

# ANTI-RACISM & ANTI-BIAS CURRICULUM

## SCHOOL BOARD WORK SESSION

September 15, 2020



# Work Session Outline

1. Review School Board Forum Requests and Community Context
2. Review Draft FCPS Goals for Anti-Racism and Anti-Bias Education
3. Review FCPS Curriculum Revision Projects
4. Review FCPS Professional Development Actions
5. Discuss Need for FCPS Anti-Racism and Anti-Bias Policy

## Forum Consensus on Anti-Bias and Anti-Hate Curriculum, 1/9/20

FCPS has a robust elective program regarding anti-hate and bias, and the Superintendent will **develop plans to expand it, making it part of the core curriculum.** The Board will schedule 1-2 work sessions so that Board members can provide feedback on the anti-hate and bias curriculum.

## Connection to Forum on Eliminating Racism & Implicit Bias in FCPS, 6/25/20

We commit to **interrogating and reforming curriculum as a system** within FCPS that manifests and perpetuates implicit cultural biases.

We commit to **anti-racism and anti-bias education** that imparts the knowledge, skills, and dispositions that lead to prejudice reduction and collective action for a more just world.

**We must listen to and have  
faith in the stories of our  
school community.**

**FCPS Community Voices:  
Town Halls, Personal Narratives, Letters,  
Petitions, Social Media**

## Fairfax County Youth Survey (2019)

- **“Nearly half of the students (46.7%) reported that they had had something bad said to them about their race or culture...”**

## Fairfax County Bias Crimes and Incidents Report (2013-17)

- **“The most prevalent bias type or category was Anti-Black, representing 33.5% of the aggregate total.”**
- **“Other prevalent categories of bias crimes and incidents were Anti-Jewish and Anti-Islam, each accounting for 10.9% of the aggregate total.”**



# CENTERING EQUITY



VIRGINIA  
IS FOR  
LEARNERS

# 5C's of EdEquityVA

1. **C**ompassionate Student & Family Engagement
2. **C**ulturally Responsive
3. **C**ourageous Leadership
4. **C**urriculum Reframing
5. **C**ontinuous Reflection





## Bias

**Implicit Bias** - Unconscious attitudes and stereotypes that affect our understanding, actions, beliefs, and decisions.

**Explicit Bias** - Conscious attitude or belief that occurs as a result of a deliberate thought or action.

## Racism

**Individual Racism** - Pre-judgement, bias or discrimination by an individual based on ideas of racial inferiority that may be consciously or unconsciously held. It includes both privately held beliefs, conscious and unconscious, and external behaviors and actions of others.

**Institutional Racism** - Occurs within institutions and organizations such as schools, that adopt and maintain policies, practices, and procedures that often unintentionally produce inequitable outcomes for people of color and advantages for white people.

# Systems of Oppression

Racism, sexism, ableism, classism, etc.:

- Rules
- Policies
- Procedures
- Practices
- Curriculum
- Customs & Traditions



# Goals of Anti-Racism and Anti-Bias Education

## Empower and expect students

- **to examine** bias in history, in themselves, and in their world today
- **to reject** racism, hate, and prejudice
- **to recognize** injustice in systems and institutions
- **to take action** to improve their local, global, and digital communities

## Provide curriculum across subjects and levels that

- **represents diverse perspectives** with nuance and respect;
- **exposes students to the history** and effects of racism, prejudice, and discrimination
- **increases self-awareness**
- **affords opportunities to take meaningful action** to improve their communities and the world

