

The New Jim Crow
TT talks with Michelle Alexander

Teachers Who Bully
Step in, speak up

NEW Curriculum
Teach for equity with *Perspectives*

TEACHING TOLERANCE



ISSUE 48 | FALL 2014
TOLERANCE.ORG

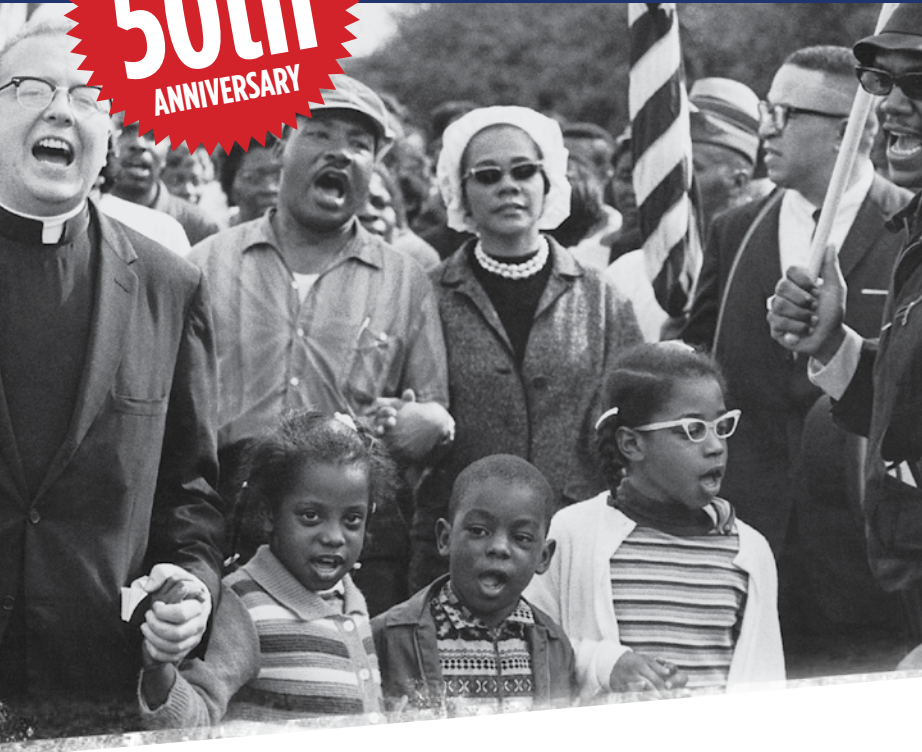


LUNCH LINES

Take the stigma of free and reduced lunch off the menu.

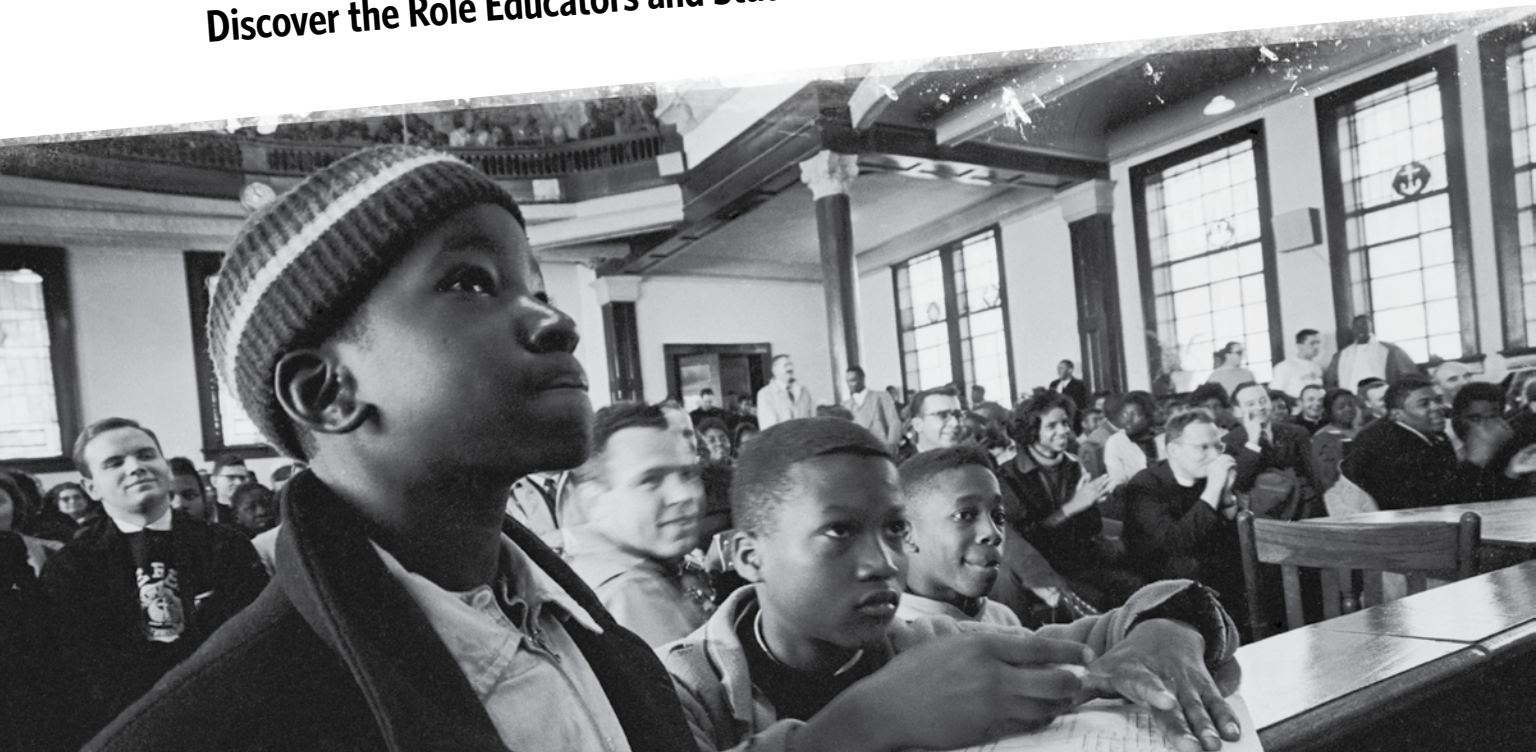
CELEBRATE THE
50th
ANNIVERSARY

A NEW FILM KIT AND TEACHER'S GUIDE



One Person, **ONE VOTE**

Discover the Role Educators and Students Played in Securing the Right to Vote



FROM TEACHING TOLERANCE

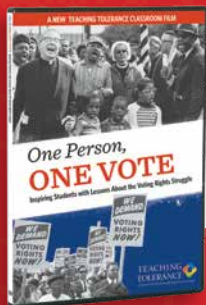


On March 7, 1965, 600 civil rights activists left Selma, Alabama, on foot, marching for dignity and equality.

- 18 days • 54 miles • 1 police attack
- 1,900 National Guard troops • 2,000 U.S. Army soldiers

and countless stories later ...
... they arrived in Montgomery — and changed history.

The Selma-to-Montgomery legacy includes the sacrifices of young people whose history is seldom told. Share their stories with your students.



You can pre-order *One Person, One Vote* at tolerance.org/one-person-one-vote.

The film kit and teacher's guide will be available this winter. Observe the 50th anniversary of the Selma-to-Montgomery marches with your students! Recommended for grades six and up.

BRING SOCIAL JUSTICE TO YOUR CLASSROOM.
TRY OUR OTHER FILM KITS



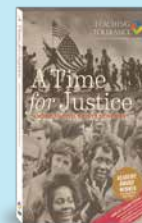
ONE SURVIVOR REMEMBERS

Gerda Weissmann Klein's account of surviving the Holocaust encourages thoughtful classroom discussion about a difficult-to-teach topic.
Grades 6-12
STREAMING ONLINE



VIVA LA CAUSA

An introduction to lessons about struggles for workers' rights—both past and present.
Grades 6-12



A TIME FOR JUSTICE

Follow the civil rights movement from Emmett Till to the passing of the Voting Rights Act.
Grades 6-12



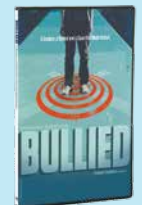
MIGHTY TIMES THE CHILDREN'S MARCH

The heroic story of the young people in Birmingham, Ala., who brought segregation to its knees.
Grades 6-12



STARTING SMALL

A tool for early-grades educators creating classrooms in which peace, equity and justice are guiding themes.
Professional Development



BULLIED

A STUDENT, A SCHOOL AND A CASE THAT MADE HISTORY
One student's ordeal at the hands of anti-gay bullies culminates in a message of hope.
Grades 6-12

FREE TO EDUCATORS

All kits include film and teacher's guide.

ORDER ONLINE!
tolerance.org/material/orders



TEACHING TOLERANCE

ISSUE 48 | FALL 2014

DEPARTMENTS

5 Perspectives

7 Letters to the Editor

9 Ask Teaching Tolerance

11 Why I Teach

Lauren Allgood may have only one year with her students, but it's enough time to let them know they matter.

13 Down the Hall

Manuel J. Fernandez makes cultural responsiveness a "principal" priority.

15 Ed Café

59 Staff Picks

62 Story Corner

Gloria and Rosa use their love of music to stand up against inequity—together.

64 One World



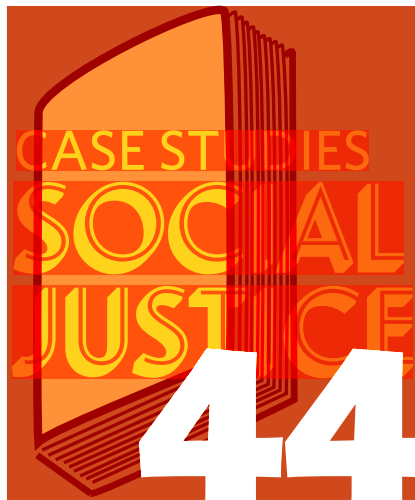
on the cover

Lunch should be a time for kids to unwind and recharge—not to feel stigmatized for their socioeconomic status.

ILLUSTRATION BY **MARK SMITH**

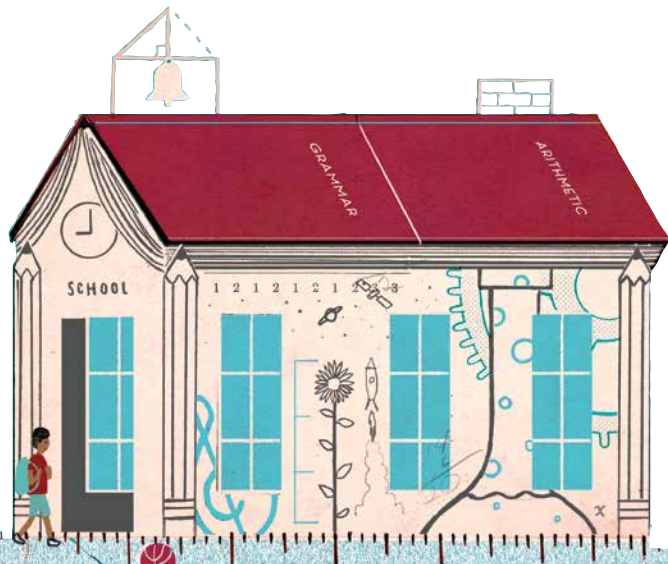


The March Continues: Five Essential Practices for Teaching the Civil Rights Movement
Tear out and keep this useful guide for planning civil rights instruction!



FEATURES

- 20 Check It Out!**
Want help boosting cultural responsiveness at your school? Ask your librarian!
- 23 3-2-1-LAUNCH!**
Your guide to Teaching Tolerance's FREE K-12 anti-bias curriculum.
- 26 BYOD?**
Relying on personal devices at school raises serious equity questions.
- 30 A Conversation with Michelle Alexander**
The author of *The New Jim Crow* talks with TT.
- 34 404 Error: Teacher Not Found**
Online education offers options for some students—and shortchanges others.
- 38 The Classroom Closet**
What if you couldn't be you at work?
- 40 Lunch Lines**
Take the stigma out of free and reduced lunch.
- 44 Excerpt: Case Studies on Diversity and Social Justice Education**
Paul Gorski and Seema Pothini offer steps for approaching your toughest teaching cases.
- 48 Meet the Family**
Implement a successful home-visit program. Our experts tell you how.
- 51 Abuse of Power**
Most bullying prevention is aimed at students. What happens when adults are the aggressors?
- 54 And the Winners Are ...**
Meet the recipients of the 2014 Teaching Tolerance Award for Excellence in Teaching.
- 56 "We Spoke the Right Things"**
This 6-year-old taught her community a valuable lesson about fairness.



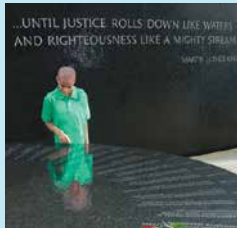
ED CAFÉ
Want to build stronger relationships with students, colleagues and communities? Stop by Ed Café and sample innovative practices! (see page 15)

HOW WILL YOUR STUDENTS LEARN ABOUT THE CIVIL RIGHTS MOVEMENT?



