals preparing for non-traditional fields;
- D. Single parents, including single pregnant women;
- E. Out-of-workforce individuals (postsecondary)
- F. English learners;
- G. Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 1142a);
- H. Youth who are in, or have aged out of, the foster care system; and
- I. Youth with a parent who is a member of the armed forces and is on active duty

Comprehensive Local Needs Assessment

The Comprehensive Local Needs Assessment refers to “Equity and Access”. Here are some key questions for members of special populations in your CTE programs of study:

- Can all learners access high-quality CTE programs of study?
- What do we mean when we use the word “access”?
- Are you considering the availability of high-quality CTE programs of study, transportation barriers, waitlists, admissions barriers, etc?
- Are certain populations over-represented or under-represented in CTE programs of study? Do these trends persist within and across Career Pathways?
- Where are the biggest achievement gaps?

PA Department of Education Resources

Pennsylvania Every Student Succeeds Act (ESSA) Consolidated State Plan

<https://www.education.pa.gov/Documents/K-12/ESSA/PennsylvaniaConsolidatedStatePlan.pdf>

Future Ready PA Index - The Index illustrates student and school success via three color-coded categories: academic performance, student progress, and college and career readiness, providing the public with a more comprehensive look at how Pennsylvania's schools are educating students.

<https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/default.aspx>

PA Department of Education Safe Schools Equity and Inclusion Resources - Contains resources for educators, parents, and professionals serving children and youth in school and out-of-school settings.

<https://www.education.pa.gov/Schools/safeschools/equityandinclusion/Pages/default.aspx>