# Goals of Anti-Racism and Anti-Bias Education

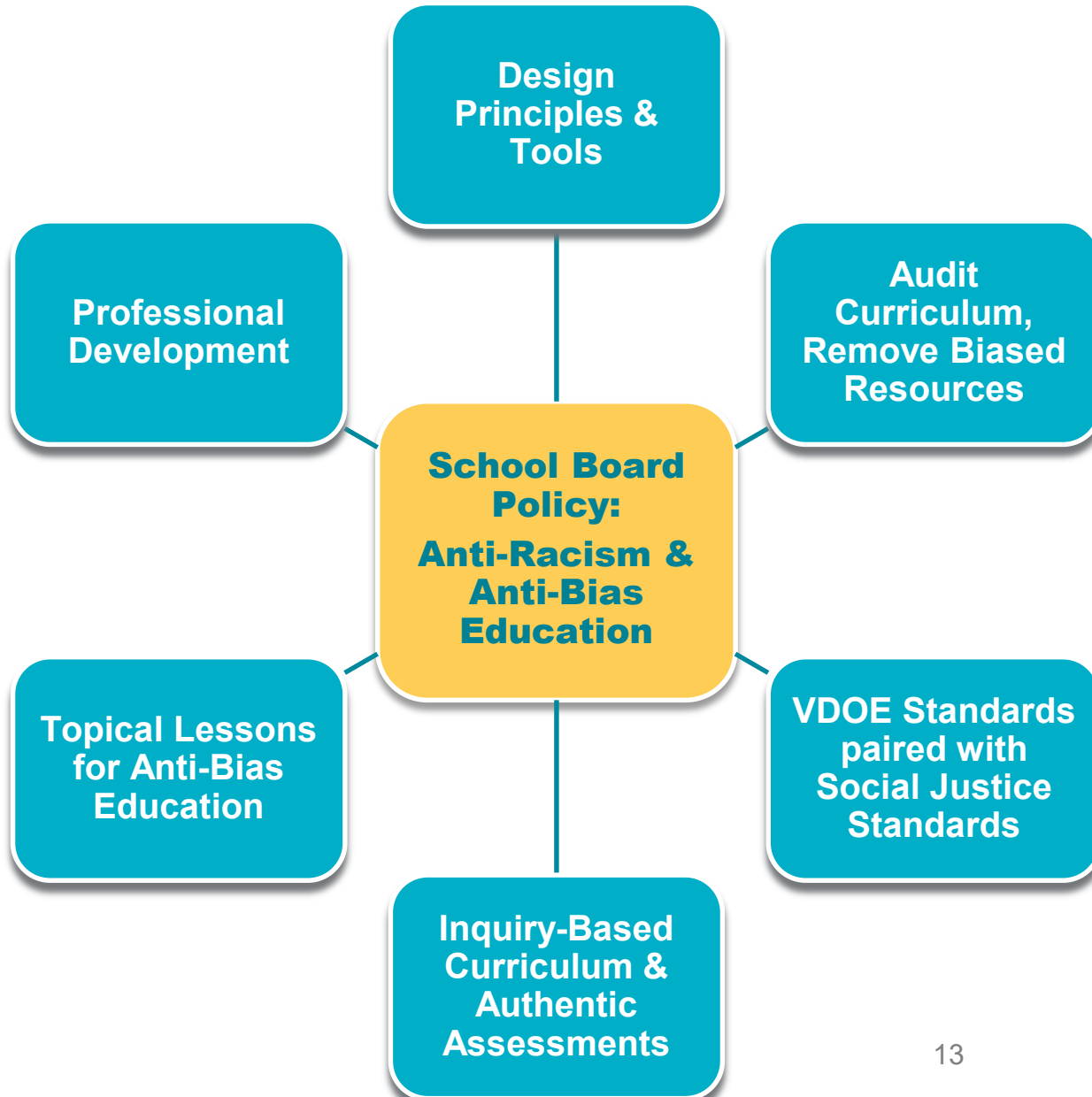
## Empower and expect all staff

- **to demonstrate cultural competence**
- **to create** classroom and school environments that are inclusive and safe spaces
- **to activate** student voice and foster empathy
- **to challenge** racism, bias, and exclusion
- **to respond** to acts of hate and discrimination with appropriate action