IN PERSON

The Civil Rights Memorial Center in Montgomery, Ala., honors those who lost their lives for equality. Student group tours are free!



splcenter.org/civil-rights-memorial

FILM

A Time for Justice and *The Children's March* bring the movement to life for students.



tolerance.org/teaching-kits

ACTIVITIES

The Civil Rights Activity Book uses puzzles, songs and photos to teach children about martyrs and events of the civil rights movement.



tolerance.org/civil-rights-activity-book

TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

DIRECTOR Maureen B. Costello

DESIGN DIRECTOR Russell Estes

MANAGING EDITORS Alice Pettway, Adrienne van der Valk

WRITERS/ASSOCIATE EDITORS Monita K. Bell, Maya Lindberg

NEW MEDIA CONTENT MANAGER Annah Kelley

SENIOR MANAGER FOR TEACHING & LEARNING Sara Wicht

TEACHING AND LEARNING SPECIALISTS Emily Chiariello, June Cara Christian

PROGRAM ASSOCIATE Michele Lee

ADMINISTRATIVE ASSISTANT Bridget Strength

FELLOW Steffany Moyer

INTERNS Margaret Sasser, Joanna Williams

DESIGN

SENIOR DESIGNER Valerie Downes

DESIGNERS Michelle Leland, Sunny Paulk, Scott Phillips, Kristina Turner

DESIGN ASSISTANT Shannon Anderson

PRODUCTION

ACCOUNTING OPERATIONS MANAGER Regina Jackson

PURCHASING PRODUCTION COORDINATOR Kimberly Weaver

CONTRIBUTORS

Lauren Allgood, Todd Bigelow, Dan Chung, Dave Constantin, Kelly Davidson, Andrew Degraff, Byron Eggenschwiler, Mike Ellis, Jesse Etsler, Blanca Gómez, Tom Griscom, Paul C. Gorski, Joe Hansen, Sarah Hanson, Robert Hardin, Warren Hynes, Susan Estelle Kwas, Cynthia Levinson, Mary Kate McDevitt, Alan McEvoy, Hellen Musselwhite, Pietari Posti, Seema G. Pothini, Sean Price, Jon Reinfurt, Alissa Sklar, Mark Smith, Skip Sterling, Daniel Zender

ADVISORY BOARD MEMBERS

Lhisa Almashy, Silvestre Arcos, Anna Baldwin, Trevor Scott Barton, Jennifer Butler, Vanessa D'Egidio, Darnell Fine, Sonia Galaviz, James Hiller, Amber Strong Makaiau, Janice McRae, Tracy Oliver-Gary, Demea Richards-Scott, Daniel Ian Rubin, Robert Sautter, Laurence Tan, Jennifer Trujillo, Katy Wagner

SOUTHERN POVERTY LAW CENTER

CO-FOUNDERS Morris Dees, Joseph J. Levin Jr.

PRESIDENT & CEO J. Richard Cohen

CHIEF OPERATING OFFICER Lisa A. Sahulka

OUTREACH DIRECTOR Lecia Brooks

CHIEF COMMUNICATIONS & DEVELOPMENT DIRECTOR Wendy Via

SPLC BOARD OF DIRECTORS

Alan B. Howard, *Chair*

Henry Solano, *Vice Chair*

Bryan Fair Marsha Levick

Will Little James McElroy

Lida Orzeck Elden Rosenthal

James Rucker Ellen Sudow

Julian Bond, *Emeritus*

Patricia Clark, *Emeritus*

Joseph J. Levin, Jr., *Emeritus*

EDITORIAL OFFICE

400 Washington Avenue, Montgomery, AL 36104

EMAIL editor@teachingtolerance.org

SUBSCRIPTIONS tolerance.org/subscribe

Teaching Tolerance is mailed twice and released for the iPad three times a year at no charge to educators. It is published by the Southern Poverty Law Center, a nonprofit legal and education organization. For permission to reprint articles, email us at reprints@tolerance.org.

ISSN 1066-2847 © 2014 SOUTHERN POVERTY LAW CENTER



Printed with inks containing 27.3% renewable resources





We’re working on a new film at Teaching Tolerance, one that tells the story of the fight to win the vote for African Americans throughout the nation, but especially in places like Alabama and Mississippi.

Ground zero was Selma, Alabama, where in early 1965, organizers appointed block captains, held mass meetings and led marchers—including students—to the courthouse to demonstrate their desire to register to vote.

Three weeks after the first meeting, nearly every teacher at the all-black Clark Elementary School left the building and walked in a procession to the county courthouse. Three times they mounted the courthouse steps, and each time they were pushed back down by the sheriff and his nightstick-wielding deputies.

The demonstration was extraordinary, according to Taylor Branch, who describes it in *Pillar of Fire: America in the King Years 1963-1965*. Not because the teachers succeeded in registering to vote—they didn’t—and not because they were cheered on by more than 300 students.

What made this demonstration extraordinary was the enormous courage on display that day. It was the first time in the civil rights movement, Branch writes, that teachers,

“the most vulnerable class of Negro professionals, all of whom owed their jobs to white politicians,” demonstrated as a group. It’s easier to understand why they might *refuse* to march.

These teachers could have rationalized that their best service was to continue to teach, to hope for a better future for their students, to keep their heads down and to continue to put food on their families’ tables. At some point, though, they could no longer remain silent.

I hear from many teachers, counselors and administrators today who live out the same dilemma. They witness injustice daily: a culture that marginalizes LGBT individuals, out-of-school suspension practices that disproportionately affect children of color, school policies that privilege the haves over the have-nots. And they describe the obstacles: tangled political webs, parent backlash, community mores, ostracism by colleagues, fear of losing their jobs.

When compared to the injustice of school segregation and voter

suppression, these inequities are more diffuse, harder to see, easier to rationalize as logical. In our Summer 2014 issue, we wrote about how we’ve all come to accept private fundraising as a way of life with the result that disadvantaged schools are left even farther behind economically. In this issue, we shine the spotlight on several practices that shortchange the most vulnerable students: poorly-implemented BYOD programs, inequitable school lunch policies, and the push for failing students to recover credits online rather than in a classroom.

Unlike the policies that prevented black teachers from registering to vote in 1965, the inequities we address in this issue are not explicitly based on a white-supremacist worldview. But they grew out of this system, a system that refused to see all people as equal. We rarely intend to hurt our students and families of color, or those living in poverty. But too many school policies have exactly that impact, and they collectively make it harder to ensure that every child has an equal opportunity to learn, to graduate and to succeed.

It’s not enough anymore to keep our heads down and hope we are making a difference in our own classrooms, offices and workspaces. We need to look around our schools and communities with an eye towards equity. And—like our predecessors—we need to find the courage to take a stand together when we see it.

—Maureen Costello



THERE'S NO TIME.

We get it. When you're an educator, it's hard to find the time to stay up on social justice issues—so let us do the work for you.

Join the Teaching Tolerance community, and we'll keep you plugged in to anti-bias education news, resources and tips. That way when you have the rare spare minute, you're all set to join the conversation with like-minded educators.

 @Tolerance_org

 Facebook.com/TeachingTolerance

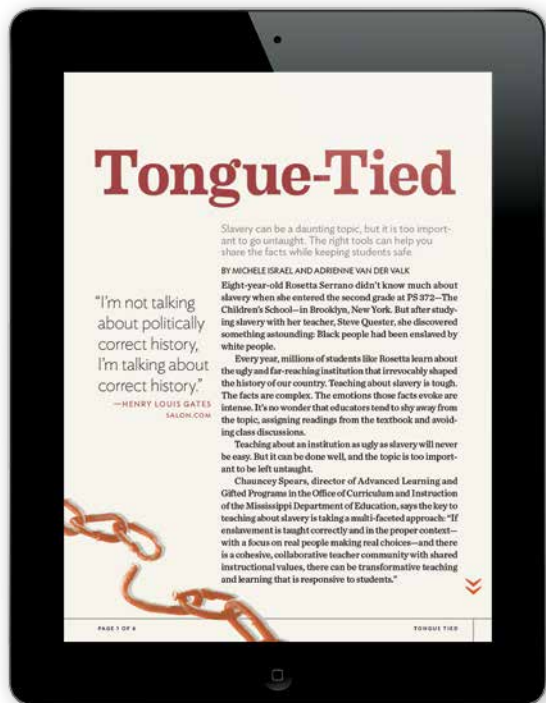
 ToleranceOrg



subscribe to our weekly newsletter at tolerance.org/signup

FIRST BELL

LETTERS TO THE EDITOR 7 ASK TEACHING TOLERANCE 9
FREE STUFF 10 BEST OF THE BLOG 10 & 12 WHY I TEACH 11
DOWN THE HALL 13 LESSONS LEARNED 14



Reader Exchange

“Tongue-Tied” prompted conversation on the Web.

Thanks for the article. As far as using words, words have power. I prefer to state the following, “person who was enslaved,” as that puts the person first, circumstances after that. That includes any other descriptors, such as person who is experiencing homelessness, person who has diabetes, etc. We are all more than just one descriptor ...

—SUBMITTED BY ANONYMOUS

I like the suggestion that language matters and that the use of the term “enslaved” is important. Similarly, I think that using the passive voice is misleading. So, for example, saying “hundreds of thousands of people—mostly from the Carolinas and Virginia—were sold to plantation owners farther southwest” hides the people who actually did the selling. It is important for students to understand that individual people did that selling and buying.

—SUBMITTED BY ANONYMOUS

The power of words was a recurring theme among readers, from debating the use of the word *slave* to understanding the importance of using the correct pronouns when addressing transgender and gender-fluid students.

EASIER SAID THAN DONE

[On “The Gentle Catalyst”]

I feel it is easier to teach these things in a diverse classroom. How do you teach them when 85% are at poverty and they are 95% white?

ANONYMOUS

VIA TEACHING TOLERANCE
MAGAZINE ONLINE

MIDDLE-SCHOOL ACTIVIST INSPIRED

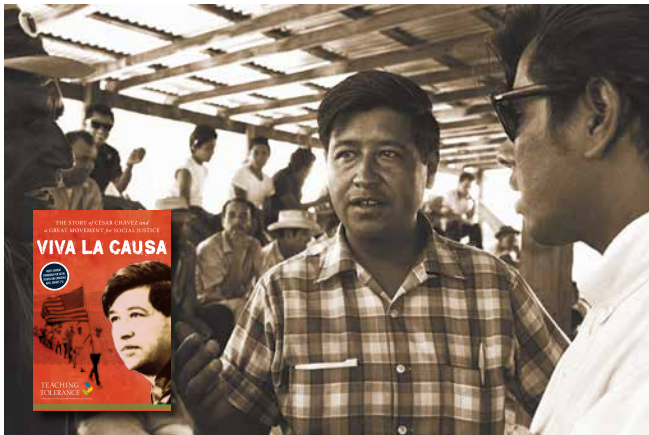
I’m an 8th grade student

at Mountain Ridge Middle School in Highlands Ranch, Colorado. The entire 8th grade is doing a 243 seconds for change project in which we have 243 seconds to deliver a speech on a social injustice. Out of nearly 1,000 8th graders I was the only one who decided to take a stand against racism. While everyone else is a three, four, or five-person group, through the process I have

done this project alone. I am going to give the speech in a couple of days and I want to thank you guys. You gave me the resources, information, and inspiration I need to make a change. I am looking forward to making people in my area aware of racism as many people do not believe that it exists anymore. Thank you!

MATT HEUTMAKER

VIA EMAIL



CHANGING LIVES IN OHIO

... My students made amazing connections between the Civil Rights Movement and the *Viva La Causa* boycott based on your Cesar Chavez video kit that we had done earlier in the year. I am a true fan of the work you are doing at Teaching Tolerance. You have touched so many lives over the years here in Elyria, Ohio, and I have learned right along with my students. I never finish one of your units without feeling that activist fire ignited inside me and can only hope and pray that my students feel that same warmth and become conductors of change throughout the years. Thank you so much for today's lesson!

DAWN NEELY RANDALL
VIA FACEBOOK



Chris Six @TheChrisSixGrou

@hlthiskrieger @Tolerance_org "I could have used this when I was teaching!" — a retiree who never misses renewing SPLC membership.

ASKING FOR GENDER PRONOUNS HELPS

[On "The Problem with Pronouns"] Great article. As a teacher, this situation arose once on the first day of school, and I am so glad that I asked. When I was learning names, I asked one-to-one, "Do you go by a nickname?" and "What gender pronoun do you prefer?" [One] student was surprised that I asked, but not offended. It made a great start for the year in our class, and the student went on to become a strong public advocate in the district for transgender issues and felt comfortable bringing awareness to students in the class.

LIVEONFRED
VIA TEACHING TOLERANCE BLOG

WHAT ABOUT SCHOOL LIBRARIANS?

[On "Picture Imperfect"] As much as I agree with the points made in this

article, I think an extremely valid point was missed by the author. As a school library media specialist, I am trained in book selection practices as are my colleagues. We are the group that can—and should—be called on to assist classroom teachers. We must also model inclusiveness in our school libraries for all of our students and teachers. I wish the author had included the use of the professional book "experts"—your school librarians—as one of his tips on how to achieve this most important inclusivity. Classroom teachers—please allow us to assist you in this process!

ANONYMOUS
VIA TEACHING TOLERANCE MAGAZINE ONLINE

EDITOR'S NOTE

We agree! See "Check It Out" in this issue to learn how media specialists can help diversify learning throughout the building.

WORD CHOICE MATTERS

[On "An Educator's Guide to the Immigration Debate"] Let's also address how the terms "illegals" and

Daniel L. Berek

This excellent publication provides the kind of ideas we need to help children become better (and more thoughtful) citizens rather than better test takers.



FACEBOOK.COM/
TEACHINGTOLERANCE.ORG

"illegal immigrants" are more political than accurate. This goes a long way to help humanize the issue, as well as let students see the ramifications of word choice, past and present.

CARAN HOWARD
VIA FACEBOOK

TELL US WHAT YOU THINK!

Have an opinion about something you see in *Teaching Tolerance* magazine or on our website?

Email us at editor@tolerance.org with the subject line "Letter to the Editor." Or mail a letter to 400 Washington Ave., Montgomery, AL 36104.

MIX IT UP AT LUNCH DAY OCTOBER 28, 2014

Have you registered for Mix It Up at Lunch Day?
tolerance.org/mix-it-up/add



TED STRESHINSKY/CORBIS (CHAVEZ); JIM WEST (MIX IT UP)

Ask Teaching Tolerance



Q My child’s middle-school teacher thinks it is totally appropriate to re-enact the Holocaust to learn. I am horrified. What can I say?

The most important thing is to say something and say it soon. Most likely the teacher sees simulations as a creative way to “bring history to life.” Begin by telling her you’re concerned about the risks of simulations. When simulating the Holocaust, for example, this teacher risks two regrettable outcomes: On the one hand, students can be emotionally traumatized, while on the other, the activity trivializes one of the most appalling examples of oppression in history. In a collaborative and supportive spirit, ask her

to tell you about the learning objectives for the activity and whether this content is better served through other engaging activities that don’t carry the harmful risks. Her attempt to make students feel what Nazis and Holocaust survivors felt cannot possibly succeed—and imagine the consequences if it did.

For support, remind her there is a long research history of simulations designed to reveal how easily one group of people will hurt others when instructed by a person in authority (e.g., the Milgram experiment

and the Stanford Prison Experiment). These types of experiments are no longer conducted due to their detrimental psychological effects on the participants. If they’re not safe for adults in a research lab, they are not safe for children in a classroom.

I’ve introduced my students to the concept of white privilege. They want to know what they can do. What can I tell them?

Confronting and interrupting privilege—of various sorts—is work that happens over a lifetime of dialogue.

Be prepared to model this work by first acknowledging your own privilege. You can then help students build the “muscle” by encouraging them to exercise it with you.

How you focus on this topic might be different depending on your classroom demographics, but the ability to recognize and discuss oppression and privilege is essential for all students who want to become agents of change. Affirm students when they acknowledge their own privilege and when they notice others taking privilege for granted. Expose them to the “gentle catalyst” approach, but also encourage them to stand up for themselves and others when privilege leads to injustice. Remind them that being aware is not enough—even allies can be blinded by their own privilege.

In your lessons, teach about systemic injustices that have led to inequity *and* about the history and scholarship of resistance. When possible, provide concrete opportunities for students to challenge practices that perpetuate privilege. The White Privilege Conference offers a range of resources on this topic. If possible, attend or arrange for students to attend. You can also pursue professional development through their WPC University.

ASK TEACHING TOLERANCE!

Need the kind of advice and expertise only Teaching Tolerance can provide? Email us at editor@tolerance.org with “Ask TT” in the subject line.

Quiet in the Classroom

Consider this report card comment. It is very common. If you are a teacher, perhaps you've written it yourself: "He's a great student, but he's quiet in class. I wish he'd speak up more often. When he speaks up, he has a lot to offer."

Now, imagine if this comment were written about some other aspect of a student's identity. I doubt it would be received as well. In fact, it might even cause an uproar.

I think back to my school days. I was, and still am, a quiet person. I am intelligent by the usual metrics (strong report cards and standardized test scores) and genuinely interested in learning. My grades were sometimes docked for lack of verbal class participation. I'd answer when called upon, but I didn't voluntarily raise my hand. I cringed at the thought of it. And, I regularly saw comments about being "quiet in class" and needing to "speak more often." School was a painful dance.



Reader Exchange:

"This is excellent! But also, please be aware that if a student is non-verbal in school but can speak fine and well at home, they might suffer from selective mutism. Students with selective mutism can be helped with iep interventions and with treatment help from a specialist. Please don't overlook these students."

"Introversion is not selective mutism!!! Introverts just need quiet time to concentrate. They need time to think before speaking. Talking can be physically draining so they need quiet time to recharge. As an introvert I have always made this a priority in my classroom ..."

GET THE FULL DISCUSSION HERE:

tolerance.org/blog/quiet-classroom



HAVE YOU SEEN OUR BLOG LATELY?

Check out some of the most talked-about blog posts. Go to tolerance.org and search for these headlines.



Telling the Story of Privilege



But Slower...



The N-Word: Connected Through Historical Disconnect?



Give the Kid a Pencil

FREE STUFF!

These Web resources offer diversity-rich information and materials for teachers.

Kids in Birmingham 1963 features firsthand accounts from adults who participated in the children's march—a great way to introduce students to the importance of primary sources. The site also has tips for teaching the movement year-round. kidsinbirmingham1963.org

Timeline: America's Long Civil Rights March details civil rights victories and setbacks from 1865 to the present. From voting rights to education and housing, each timeline item contains great background information to support instruction. projects.propublica.org/graphics/vra

First in the Family provides a truckload of information for first-in-family college hopefuls—college prep checklists, resources for advisors and advice from first-generation college students. firstinthefamily.org

The LEAF Anthology for Urban Environmental Education supplies urban high school teachers with lessons and projects that will prompt students to think deeply about and act on environmental and sustainability issues. nature.org/about-us/careers/leaf/resources-for-teachers/leaf-anthology-of-urban-environmental-education.xml

Why I Teach



Lauren Allgood is a gifted and talented teacher with Metro Nashville Public Schools in Nashville, Tennessee.

Tiny Differences

“**WHY DO I TEACH?**” is a question that I ask myself often, usually around 6 a.m. each Monday morning. The answer has changed over time.

Before I set foot in a classroom, I had grand answers. I would be the sole reason every one of my students would go to college. I would change the life trajectory of each student I taught. I might have even imagined a student thanking me in his or her Nobel Peace Prize acceptance speech.

Then, I began my teaching career, and my delusions of grandeur were quickly dissolved. I was confronted by the brokenness of the world like never before.

My knowledge of solving equations did nothing to ease the pain of a child growing up with an abusive parent. Spending five hours a week in my math class was not going to compensate for hours spent waiting for a family member who constantly forgot to pick up a student from school. A lively discussion about random sampling did not drown out the sound of a growling stomach. And no matter how great a teacher I became, these things would always be true.

Teaching is not always a traditional success story, and on many days, I want to give up. My lesson might fall flat. Other times, I know I’ve only

taught halfheartedly. Often, I teach with everything I have, only to realize my students are still struggling to understand the concepts. I tell my students how rich their lives will be when they accept people who are not exactly like them, only to see segregated tables at lunch. I cannot always give my students the help they need, the love they deserve or the discipline they want.

But sometimes I can.

I used to think that teaching was all about “making a difference.” Now, I think it is about making many small differences. One of the places where I see these small differences the most

SHARE YOUR STORY

What motivates you to get up each morning and serve students in our nation’s schools? We want to hear from you. Send your 600-word submission for the “Why I Teach” column to editor@teachingtolerance.org.

PHOTOGRAPH BY TOM GRISCOM



is in seminars with my students. We choose an article, piece of artwork or video and discuss the big ideas and values of the text. One of the greatest examples of this was when we watched and discussed a video about bullying. Students were able to share their experiences of loneliness and anger. We then pivoted to a discussion on healing these hurts. I watched as students shared their past experiences in order to help classmates. Afterward, I even shared some of my experiences on the topic. I was moved as I watched my students care for one another and support each other.

As a teacher, I will never know how many SAT questions my students aced because of my instruction. I do not know if they were kind to an outsider because I was kind to them. I cannot know how their lives were different because of our year together.

There are some things I do know, though. My attendance at a sporting event can sometimes completely change a student's behavior in my classroom. Taking time out of my planning period to listen to a student's struggles sometimes ends with a thank you note found on my desk. When I sneak a snack to a hungry student, I see her level of concentration increase. Every so often, a pairing of students who are very different from one another results in a wonderful friendship. Many times, the greatest difference I make is to let one of my students know how beautiful he or she is to me.

I have one year with my students. One year to help them understand the difficult concepts of seventh-grade math. One year to let them know they are special to me. One year to make them smile. One year to let them know each of them is intrinsically valuable. One year to let them know they are strong enough to conquer the obstacles that lie ahead.

So, that is why I teach. I do not want to miss a single opportunity to make those tiny differences.

BLOG 3.28.14 // APPEARANCE, RACE AND ETHNICITY

Complexities of Complexion

By outward appearance, I look white. My skin tone is fair, my eyes are hazel and my hair is dark blonde. By all accounts, I display the Norwegian-American traits from my dad's side of my family.

My mom's Mexican-American side of my family shows through in my Spanish language skills, my affinity for Mexican literature and artwork, travel throughout Mexico, and investigating all there is to learn about the history of Mexico and the complex political relationship that exists between our two countries. It is the reason why I am a bilingual educator today.

In a nation so fixated on defining ourselves based on complexion and appearance, I have struggled my whole life to figure out where I fit in. What do you do when the complexion with which you were born does not reflect your culture or heritage? When people are quick to identify the privileges associated with being born with a light complexion, how do you convince them of the pressure associated with it? How does one explain the juxtaposition between being seen as a "white" person but not seeing oneself that way?



Reader Exchange:

"Having blonde hair and blue eyes, but being part Ojibwa and not fitting in either society by complexion and identity of culture is a daily burden. Add to that the assumed attention garnered when participating in either society. My tribal identity came from my mother and my father is all French, drop into that bowl of identity, historical racial trauma that intimately touched my mother's life and I was by consequence raised as a white child who participated in my tribal culture. Each day I walk the fine line between how I view myself and how the world sees me."

"Thank you, I appreciate this post. I'm Mexican while my husband is of English and Irish background and our daughters have his complexion rather than mine. I've watched my girls (the oldest is an 8th grader) navigate this world and I realize that my experience doesn't quite prepare them for the space that they inhabit. Thank you for sharing this story with us."

GET THE FULL DISCUSSION HERE:

tolerance.org/blog/complexities-complexion



47 percent of all SNAP recipients are children.