## Provide professional learning to prepare teachers, administrators, and all staff

- **to examine racism and bias** in history, in themselves, and in their world today
- **to recognize injustice** in systems and institutions
- **to facilitate** empowering and inclusive anti-bias and anti-hate learning experiences

# Anti-Racism, Anti-Bias Curriculum



## **Need for School Board Policy** on Anti-Racism and Anti-Bias Education

- Need policy that **rejects all forms of racism, supports anti-bias education, and sets an expectation for staff** to challenge racism, bias, and exclusion.
- **Existing Controversial Issues Policy & Regulation requires teachers to remain impartial** on issues with “substantial differences of opinion... on the local, national, or international level... accompanied by intense feelings and strong emotions.”
- **Changing attitudes, challenging inequality, and raising consciousness are not neutral matters.**



# Guiding Documents on Anti-Bias Education

**Teaching Tolerance's Social Justice Standards** are a set of anchor standards and age-appropriate learning outcomes divided into four domains—identity, diversity, justice and action (IDJA).



The standards recognize that, in today's diverse classrooms, **students need knowledge and skills related to both prejudice reduction and collective action.**

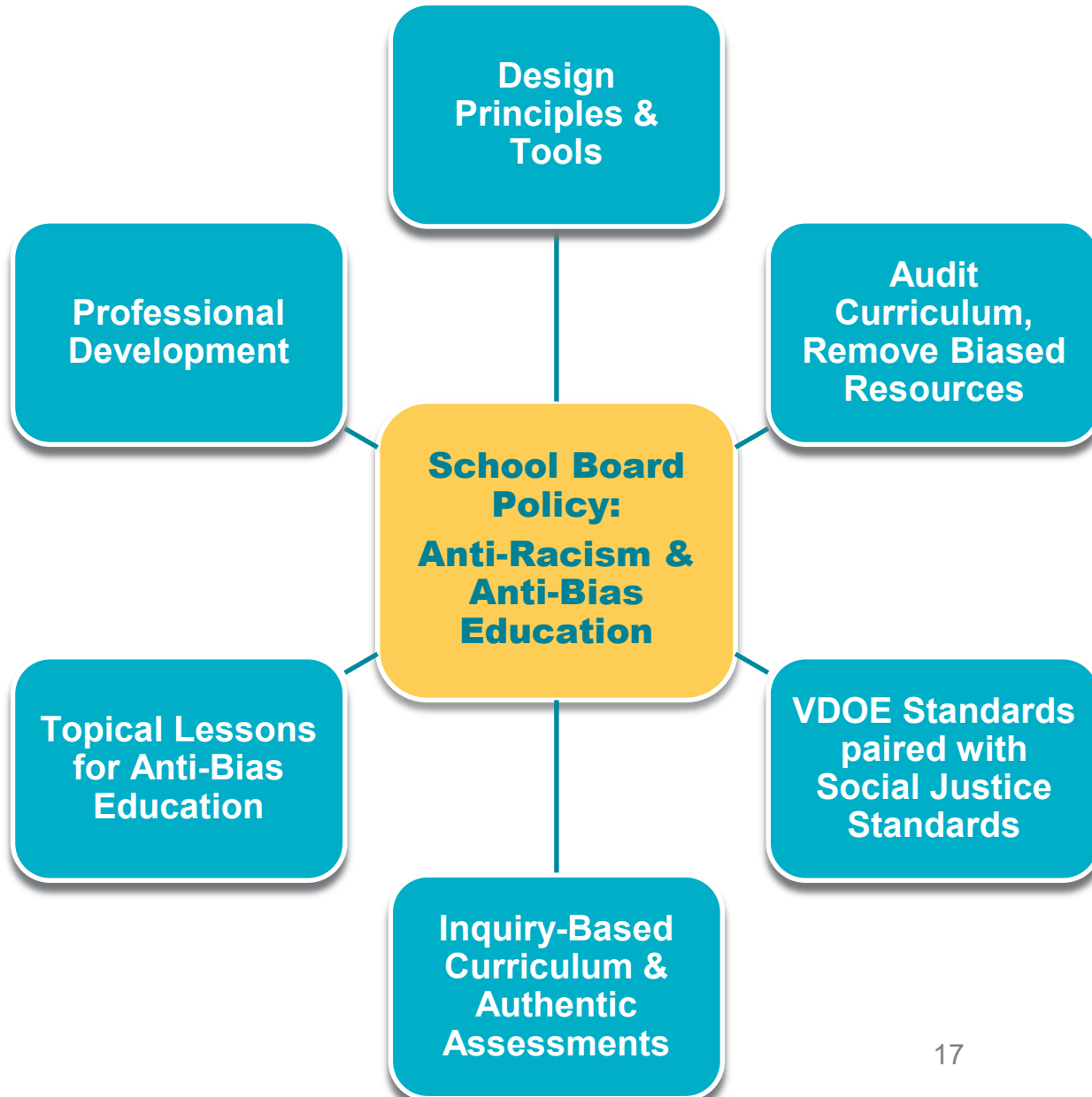
# Guiding Documents on Anti-Bias Education