—CENTER ON BUDGET AND POLICY PRIORITIES

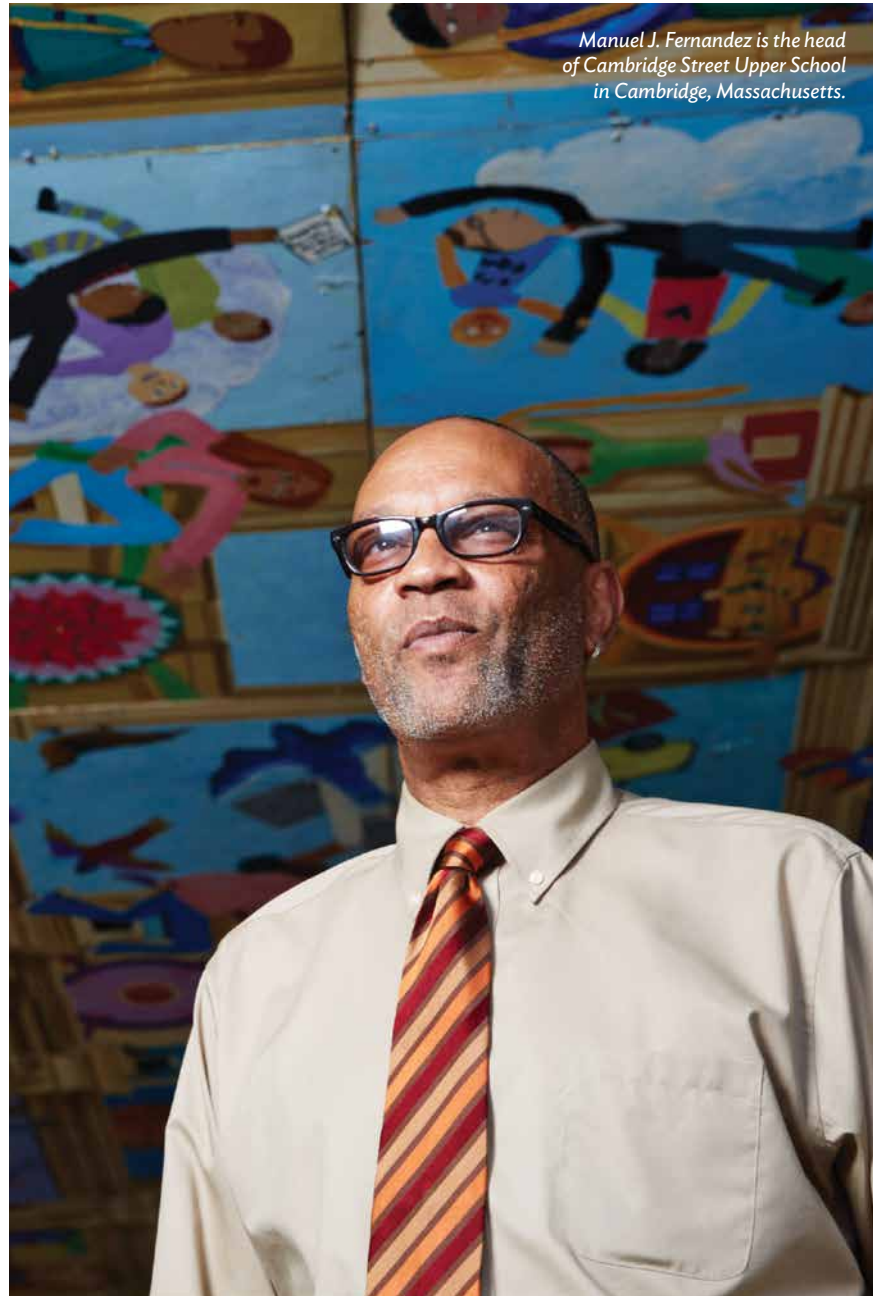
Get Where You Need to Go

Manuel J. Fernandez caught the education bug in the early 1970s while working with youth as a community organizer and through a voluntary racial-imbalance busing program in Massachusetts. These early experiences set him on a career path that has been devoted to equity and culturally responsive education.

You've been the only man or person of color in most of the schools or districts you've worked in. What has that been like?

I saw things that other people didn't see. So it struck me that, "Wow, folks are really off the map when it comes to issues of equity around race and culture." I can say most earnestly that in all the years I've been in education, very seldom have I met educators who didn't care about children and who didn't really want to do their best for them. But I'm never surprised at how little they know about the children who sit in front of them. The challenge for me and other administrators—and other people who have the sense of an expanded lens of understanding about what children need when they walk into a classroom—is we have to challenge people to reach beyond their own understanding and reach beyond their own life's journey and experiences to see these children for who they are and what they bring to a classroom and a curriculum. Because

Not all educators stand at the front of a class. In each issue, we interview an outstanding educator who works outside the classroom.



Manuel J. Fernandez is the head of Cambridge Street Upper School in Cambridge, Massachusetts.

they actually build the curriculum—and how we develop the right interventions and instructional practices to respond to them.

How do you set the stage for potentially tough professional-development sessions around issues of race, diversity and social justice?

That's the crux of the issue in the

United States: We don't talk about race until we're angry. Who ever knows what they're talking about when they're angry? And so we cause more problems. We don't create an opportunity for people to have these conversations regularly. So in previous schools, I tried to use humor. There are some people who are not going to get the joke, some people



Listen to the young people, and you'll find your way.

who are never going to invite you to have that conversation. They're just going to be polite because that's who they are. But there are other people who, if you give them an opportunity to laugh, it relaxes them and once they relax, they can hear you and they might even be able to come closer to the table on that topic.

What's your advice for other administrators who want to create more culturally sensitive school environments?

Talk to your students. While doing lunch duty one day, I ended up having a conversation with nine eighth-grade girls, and before I knew it, I was talking to a young lady who came here from Nepal [and] another young lady who came here from Brazil. Out of those nine girls, seven of them were born in another country. All of them spoke two languages; most of them spoke three. And I asked them, "What is [it] like being who you are in this community, from when you

were little? ... I mean, this is beautiful. Look at all the diversity at this table." ... I learned so much from them about what we need to be doing, how we need to look beyond the black-and-white matrix and the Latino/Asian matrix and start looking a little deeper at what these youngsters are bringing to the table every single day. And so I would say to my colleagues in administration, get in the cafeteria, get into the classrooms, get on the playground, get wherever you need to go. Be transparent with our young people about the world we're in, the world that they're facing, the skills they're going to need, the diversity that they should be so delighted about. Listen to the young people, and you'll find your way.

DOWN THE HALL

Know an excellent administrator, librarian or counselor we should interview? Tell us all about them at editor@tolerance.org.

Lessons Learned

Our online classroom resources are grade-specific and cover a range of anti-bias topics. Here are four of the most frequently visited in recent months. Find them at tolerance.org/activities.

Developing Empathy

(Early Grades, Elementary, Middle and High School)

Contribute to a more respectful school community by encouraging your students to be conscious of other people's feelings.

The Sounds of Change

(Elementary, Middle and High School)

Explore the power of music to evoke feelings and inspire social change by having students analyze song lyrics.

A Bullying Survey

(Early Grades)

Help your students recognize anti-social behavior so they can stop it or get help from an adult.

A Bullying Quiz

(Middle and High School)

Empower your students to prevent bullying by discussing the realities of this harmful behavior and its effects.

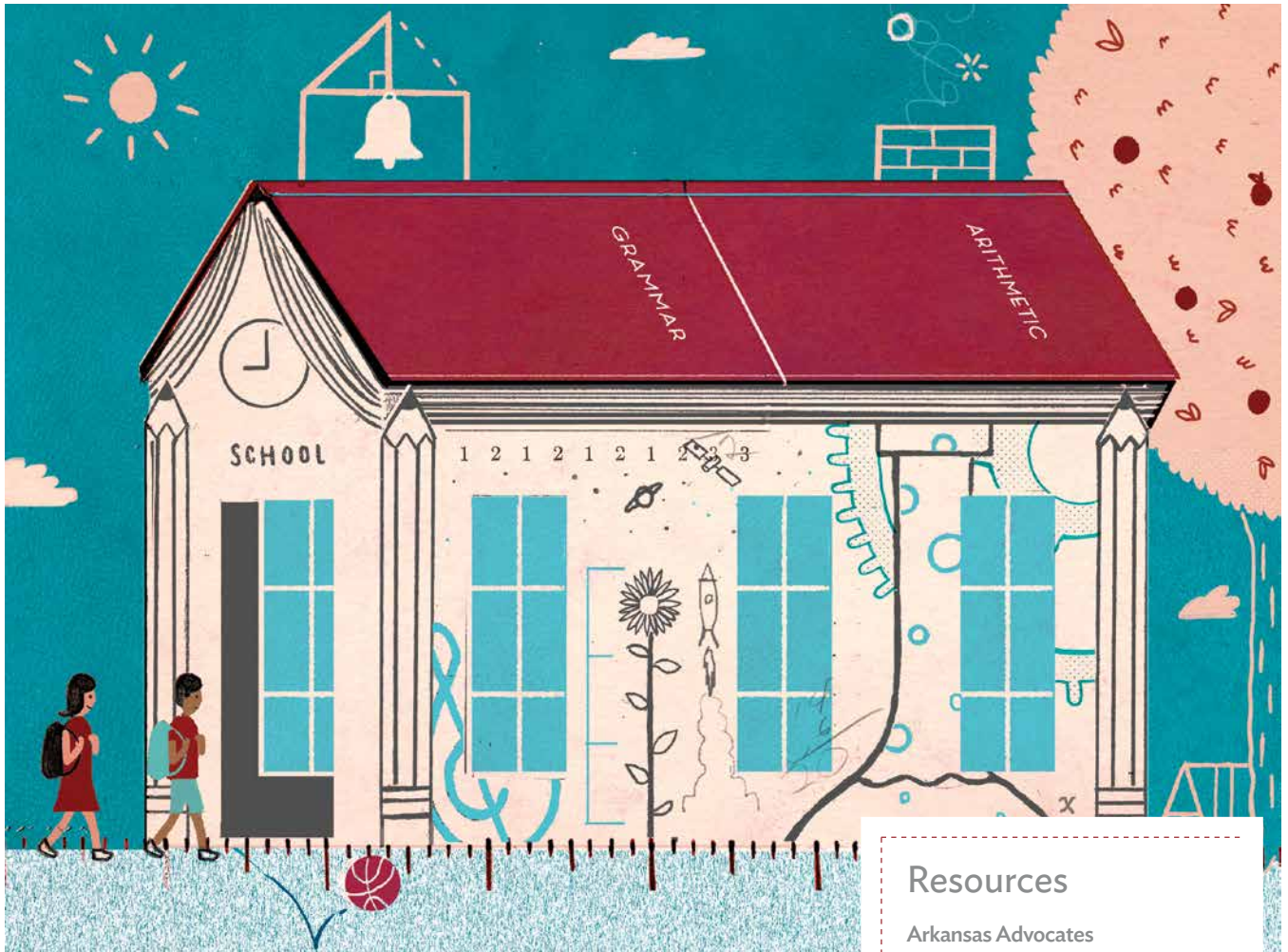
DID YOU KNOW?
DID YOU KNOW?

In 2009–10, 53 percent of public school districts had high school students enrolled in distance education courses.

—NATIONAL CENTER FOR EDUCATION STATISTICS

African-American youth are incarcerated at higher rates and more likely to be committed to adult prisons than their white peers.

—THE SENTENCING PROJECT



Resources

Arkansas Advocates
for Children and Families
aradvocates.org/assets/PDFs/K-12-Education/Why-School-Facilities-Matter-2013.pdf

U.S. Department of Education
ed.gov/news/press-releases/more-40-low-income-schools-dont-get-fair-share-state-and-local-funds-department-

National Education Association
[nea.org/assets/img/content/NEA-Rankings_And_Estimates-2013-\(2\).pdf](http://nea.org/assets/img/content/NEA-Rankings_And_Estimates-2013-(2).pdf) 2013

The Nature Conservancy
nature.org/about-us/careers/leaf/resources-for-teachers/leaf-anthology-of-urban-environmental-education.xml

Facilities Matter

Education is an equal right, but not all schools are equal. Lots of factors contribute to disparities in school facilities, including:

- ➔ Inequitable distribution of state and local funds.
- ➔ Disproportionate private funding.
- ➔ Lack of transparency regarding resource allocation.

A 2012 National Education Association (NEA) report lists the average per-student expenditure for public K-12 schools in 2011-12 as \$10,834; however, nationally this figure can range from \$8,323 to \$18,616 per pupil.

School facilities affect:

- ➔ Learning.
- ➔ Teacher retention.
- ➔ Instructional time.
- ➔ Participation in extracurricular activities.
- ➔ Family involvement with school.

The structural safety of a school building—being warm, safe and dry—is only the beginning. All students deserve amenities, such as theaters, gyms, science and technology labs and state-of-the-art resources, that enhance learning across subject areas and grade levels.

FAMILY AND COMMUNITY ENGAGEMENT

Use Local Resources!

All communities have hidden resources that can liven up teaching and learning.

Survey Your Students

Ask students what they know about where and with whom they live.

Listen. Incorporate. Invite.

- Where in our community do you live?
- What do you know about your neighbors?
- Is there a community organization near your home? What is its name? Who runs it? Who goes there?
- Where do you meet other people from your community?
- What can your family share with our class?

Map Your Neighborhoods

Map the areas where your students live. Visit. Review. Identify community resources.

Community Resources

Schools and communities benefit from partnerships.





*We cannot seek achievement for ourselves and forget
about progress and prosperity for our community.*

CESAR CHAVEZ

TEACHER LEADERSHIP

Building Alliances

Alliances improve teacher collaboration, provide opportunities to give and receive support and provide a sounding board.

INITIATE AN INTERDISCIPLINARY PROJECT

<p style="text-align: center;">MATH EQ</p> <p style="text-align: center;"><i>How does affordable health care influence an individual's quality of life?</i></p> <p style="text-align: center;">ACTIVITY</p> <p>Does your community enjoy access to affordable health care? Gather and analyze statistics.</p>	<p style="text-align: center;"><i>How do environmental issues influence an individual's quality of life?</i></p> <p style="text-align: center;">ACTIVITY</p> <p>Do I matter? Evaluate an individual's power to affect the environment by calculating your ecological footprint. Identify ways to reduce your footprint.</p>	<p style="text-align: center;">SCIENCE EQ</p>
<p style="text-align: center;">ESSENTIAL QUESTION</p> <p style="text-align: center;"><i>What influences a person's quality of life?</i></p> <p style="text-align: center;">OBJECTIVE</p> <p>Students will examine specific quality of life indicators and assess overall quality of life in their communities.</p>	<p style="text-align: center;"><i>How does feeling safe influence an individual's quality of life?</i></p> <p style="text-align: center;">ACTIVITY</p> <p>Are we safe and secure? Compare what it means to be safe in different locations. Contrast two locations within your community.</p>	<p style="text-align: center;">SOCIAL STUDIES EQ</p>
<p style="text-align: center;">ENGLISH/ LANGUAGE ARTS EQ</p> <p style="text-align: center;"><i>How does sense of community influence an individual's quality of life?</i></p> <p style="text-align: center;">ACTIVITY</p> <p>What worries your community? Identify a current concern, brainstorm possible solutions and write an action plan that works toward one of those solutions.</p>		

Chapter 4 *Culture and Communication in the Classroom*

How do my communication practices measure up? What language myths exist in our school? How can language marginalize students in my classroom?

Chapter 5 *Ethnic and Cultural Diversity in Curriculum Content*

Who is represented in the materials in our school? How do materials enable or limit my students? What control do I have over materials in my own classroom? Do standardized test scores carry too much influence? How do we change that?

Chapter 6 *Cultural Congruity in Teaching and Learning*

How can I ensure that my instruction puts students first? What are the differences among cooperative, collaborative and group work? How do I know that my students are actively engaged?

Chapter 7 *A Personal Case of Culturally Responsive Teaching Praxis*

How is my instruction rigorous? What routines are present in my practice?

Chapter 8 *Epilogue: Looking Back and Projecting Forward*

What building/district level support is required to implement components of this work?

ORGANIZE A BOOK STUDY

Culturally Responsive Teaching: Theory, Research, and Practice by Geneva Gay

Chapter 1

Challenges and Perspectives
What is the nature of story? How is the personal story important? How does this relate to my practice?

Chapter 2

Pedagogical Potential of Cultural Responsiveness
What does “from can’t to can” mean? What are the teacher roles and responsibilities?

Chapter 3

The Power of Culturally Responsive Caring
What is culturally responsive caring? How do I put it to work in my practice?

I need a tool to help me teach ...

diversity ... literacy ...
identity ... action ... social
justice ... college and
career readiness ... equity ...



You spoke. We listened.

Introducing *Perspectives for a Diverse America*, the first literacy-based curriculum that allows you to backward plan for social justice *and* college and career readiness. *Perspectives* is:



Simple

Create, save and share learning plans in one easy-to-use platform.



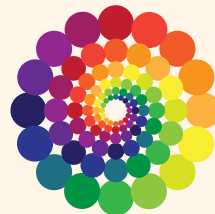
Practical

Access Common Core-aligned content that also meets the needs of diverse classrooms.



Powerful

Engage social justice topics, and empower your students to make change.



PERSPECTIVES
for a DIVERSE
AMERICA

A K-12 LITERACY-BASED
ANTI-BIAS CURRICULUM

TEACH FOR EQUITY. PLAN WITH *PERSPECTIVES*.

It's online, and it's free. Try it today. perspectives.tolerance.org

Check It Out!

WANT HELP BOOSTING CULTURAL RESPONSIVENESS AT YOUR SCHOOL? ASK YOUR LIBRARIAN!

BY JOE HANSEN ILLUSTRATION BY JON REINFURT

TWENTY-FIRST CENTURY LIBRARIANS are smashing the stereotype of the quiet, cardigan-clad lady who does nothing but check out books and shush noisy patrons. In fact, a growing number of school librarians and library science experts are raising their voices to promote the vital role school librarians play in education. Nowhere is this truer than in the realm of social justice education, where school librarians—often referred to by

the more accurate term “media specialists”—wield so many vital tools for challenging bias and supporting equity.

“Literacy is a civil right,” says Kafi Kumasi, assistant professor at Wayne State University’s School of Library and Information Science. “If we think of school libraries as natural repositories and agents of literacy, then by extension libraries are also a civil right, and having a school librarian is a civil right. Our role is as instructional partners with teachers.”

Gaps on the Shelves

Research on the diversity of authors and characters in children’s publishing consistently yields troubling data and highlights the need for skilled library professionals. The University of Wisconsin-Madison’s Cooperative Children’s Book Center (CCBC) tracks statistics on people of color in published children’s books. Of the 3,200 books received by the CCBC in 2013, only 93 were about African Americans and just 68 had African-American

authors. Thirty-four were about American Indians (18 authors), 69 concerned those of Asian Pacific descent (90 authors) and 57 were about Latinos (48 authors). Authors and characters representing nondominant sexual orientations, religions, languages, income and ability levels also consistently fare poorly in the publishing market. These numbers have remained stagnant for decades.

While many would agree this trend should change on principle, the demand for more diverse libraries should really be driven by the emotional and developmental cost to students, says Jamie Naidoo, an associate professor at the University of Alabama School of Library & Information Studies. Naidoo authored the 2014 white paper “The Importance of Diversity in Library Programs and Material Collections for Children.” His conclusion? Never seeing themselves in books is devastating for children.

“It’s just sending the message that they’re not important,” he says. “That’s

something that happens in childhood that obviously goes on throughout the child’s life.”

Teacher-librarian Crystal Brunelle of Northern Hills Elementary School in Onalaska, Wisconsin, agrees with Naidoo. Brunelle knew that Hmong students make up the largest minority group at Northern Hills, so she made sure she had Hmong books on the shelf. However, when a third-grade Hmong student was surprised to learn he could check out books pertaining to his culture, she realized some of her students weren’t aware of what the library had to offer. Dismayed, Brunelle went into promotional mode, displaying the available Hmong books prominently and looking for more, talking up the materials to students, trying to speak in Hmong and inviting a Hmong author to speak at the school. The strategy worked.

“They’ve learned... there are all these books to choose from,” Brunelle says. “It’s exciting. And some of the students who are not Hmong are also enjoying checking out those materials and asking questions of their friends or just appreciating the fun stories that are there.”

Eventually, Brunelle applied the same strategy to other culturally responsive literature, and now her school library has a robust collection of books in Korean, Urdu, Spanish,



Ojibwe, Chinese and other languages. Most important: Students are aware of them and use them.

Stepping Out of the Stacks

Seeking out and promoting materials that represent diverse identities and experiences is just one way librarians can foster more inclusive school environments. Some librarians also take

»»» SCHOOL LIBRARIANS UNDERSTAND THE POWER OF WORDS.

So for years the American Library Association (ALA) and its various divisions, including the American Association of School Librarians (AASL), used the term “media specialist” to better capture the crucial role school librarians play in education. The usefulness of this more accurate term has its limits, though: Not everyone knows what a media specialist does. Recently, ALA and AASL have used the term “school librarian” in organization publications.

on instructional roles, working closely with teachers to incorporate culturally responsive materials into the curriculum. Others create library-based programming designed to engage students, enhance their research skills and promote intellectual curiosity.

Kumasi notes that librarians often have the research skills and access to data that can help schools get to know

self-examination should be the first order of business.

“A lot of my work is sort of the cerebral work of librarians understanding who they are and how they’re positioned in the community,” Kumasi says of her role as a librarian-educator. “If you don’t understand diversity from a cognitive and interpersonal view and don’t understand your own worldviews

learning specialists or multicultural media publishers. If physically visiting a school isn’t possible, host a virtual author appearance via online tools, such as WebEx or Google+ Hangouts.

➡ **OFFER AN OPEN HOUSE.** Other educators may not be aware of the research skills, programming ideas or database access librarians possess. Hosting an open house provides the opportunity

“Our role is as instructional partners with teachers.”

their surrounding community. Looking at population shifts in census data, for example, can help identify ways a school’s demographics may be changing and whether or not the school’s programming meets these changing needs. “Philosophically, you have to have a disposition of questioning who’s left out of the picture,” she says.

But regardless of how a librarian uses creativity and skill to expand her role, Kumasi emphasizes that

and biases and stereotypes, you can’t really be that culturally competent librarian that you might strive to be.”

Library Marketing 101

Brunelle and other social-justice-minded librarians know that, to be more effective in their roles, they must “market” the media center and make it clear how their expertise can benefit other educators—and their students. “It’s incumbent on us to change perceptions,” says Sandra Hughes-Hassell, professor at the University of North Carolina at Chapel Hill School of Information and Library Science. “We have to share something different; we have to be something different if we want them to buy into that new image of school librarians.”

To do this, librarians who have successfully expanded their reach recommend a variety of techniques to spread the word about resources and forge collaborative relationships.

➡ **NETWORK.** School librarians can broaden their impact by connecting with state American Library Association chapters, joining district equity committees and engaging professional learning communities (either online or in person) focused on diversity issues and library science.

➡ **INVITE EXPERTS TO SPEAK.** Approach authors, child development experts, social emotional

to showcase all that the library—and the librarian—has to offer.

➡ **CREATE A WEB PAGE.** If teachers aren’t reaching out, synthesize a clearinghouse of links, lists and resources. The accessible format may increase the likelihood they’ll pursue quality multicultural titles.

➡ **ATTEND TO CULTURAL DIFFERENCES.** Students may respond differently to learning opportunities based on their lived experiences. Young people from communities that value oral history, for example, may benefit from opportunities to attend or participate in spoken word events. “Open mic” nights, media arts programs and literary magazines are other ways to differentiate teaching library-based reading and communication skills with students’ backgrounds and preferences in mind.

➡ **LEARN TEACHERS’ PERSPECTIVES.** Hughes-Hassell recommends that school librarians take part in professional development teachers attend—even if they’re not required to do so. “Begin to understand the language of teachers,” she says. “Begin to understand the position of teachers and what it is that teachers are trying to deal with.” ♦

Windows and Mirrors

When Emily Style wrote her oft-cited paper “Curriculum as Window & Mirror” about the personal nature of multicultural learning, she could have been describing a library. The books and other media contained in a library collection can serve as both mirrors reflecting students’ own lives and as windows into identities and experiences unfamiliar to students.

“Oftentimes when we talk about ‘diversity’ we automatically assume we’re talking about people of color or people with disabilities, and it kind of gets marginalized,” Kumasi says. “Mainstream or predominantly white communities need to have an understanding of diversity ... for a number of reasons; not only to reinforce equality, but just for their own cultural consciousness and to understand the world is bigger than their small bubble.”



Toolkit

Help students make the most of your school and community libraries. VISIT » tolerance.org/check-it-out



ESSENTIAL QUESTIONS

:03

:02

:01

Launch!

Check out *Perspectives for a Diverse America*—our new FREE curriculum!

BY ADRIENNE VAN DER VALK

WHAT'S MORE EXCITING than starting a really great project? Finishing it, of course! ¶ Teaching Tolerance has always provided quality anti-bias social justice lessons and teaching tools, and for years our community had been asking for a full curriculum. The widespread adoption of the Common Core State Standards offered an opportunity for TT to meet this need: Why not go beyond the Common Core and offer an option that *also* aligns to learning targets that reduce prejudice, promote equity and support intergroup relations? ¶ Three years, 300 texts, 130 tasks and strategies, and 20 anchor standards later, *Perspectives for a Diverse America* is ready—and we can't wait for our community to begin exploring!

"I see concrete, practical ways to make everyday teaching culturally relevant."

—PILOT TEACHER

What is *Perspectives*?

Perspectives is a literacy-based, anti-bias, social justice curriculum that is aligned to the Common Core State Standards for Language Arts and Literacy standards—and to the Teaching Tolerance Anti-bias Framework (ABF), a groundbreaking set of anti-bias standards. Its Web-based modular design allows for maximum flexibility, customization and differentiation. Use it to plan one lesson or integrate it throughout your scope and sequence.

"I love the ability to tie the CCSS and Anti-bias Framework together. Great UBD design."

—PILOT TEACHER

Why *Perspectives*?

Perspectives is ideal for educators who embrace both social justice values and backward planning. The curricular elements are aligned to the four domains of the ABF: Identity, Diversity, Justice and Action. Using the anchor standards and grade-level outcomes of the ABF for backward planning allows you to engage a spectrum of social justice topics and cultural *and* social emotional competencies—critical in today's diverse classrooms.

Begin by selecting an essential question (EQ) that aligns to your instructional goals. Questions like "What makes us who we are?" (Identity) and "How do communities become diverse?" (Diversity) drive inquiry and student connection with content.

Rigorous, relevant texts are at the heart of *Perspectives*. Select from the anthology of short texts that meet the complexity demands of the Common Core and align to ABF anchor standards.

Practice UBD by selecting performance tasks next. Write to the Source tasks (3-12) require students to use the central text as a source for argumentative, explanatory and narrative writing. Do Something tasks (K-12) build civic engagement and assess progress toward anti-bias goals.