***Critical Practices for Anti-bias Education*** offers practical strategies for accomplishing academic and social-emotional goals side by side. This framework also provides valuable advice for implementing culturally responsive pedagogy and describes how teachers can bring anti-bias values to life.



CRITICAL PRACTICES  
FOR ANTI-BIAS EDUCATION

# Anti-Racism, Anti-Bias Curriculum



# Designing for Anti-Racism & Anti-Bias

## Five Ways a Culturally Responsive Curriculum Impacts the Student Experience

Which of these elements could be leveraged in your curriculum to improve student outcomes?

<p><b>Students feel disconnected from their learning and uncertain about their abilities and value</b></p> <p>←</p> <p>←</p> <p>←</p> <p>←</p> <p>←</p>	<p>Are diverse experiences and perspectives excluded, oversimplified, or tokenized?</p> <p>Might students assume that experts in the discipline only come from certain backgrounds?</p> <p>Are there missed opportunities to help students use their voices and activate their own perspectives?</p>	<p><b>Multiple Perspectives</b></p>	<p>Are diverse experiences and perspectives represented with respect and nuance?</p> <p>Will students see themselves in the expert practitioners represented?</p> <p>Are students invited to use their voice and activate their own perspective?</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p><b>Students feel known and valued as learners and members of the classroom community</b></p>
	<p>Might students feel they must passively accept materials, events, and institutions as unquestionable?</p> <p>Do materials suggest that the way things are (or were) is the way they must be, no matter how unjust?</p> <p>Might students encounter facts or skills as discrete items unrelated to bigger concepts?</p>	<p><b>Critical Lens</b></p>	<p>Are students encouraged to examine materials, events, and institutions critically, attending to power, position, and bias?</p> <p>Will students understand human systems as the product of choices that can be made better?</p> <p>Will students construct their own knowledge about enduring concepts?</p>	
	<p>Might students feel that who they are is irrelevant to what and how they are learning?</p> <p>Are there missed opportunities for students to make connections or take meaningful action to impact their communities or world?</p>	<p><b>Relevance</b></p>	<p>Do questions connected to students' identities, communities and/or the world drive learning?</p> <p>Are students empowered to pursue their own lines of inquiry and take meaningful action to impact their communities and the world?</p>	
	<p>Are there missed opportunities to foster active learning instead of rote tasks, basic recall of facts, and passivity?</p> <p>Might students assume they are not expected to think for themselves?</p> <p>Will students' learning cease to matter once the unit ends?</p>	<p><b>Rigor</b></p>	<p>Are students supported in constructing their own knowledge about concepts that transfer beyond the unit?</p> <p>Will students process their learning in ways that affirm who they are and how they use language?</p> <p>Will what students are asked to know and do matter beyond the unit?</p>	
	<p>Might students assume that their teacher has a low opinion of their abilities or cultural and linguistic identities?</p> <p>Might students believe they must leave their culture outside the classroom in order to succeed?</p>	<p><b>Relationships</b></p>	<p>Will students be better known to their teachers, to each other, and/or to themselves?</p> <p>Are students encouraged to believe that they are capable and worthy learners and human beings?</p>	