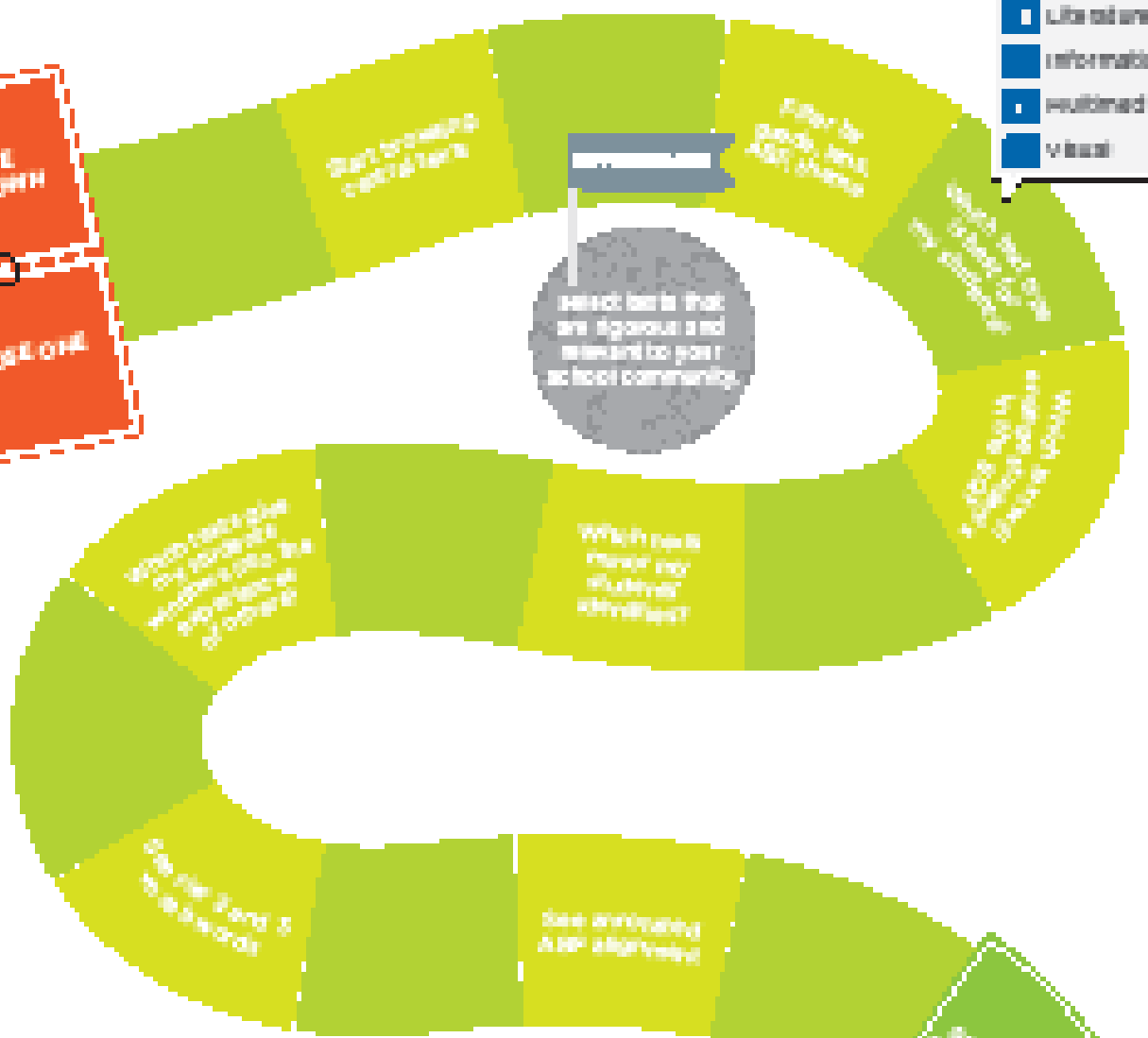
Based on the EQ, the text, your selected performance tasks and your students' needs, select instructional strategies from each phase of the learning plan. Learning plan phases align to the reading, writing, speaking and listening goals of the Common Core.

ESSENTIAL QUESTION + CENTRAL TEXT + TASKS + STRATEGIES = LEARNING PLAN

- Life of an
- Informational
- multimedia
- Visual

that...

WRITE YOUR OWN
CRITICAL ONE!



BYOD?

[BRING YOUR OWN DEVICE]

BY SEAN PRICE ILLUSTRATION BY BYRON EGGENSCHWILER

THE PEW RESEARCH Center’s Internet & American Life Project recently asked over 1,600 experts what they thought the future of the Internet would look like. Respondents replied that the Internet would essentially become the equivalent of electricity—something so integral to our daily lives that it is practically invisible.

Compelled by a similar vision of the future and the increasingly technology-driven nature of our society, more and more U.S. schools are adopting “bring your own device” (BYOD) policies, encouraging students to bring personal computers, tablets, mobile phones and other Internet-compatible devices to class to serve as learning aids. According to the 2014 Digital School Districts Survey, conducted by the

Center for Digital Education and the National School Boards Association, the percentage of schools using BYOD has jumped from 34 to 56 in just the last year.

So why BYOD instead of “one-to-one,” a system in which schools provide one device per student?

“Fundamentally, it’s school finance,” says Julie Evans, chief executive officer of Project Tomorrow, a California nonprofit that promotes innovation in math, science and technology education. “Administrators have bought into the idea that having a personalized computing device in the hands of every student is a good idea. But they have not been able to figure out how to pay for that on an ongoing and sustainable basis. In many cases—in most

cases—they have backed into BYOD as a solution to that problem.”

BYOD is, on the surface, the most cost-efficient approach to integrating technology into schools. But while some schools and districts have warmly embraced it, many educators worry about the potential for inequity: Some kids can bring better technology from home than others, and some can’t bring any at all.

Elliot Soloway, a University of Michigan professor who specializes in technology in education, says, “It’s a Band-Aid that makes people feel good, but you’ve got to ask the hard questions.”

Approaches to BYOD

Soloway observes that BYOD schools

RELYING ON PERSONAL DEVICES AT SCHOOL RAISES SERIOUS EQUITY QUESTIONS.



fall into three main implementation categories and that these categories fall largely along economic lines.

The first category includes schools with the financial resources (tax base and community support) to absorb the cost of software, training for teachers, curriculum overhauls that integrate the devices and—crucially—enough backup devices to cover students unable to bring their own.

The second category is made up of districts with shakier budgets. These schools really can't afford a robust implementation framework for BYOD like the schools in category one, but they sacrifice to at least find money for backup devices.

The third category is where schools with high free- and reduced-lunch populations often find themselves. They have problems similar to those in the second category, but those problems are more acute. Even with BYOD, these schools can only provide adequate technology through fundraising. This category is at the highest risk for child-to-child inequity because of the limited capacity to fill the gap if families or fundraising cannot provide needed devices.

What educators spanning all three categories discover is that, while BYOD saves money initially because schools don't have to purchase expensive devices for every student, implementing it still comes with an array of financial and social costs.

The Financial Cost

One of the biggest costs is infrastructure. Superintendent Gail Haterius, who leads the school district in Mineral Wells, Texas, knew that fast Wi-Fi was critical for BYOD to work. "The only perk I can give my teachers is that we can let them use the Wi-Fi for personal things before school, after school and at lunch," Haterius says. Most of the district's schools are in good shape, but the Wi-Fi systems at two schools have struggled under the unexpectedly

heavy load created by BYOD, requiring a \$325,000 upgrade.

High-quality implementation of BYOD also requires professional development. Jennifer Drake Sullivan, media coordinator at New Bridge Middle School in Jacksonville, North Carolina, emphasizes that teachers must be trained to cope with the lack of uniformity among students' devices. "It's not the same thing as having a classroom full of laptops or tablets," she says, "because they don't all have the same connectivity or ability to do certain projects. That part is frustrating for some teachers who really want to use technology." Budgeting for this cost may be impossible for schools in category two or three who may struggle to even pay the Wi-Fi bill or provide

backup devices.

And, while inadequate funding for public schools is one of the main drivers of BYOD's popularity, that same lack of funding prompts many schools to scrimp on one of the most important aspects of implementing BYOD effectively: revamping the curricula.

"In a lot of cases, all you're doing is supplementing the existing curriculum with a little technology," Soloway says. "The data says you will not see increases in student achievement under those circumstances. Student achievement is associated with using devices as essential tools." For example, instead of having students read a chapter on the solar system and answering questions about it at the end, a lesson designed with BYOD in mind might

DIGITAL COMMUNITY

by Alissa Sklar

Implementing a BYOD policy is the perfect opportunity to emphasize digital citizenship as part of your school's culture.

Set up clear guidelines. Schools need to inform students and families about when devices can be used, who is responsible for damage and what the consequences will be if devices are misused.

Talk about empathy and community. Defining your school's expectations of digital citizenship goes a long way towards avoiding problems. Integrate concepts of safety, rights and respect for self and others—online and elsewhere—into classroom activities and homework. Check out this example of proactive, pro-technology guidelines from the Trafalgar School for Girls in Montreal, Quebec. trafalgar.qc.ca/page.cfm?p=848

Teach about privacy controls. It can be tempting to trade privacy for high follower counts on Instagram, Tumblr or Twitter, but this leaves students open to cyberbullying, trolling, identity theft and the possibility that their digital footprints can come back to haunt them. Consider asking students to research privacy settings as part of an assignment.

Emphasize that passwords are personal. Sharing passwords is too often viewed as a sign of trust in a relationship or friendship, but true friends would never ask you to divulge this information and make yourself vulnerable.

“It’s a Band-Aid that makes people feel good, but you’ve got to ask the hard questions.”

have students use their devices to research the solar system, create their own questions about it and research the answers to each other’s questions.

Still, overhauling curricula to maximize the use of personal devices is costly, both in terms of dollars and staff time.

The Equity Cost

BYOD poses social emotional risks to students as well. Dyanne Schoterman, former principal at Elizabeth Price Elementary in Cuyahoga Falls, Ohio, says she witnessed the toll of inequity during a school assembly in the gym. Shortly after Price Elementary had adopted BYOD—but had yet to provide devices for all kids—Schoterman allowed students to bring personal devices so they could play games, such as *Minecraft*.

She regretted that decision as soon she looked around the gym. The kids with devices were busily playing, huddled in groups. Those who couldn’t join in were left to look over shoulders or go reluctantly to do other activities. “It was right in front of me,” she said. “There were the haves and the have-nots.”

While some students not having a device is clearly inequitable, Sullivan does note that, in the six years she’s used BYOD, she’s never seen a kid adopt a superior attitude because he had a *better* device than another kid. “It’s not like the high-dollar sneakers,” she says.

Steven Baule, superintendent of North Boone public schools in Illinois, agrees, but his concern lies in what the students can accomplish academically with their respective devices. Students with iPads can obviously be much more creative—and learn much more—than those who can bring Internet-compatible gaming devices only. As

a result, Baule notes, his colleagues are uncomfortable assigning technology homework. “Even in an affluent school district there are still some kids who don’t have access to the things they need,” he says.

Soloway says one of the things kids need most is connectivity when they’re away from school, and many programs and districts are working to make that happen. In 2011, the U.S. government moved to help with the Connect to Compete program. Families with one child participating in the National School Lunch Program may be eligible for discounted \$9.95 broadband Internet access, a refurbished computer and free digital literacy training. Meanwhile, some districts have begun providing low-cost mobile wireless devices to low-income students so they can access the network at home.

Doing BYOD Right

The capacity to implement BYOD is something each school’s staff must evaluate for itself; in all cases, equity should be a central consideration. Educators who follow best practices for using BYOD effectively and equitably in their classrooms offer the following suggestions:

- Make sure the infrastructure is there. If your school isn’t planning to upgrade its Wi-Fi system and designate an IT specialist, BYOD implementation is probably headed for trouble. Talk to superiors about anticipating the bandwidth BYOD will likely demand.
- Provide backups. Even students who have devices may lose or break them or become targets of theft. Teachers need to know they’ll have enough devices for their lessons. This may require creative budgeting and fundraising outside the school.

➤ Set up an equity task force. This group can be composed of teachers, students, parents and community members. It should identify whether students are being left behind by BYOD and find realistic ways to include them. The biggest challenges the task force can expect to face are fundraising for backup devices and finding out-of-school Internet connections for low-income students.

➤ Make teacher training a priority. BYOD requires creative teaching, Sullivan says. “Give them ideas about what they can do with it so when they have those 30 different devices [in class], they can make it work.” Teachers who get no training or poor training often just stop using the technology completely. Schools that have already implemented BYOD are potential professional development resources.

➤ Include students in BYOD planning. Students are understandably enthusiastic about using personal devices in school. They are also resourceful, creative and tuned in to both the technology and social aspects underlying BYOD implementation challenges. Ask them what they think.

BYOD policies will continue to challenge educators as long as funding deficits in public education persist. Many educators who’ve worked with BYOD say it *can* provide real benefits in schools when school leaders are conscious of its drawbacks and find creative and equitable ways to address them. ♦



Toolkit

Want another perspective on BYOD policies? Ask your students! VISIT » tolerance.org/byod





A Conversation *with* Michelle Alexander

INTERVIEW CONDUCTED BY JUNE CARA CHRISTIAN PHOTOGRAPHY BY ROBERT HARDIN

The New Jim Crow: Mass Incarceration in the Age of Colorblindness is widely regarded as one of the most important books of the decade addressing the subject of racial justice. The author, Michelle Alexander, visited with Teaching Tolerance about writing *The New Jim Crow*, the realities of mass incarceration and how teachers can address this difficult topic in their classrooms. Teaching Tolerance will release a teacher's guide based on excerpts from *The New Jim Crow* this fall.

Why did you decide to write *The New Jim Crow*?

I was inspired to write the book mainly as a result of experiences I had working as a civil rights lawyer at the ACLU that began what I now call my awakening. I began to awaken to the reality that our criminal justice system now functions much more like a system of racial or social control than a system of crime prevention and control. I wanted to share with others the facts, history [and] stories that I wish that I had known long before in the hopes that others would begin to have the same kind of awakening and commit themselves to building a movement to end mass incarceration in America.

In your book, you describe a racial caste system in the United States. What led you to use this term?

I use the term *racial caste* because I wanted to emphasize that mass incarceration functions as a complex system of rules, laws, policies and practices that lock a group of people—defined in large part by race—into a permanent second-class status. And that people who find themselves cycling in and out of prison are often in that situation, not because they lack motivation or lack the desire to support themselves or contribute to their communities or support their families, but [because] they're trapped there by law.

How have we gotten to this point?

Many of the same attitudes that were used to justify and rationalize slavery and Jim Crow are used yet again in the era of mass incarceration. But if we look more to our recent history, we can see that the current system is traceable to a law-and-order and “get-tough” movement [that] originated with former segregationists. This get-tough rhetoric was very popular on the heels of the civil rights movement, particularly among poor and working-class whites who were fearful for their own status and position as our society began to change dramatically. But also this rhetoric resonated with some segments of the African-American community as crime rates began to rise in those communities. So people of all colors found themselves embracing law-and-order rhetoric and this punitive impulse that washed over the United States.

Why teach about structural oppression and other systems of control?

Young people are not likely to get this information from any other source. If we are ever going to overcome this, we first have to be able to talk about it, describe it, to know

what it is. Unlike the old Jim Crow, there are no signs alerting you today to the existence of racial bias. The “whites only” signs are gone, and it's easy today to be lulled into this belief that people are at the bottom because they simply don't work hard or are lazy or prone to violence. If we don't pull back the curtain for young people and help them to see how unconscious bias operates, how systems of discrimination operate, then they will continue to operate on a false belief that race discrimination is a part of our past and not our present. They will find themselves being part of the problem rather than part of the solution.

How do your book and the Teaching Tolerance teacher's guide relate to the larger picture of teaching about civil rights?

Students are typically taught that racism was a thing of the past and now we are in a new time where race discrimination is illegal and we no longer accept or tolerate it. I think it's critical for us to rethink how we teach civil rights in our schools so that we teach it as part of an ongoing struggle. If we are only [teaching] civil rights education as part of our history, but not acknowledging the struggles that remain in our present and how they are connected to the past, then we are doing young people an incredible disservice. We are not equipping them well to meet the challenges of our time.

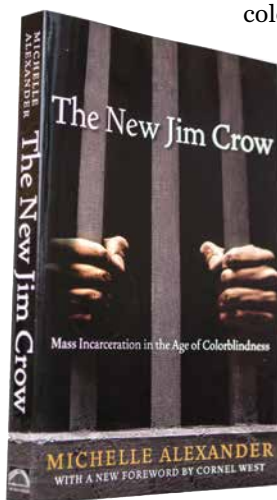
What do high school students need to know about the role of race in the criminal justice system?

It's critical for young people to recognize that it's not simply mean, cruel bigots perpetrating this type of discrimination. The decision-making at every stage of our criminal justice process is inevitably infected with unconscious biases and stereotypes. We all have them, all of us. No matter what

color we are, no matter where we came from or where we are raised. These biases are part of our culture, and they've been with us since the birth of this nation. It's important that we don't simply deny the reality of these biases or try to defend against claims that bias exists but to just be honest about this reality so that we can have some hope of creating a justice system that is vastly more fair and more compassionate than the one we have today.

What else would you want students to understand from reading and studying your book?

They have the power to change the system. It's easy to imagine that a system like mass incarceration can't be dismantled. The same was said about slavery, the same was said about Jim



Watch tolerance.org for the release of the teacher's guide—and for a LIVE webinar featuring Michelle Alexander!

Crow. And yet a powerful movement, led in large part by courageous, young people who were unwilling to accept the status quo, who were bold and brave and who were truth-tellers, helped to bring that Jim Crow system to its knees. I think it's important that even as we learn about great injustice that we not become paralyzed by it but recognize that we *are* the change we've been waiting for and that young people—perhaps more than any other segment in our society—are the hope upon which future generations can rely.

Did you have any conversations while researching the book that were particularly memorable?

I think that the conversations that stand out most in my mind were with people who were formerly incarcerated. It's one thing to read statistics. It's another thing to actually hear the stories of people who have been released from prison with \$20 in their pocket, turned out onto the street. Nowhere to go, nowhere to sleep. If their family lives in public housing, that family risks eviction just by allowing a convicted felon back home. They try to find a job and virtually every employment application has that box on it asking the dreaded question, "Have you ever been convicted of a felony?" Many people are released from prison for the first time when they are just 19, 20, 21 years old and have to face the harsh reality that, for the rest of their lives, these are the barriers they are going to face. This is their new normal.

What part of the experience of writing and publishing *The New Jim Crow* has fulfilled you most?

It is just so encouraging to see teachers putting it to good use in their classrooms, to see pastors and ministers putting it to good use in their churches and sharing it with their congregations. It's encouraging to see young people organizing around the book forming Students Against Mass Incarceration chapters on college campuses. It's encouraging



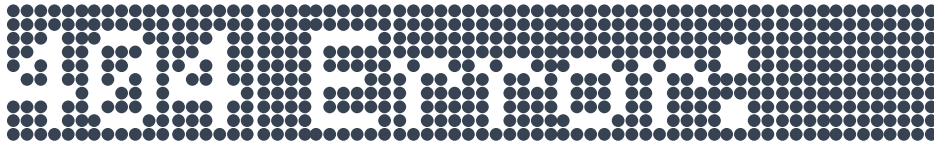
to hear that, in prison, people pass the book around from cell to cell and are sharing it with their families so that their families can be better educated about the challenges they'll face when they are released. To see others take it and run with it in their own way and carry the work forward, it's almost like a relay race handing off so that this work can continue. And for that I am incredibly grateful. ♦



Toolkit

Help students talk about justice by creating an interview with an author they admire.
VISIT » tolerance.org/michelle-alexander





ONLINE EDUCATION HELPS SOME STUDENTS—AND SHORTCHANGES OTHERS.

BY **JOE HANSEN** ILLUSTRATION BY **PIETARI POSTI**

AS A SOPHOMORE at Boston International High School, Kendell Solis failed an English class. Two years later, then an 18-year-old senior, Solis discovered he still needed the credit to graduate. So he enrolled in an online English class as part of Boston Public Schools' online credit-recovery program, which lets students take online versions of classes they failed in a brick-and-mortar setting. Solis passed the class—which ostensibly covered the same material—but wonders how well he learned to read English.

“It was kind of easy, from my perspective,” says Solis, a recent immigrant and English language learner (ELL). “It felt good because I got to recover my grade. ... But at the same time I would read better if I hadn't failed my sophomore year. I guess I would have learned more from my sophomore year than what I did from the credit recovery.”

Stories like Solis' are becoming increasingly common as schools and districts, under national and local pressure to bolster student achievement,

are turning to online courses as an inexpensive option for keeping struggling students on the path to graduation. But critics worry that using online schools indiscriminately and without proper support simply masks achievement problems by enrolling at-risk, disadvantaged or ELL students in easier online credit-recovery courses.

That's exactly what happened in Manhattan's Murry Bergtraum High School for Business Careers. In spring 2014, media reports surfaced alleging the school was funneling hundreds of students through nonrigorous online classes to boost grades and graduation rates.

“Technology in education has been my thing for a very long time,” says John Elfrank-Dana, a whistleblower teacher at Murry Bergtraum. “I get really annoyed when I see abuse; when I see kids stuck in front of computers and the goal is just to get the school's numbers up. And that's what's been going on.”

The Credit Recovery Question

A 2010 survey by market research firm

Simba Information found that online credit-recovery courses constituted about half of all K-12 virtual education in the United States. But how well these students fare in the long run remains the big question in the online credit-recovery debate; the growth of virtual education has outpaced academic research.

Since 2006, University of California Santa Barbara Professor of Education Russell Rumberger has tracked California's K-12 graduation landscape as director of the California Dropout Research Project. He's taken notice of the growing use of online credit recovery to battle California's dropout problem and attributes a recent 4-percent uptick in the state's graduation rate to a national focus on graduation—and, perhaps, to online credit-recovery courses.

“Unfortunately, I don't think we have any real data on it,” Rumberger says, “but just anecdotally I know it's grown. ... The traditional way was making up a course or doing independent study. Now there's more computer-based credit recovery going on.”

At-risk students need teacher attention, positive social interaction and encouragement—and virtual education gives them less of those things.

On its face, online credit recovery is a success: A student who was failing earns a diploma. But Rumberger voices a common question: Did that student actually learn the material?

“The jury is still out about their effectiveness,” Rumberger says. “The concern I have is that it’s not as rigorous, and therefore it’s not really a replacement for taking regular classes. It’s kind of a shortcut.”

A shortcut that is often applied to vulnerable, at-risk students.

“Those are the kids who are most likely to fail classes,” Rumberger says.

Supporters point out that credit-recovery opportunities for these students can be the difference between leaving school with a diploma and just leaving school. Boston Public Schools’ Credit Skills Recovery Program (CSRP), for example, offers an online avenue for “old and close” students like Solis, age 18 or older and within a few credits of graduation. A 2012 University of Massachusetts evaluation tracked 441 students entering the CSRP, 90 percent of whom had been flagged as “high risk” individuals; 350 of them earned a diploma.

Salman Al Janabi, an 18-year-old Iraqi immigrant in the Boston Public Schools system, fit neatly into the “old and close” mold and was working toward graduating via online credit recovery in spring 2014.

“The online class is OK, but there’s nobody next to you to explain what is the next step—you have to figure it out on your own,” Al Janabi says. “I don’t like this format. I like the one-on-one



with a teacher explaining it to me—like in a class.”

‘Social Impoverishment’

The handful of students tapping away at computer stations on a Tuesday morning at Oregon Trail School District’s Blended Learning Center (BLC) seem intent on their work. The BLC opened in 2012 and serves students ranging from competitive skiers who travel a lot to the children of itinerant laborers. These students take computer-based classes in a brick-and-mortar school setting.

It’s a popular program capped at 200 students with a long waiting list and an 85-percent graduation rate. But the BLC has the feel of a library, silent and austere. If these students are socializing, it’s happening elsewhere.

This kind of setting concerns Marie-Nathalie Beaudoin, author of *Boosting ALL Children’s Social and Emotional Brain Power: Life Transforming Activities*. Students don’t just learn from the academics of school, Beaudoin says. They learn just as much through socialization, forging connections with teachers and learning about differences in race or socioeconomic status with their peers.

“I’m very concerned by the fact that so many children will have impoverished social and emotional education through this process,” Beaudoin says of virtual education. “The socialization process of children is one of the most important aspects of their development.”

Many experts point out that school is just one of the ways that children socialize; social emotional learning can also happen at church, on a sports team or in activities, such as band or choir. But where a student lives and attends school often impacts his access to extracurricular activities, and not all families have the time or resources to seek them out.

“If the environment is already impoverished ... in any way, the virtual education would just be another way of impoverishing that child’s development,” Beaudoin says.

Virtually Inappropriate

In August 2012, Darcy Bedortha took a job as an English teacher for Insight School of Oregon, a virtual charter school run by K12 Inc., the nation’s largest private K-12 online education company. By the following fall, Bedortha had 476 students in 30 different classes. She’d never communicated

with most of them. In November 2013, she quit.

Insight School of Oregon focuses on at-risk students. Bedortha is still haunted by the stories of the students she wasn't able to serve.

"The typical student would be on the fringes and not quite fitting in," Bedortha recalls. "They would talk about self-harm, and they would talk about surviving suicide. It's the stuff where you want to be able to visually see these kids and make sure that they're OK. All I would get was a piece of paper."

Bedortha's experience illustrates an important point: At-risk students need teacher attention, positive social interaction and encouragement—and virtual education gives them less of those things.