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# Examples of Application

- **Language Arts**

- Audit of book rooms & textbooks for diversity & inclusion
- Critical Literacy Units in Elementary Planning Guides & in Professional Development
- Design Principles prioritized in Return-to-School streamlined curriculum

- **Health & PE**

- Family Life Education on Identity and Stereotypes
- Anti-Bias connections noted on middle & high Return-to-School Curriculum

- **Digital Citizenship**

- Lessons on Online Hate Speech, Gender Stereotypes, Confirmation Bias

# Overview of Work in Social Studies

- **Auditing existing resources** for bias using tools centered in culturally responsive pedagogy; removing harmful resources
- **Developing partnerships** to scale curriculum development focused on inquiry-based learning
- **Infusing anti-bias standards** into the core curriculum guidance
- **Providing professional development** for social studies educators across grade levels

## Rethinking Virginia Studies



### 4th grade teachers from every elementary school

- Site-based learning
- Multiple perspectives
- Examine implicit bias
- Redesign Virginia Studies for Cultural Responsiveness
- Retire Colonial day



# Transformation in Social Studies

## Rethinking Virginia Studies





## Virginia Inquiry Collaborative

- ★ 6 school divisions
- ★ 102 educators
- ★ 30+ partners from historical sites, universities, & museums
- ★ Inquiry Design Model: Source analysis, argumentation, informed action
- ★ **39 inquiry units designed over 2 years**





Smithsonian



National  
Portrait  
Gallery



THE  
AMERICAN CIVIL WAR  
MUSEUM



FACING  
HISTORY  
AND  
OURSELVES

People make choices. Choices make history.

JOHN L. NAU III CENTER  
for  
Civil War History



Thomas Jefferson  
MONTICELLO

GEORGE WASHINGTON'S  
MOUNT ★ VERNON





# Transformation in Social Studies

## Cultural Responsiveness in MS & HS



- Design Principles & implicit bias training: all social studies department chairs
- Enacting change in the classroom
- Leading professional development for all middle & high school social studies teachers in January 2020

## Curriculum Revision & Development

### **Courses Audited 2019-2020** by diverse teams of teachers:

- Virginia Studies
- U.S. History I
- U.S. History II
- Civics
- World History I
- World History II
- VA / US History

### **New Resources** developed 2019-2020:

- Overhaul of Virginia Studies Planning & Pacing Guides
- Primary Source Sets for all U.S. History Courses with Smithsonian Resources
- Combating Intolerance

# Anti-Bias Education in Core Curriculum

- **Essential Standards for the Return-to-School** explicitly include content-aligned, anti-bias objectives derived from the Social Justice Standards by Teaching Tolerance
- **Relevance, critical thinking, and informed action** encouraged through unit concepts, essential questions, and performance-based assessments

# Example from VA/US History

## The US Civil War and Reconstruction

Weeks 3

**7.b,c,e-** Students will apply social science skills to understand the Civil War and Reconstruction eras and their significance, including the adoption of the 13th, 14th, and 15th Amendments, *on students' identities, communities, and the world.*

**JU.12 -** Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

**AC.16-** Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

# Example from VA/US History

## Support a Claim or Position

[Suggested Planning  
Template to Modify/Use](#)



**Goal::** Students construct an argument (e.g., detailed outline, visual, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views.

**Prompt:** Either Essential Question could be used for this prompt:

- How do the U.S. Civil War and Reconstruction impact our national identity and unity today?
- How does the past impact present understanding, systems, and actions regarding prejudice and social bias?

Or, another essential question can be designed. For example:

“From 1860 to 1877, the social, political and economic developments were so significant that the era should be referred to as a revolution.” Support, modify or refute this statement.

# Social Studies Next Steps

1. **System-wide Professional Development** for teachers of U.S. history (grades 6, 7, and HS)
2. **Adopt the use of Inquiry Design Model units**, in U.S. history courses, pilot in 2020-21, scaling in 2021-2022
3. **Initiate World History focus** with Virginia Inquiry Collaborative
4. **Clear expectations and guidance on Holocaust education** in grades 7, 10, 11



# Social Studies Next Steps

6. **Adopt new high school elective for African American Studies**, created by Virginia Department of Education
7. **Grade-level field trips:** Seeking support and funding for site-based learning for students at the National Museum of the American Indian, the National Museum of African American History and Cultures, and the U.S. Holocaust Memorial Museum
8. **Facilitate input from FCPS community** in 2021 as part of the Virginia Department of Education (VDOE) revision of History & Social Science Standards for 2022

# Other Next Steps

1. **Expand and Deepen Efforts Across All Content Areas:** Design Principles for Cultural Responsiveness and Social Justice Standards
2. **Topical Anti-Bias Lessons:** Explore requiring specific lessons on topics such as race, religion, ability, class, immigration, gender and sexuality

# Anti-Bias Lessons: Key Topics

TEACHING TOLERANCE TOPICS



# 5C's of EdEquityVA

1. **C**ompassionate Student & Family Engagement
2. **C**ulturally Responsive
3. **C**ourageous Leadership
4. **C**urriculum Reframing
5. **C**ontinuous Reflection



# Division-wide Professional Development: Equity & Cultural Responsiveness

Target Date	Topic	Intended Audience
July 2020	<b>Equity Symposium: “Beyond Words: A Call to Action”</b>	Instructional Staff & Leaders
August 2020	Social/Emotional Modules (5) CASEL Framework with culturally responsive mindset embedded	Instructional Staff
August 2020	<b>Cultural Responsiveness Module 6:</b> Commitments to our tools / understanding and addressing racism and hate	ALL FCPS STAFF
Fall 2020	<b>Understanding Bias, Racism and Hate</b>	Athletic Coaches
March 2021	<b>Cultural Responsiveness Module 7:</b> Addressing Racism and Hate Continued	ALL FCPS STAFF

# Members of Culturally Responsive Professional Learning Communities

- **Explore and assess** their knowledge about the diversity of the communities they serve;
- **Recognize the assumptions** one makes about the cultural groups within their communities;
- **Become more informed** in order to be a more effective educator.

# Teacher & Student Voice

- **Equity Leads/ Leadership**
  - Formation of Equity Teams
  - Equity Audit & Access/ Opportunity Goal Creation
  - Ongoing Professional Development for Leads & Principals
  - New York City Leadership Academy (NYCLA) Coaching for Equity:
    - Principals & the FCPS Leadership Team
- **Student / Family Town Hall**
  - Specific Topics - One Per Quarter
- **Student Equity Ambassador Leadership Program**
  - High School Students - Two Per School
  - Quarterly Learning & Participation in Equity Teams
- **Student Club Connections**
  - Anti-Defamation League (ADL) - No Place for Hate
  - Kids for Peace
  - Student Associations
    - (Black Student Association / Unions, Pride, etc.)



# Staff Recommendations

- Board adoption of policy that **rejects all forms of racism, supports anti-bias education, and sets an expectation for staff** to challenge racism, bias, and exclusion
- Board support, including commitment of necessary resources, to expedite culturally responsive curriculum development and teacher training
- Board support to infuse anti-bias education standards in content areas beyond social studies
- Board support inclusion of required lessons to ensure that all student experience anti-bias education

## Board Questions & Discussion