Education tech expert Michael Barbour, director of doctoral studies at the Isabelle Farrington College of Education and assistant professor of educational leadership at Sacred Heart University, has studied virtual education since its infancy. He notes

that the first attempts at virtual education focused on serving high-achieving students with offerings such as Advanced Placement classes and foreign language courses not available in a school or district. Those efforts were largely successful and continue to be, Barbour points out, because they focused on driven, self-starting students who often came from academically achieving families and communities. For an at-risk student with less structure, however, virtual education may mean little or no actual learning.

"If you've got a parent that is really hands off and lets their child pretty much do it on their own, those students, if they don't have that internal self-directedness, self-regulation, self-motivation, those students tend not to do well," Barbour says. "But that's true in a brick-and-mortar environment as well."

Barbour's opinion is common among those who study K-12 education. Many experts point out that

virtual education models *can* work very well when students are matched with the appropriate program and levels of adult support, but otherwise can actually exacerbate the deficits at-risk students experience.

Bedortha didn't feel her at-risk students were served well by the adults who signed them up for virtual school. Rumberger questions whether at-risk students in California are being cheated out of learning their coursework. Time will tell if Solis, an ELL student who wants to go to college, was given an adequate education. The answer to that question will come when the world after high school decides how well he can read. ♦



Toolkit

Walk through the advantages and disadvantages of a virtual education with your students.

VISIT » tolerance.org/teacher-not-found

The Language of Virtual Education

Virtual learning refers to using computer software, the Internet or both to deliver instruction to students. The explosion of K-12 virtual learning options has yielded a variety of models designed for students in different circumstances. Here's a breakdown of some of the most commonly used terminology surrounding virtual learning.

Blended learning: A learning model that combines virtual learning and in-person teaching. Teachers and counselors provide variable levels of support depending on the environment.

Computer-based classes: A general term referring to courses in which the teaching and assessment are

entirely conducted and administered via computer software or the Internet.

Distance learning: A teaching method in which lectures are broadcast or classes are conducted by correspondence or over the Internet without the student physically attending school.

Full-time virtual schools or programs: Distance education programs that offer a spectrum of full-time online curricula. Often utilized by students who parent or work full time, or who do not thrive in a traditional school setting. Increasingly relied upon to supplement or supplant home-school offerings.

Home-based credit-recovery programs: Credit recovery available via institutions that teach courses entirely online. May be taken whether or not the student is enrolled in school.

School-based credit-recovery programs: Credit recovery courses taken during normal school hours, after school, on vacation breaks or over the summer. Typically taken by students currently enrolled in school.

Virtual charter schools: Full-time online schools that receive public funding but are not subject to the same regulations as public institutions. Some are run by for-profit educational management institutions.

the Classroom Closet

BY ANONYMOUS

WITHIN THE PAST year, I attended our district's screening of the Teaching Tolerance movie *Bullied: A Student, a School and a Case that Made History*. About a hundred people were there, including high-ranking district administrators, teachers, concerned parents and students. After the screening, we broke into small groups to discuss the movie and its impact. The facilitator of my group suggested that those of us who are gay talk about our experiences in the district.

The facilitator, who knows me, looked toward me to start the sharing. However, because I didn't know several people in the group and because there were no norms established or even a suggestion of confidentiality, I went silent. Several other people, mostly straight allies, spoke of their perceptions of what it was like, yet I remained mum.

It was a painful silence. On the drive home, I reflected on the reasons why I

chose not to speak up: fear of many things, including rejection, the possible impact on the successful career I've spent years creating, and even an undercurrent of internalized homophobia that I still haven't properly addressed.

I began to wonder what I would have shared at the meeting, and I began to find the words describing what it means for me to be a gay elementary school teacher.

It means I have learned how to live in and navigate two different worlds. It takes much mental energy to try to hide one world from another and to carefully keep them apart.

It means I navigate the "dance of the pronouns" when speaking, consciously watching my language all the time. It can be exhausting. Once, when talking with a parent about the house I share with my partner, I slipped and used the term *we*. She picked up on it immediately, causing a moment's panic.

It means my co-workers think I am

the most boring person in the world. I rarely talk about what I did over the weekend, or in the evening, or even over the summer, preferring to leave out large pieces of my life in fear that some detail would reveal my true nature. I have a mental list of safe subjects to discuss.

It means when I am celebrating a new relationship or mourning the end of one, I cannot show any feelings. I may be torn up inside, but I always have to be even-keeled, ignorantly happy, unconnected.

It means that in the staff room and at staff meetings, I listen to my co-workers share stories about their spouses, often to much laughter, but that privilege does not extend to me.

It means I listen to homophobic talk from staff members and internally grimace at the pain it causes.

It means I have to excel at the craft of teaching because I live in fear that I will be fired if my principal finds out about me. Although not currently, I have taught in states where teachers

can be fired just for being gay. Some of the staff members who have said homophobic things in my presence were my administrators.

It means I must navigate uncomfortable conversations when a well-intentioned teacher tries to set me up with her single daughter or, even more uncomfortably, when a female teacher asks me out herself.

It means I feel a sting every time our staff celebrates a wedding or baby shower because I know that, should I get married or have a child, the staff would not celebrate these events.

It means I show up to staff social functions alone, if I attend at all. I've learned that people disclose much about their personal lives at these types of functions, so it's best to skip them entirely to avoid any probing questions.

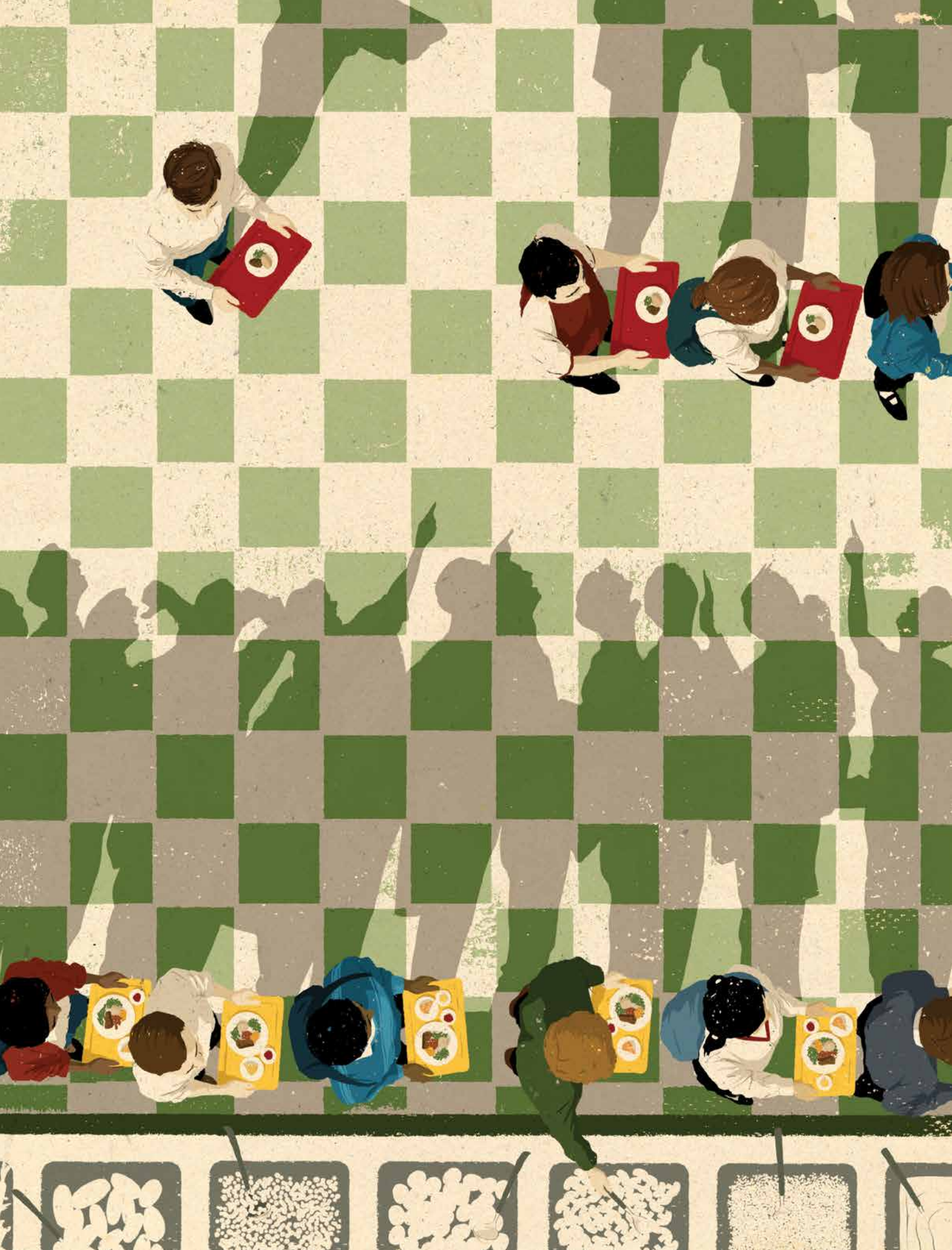
I do not ever fool myself in thinking that I am totally successful with this hiding. I know some of my colleagues have started to connect the dots. I have to decide if or when I will tell a colleague.

If I feel comfortable enough to invite a co-worker into my house, then he or she needs to know, because I refuse to live a closeted life at home.

I know that my decision means that I am not setting an example for my students, particularly students who are gay (and may not know it yet). Were I to come out now, maybe when it's time for them to recognize themselves, they will feel empowered because one adult who cared about them for a year in elementary school had the nerve to show them how.

On the drive home from the screening, that painful silence enveloped me, and it echoes within me today. Maybe someday I'll have the nerve to speak up. Until then, these words, written anonymously, must suffice. And perhaps the truth of my words will echo within the thousands of teachers across this country who can relate to them. ♦





LUNCH LINES

INEQUITABLE CAFETERIA PRACTICES STIGMATIZE
LOW-INCOME STUDENTS.

BY DAVE CONSTANTIN ILLUSTRATION BY MARK SMITH

WHEN DR. RAJIV Bhatia walked into the lunchroom at Mission High School in San Francisco in 2007, he couldn't believe what he saw. Bhatia, then director of environmental health at the San Francisco Department of Public Health, was there to study food systems and look for ways to increase nutritional quality. What he found would ultimately lead him to an entirely different investigation: a system of blatant segregation that seemed straight out of the 1950s. In one line cash-paying students waited to enjoy a wide selection of à la carte, or "competitive," foods. In another, low-income, mostly minority students stood single file to receive pre-packaged free-or-reduced meals supplied by the National School Lunch Program (NSLP).

"It's like wearing a sign that says, 'Hey, I'm poor,'" says Jeff Kapka, who grew up in a low-income family in the predominantly wealthy suburb of North Kingston, Rhode Island. At his school the kids stood in the same line but held different colored tickets advertising their lunch-purchasing status. Now a junior at the University of Rhode Island, Kapka can reflect objectively on growing up in relative poverty. "But back then," he says, "I would have told you it was embarrassing."

Kapka and other recipients of government-assistance programs are no strangers to stigma. The term "food stamps" has become so politically

loaded that, in 2008, Congress changed the official name of the Food Stamp Program, the largest of the federal nutrition assistance programs, to the Supplemental Nutrition Assistance Program (SNAP). But the stigma remained, as it did for the NSLP—the second largest of these programs—which serves free-and-reduced lunches to more than 31 million students annually. With anti-welfare sentiment politically *de rigueur*, the perception that those receiving government assistance are “moochers” is arguably worse than ever—and even extends to children.

“There’s this pervasive attitude across the country that if people get help, they’re lazy, they’re scamming the system,” says Kathleen Gorman, who has managed the state of Rhode Island’s SNAP Outreach Project since 2001. “People have really gotten this idea that just because people don’t have money they’re morally inferior. It’s getting a lot more attention.”

When this kind of stigma enters schools, it catalyzes in the high-peer-pressure environment and combusts in ways that harm low-income youth. In many cases, the stigma is so bad it becomes a barrier to proper nutrition. Although U.S. Department of Agriculture (USDA) figures for NSLP participation optimistically indicate majority participation rates, surveys of individual districts show rates below 14 percent in some places. Many students would rather forgo their midday meals than take the walk of shame in the NSLP line. And while legislators, interest groups and administrators know hunger affects classroom performance and continue to focus efforts on improving lunchroom nutrition, the issue of stigma as an underlying *cause*

of hunger remains on the back burner.

That lack of awareness is what Bhatia set out to change when he saw what was happening in San Francisco schools. He was joined by Colleen Kavanagh, founder and executive director of Campaign for Better Nutrition, and Tara Kini, an attorney at Public Advocates.

“When Rajiv told me what he saw, I immediately knew we had to do something because it was illegal,” says Kavanagh. “But when we brought it up with USDA, they said, ‘Well, that’s just San Francisco. No one else does that.’”

Kavanagh wasn’t convinced. She put together a study looking at high schools nationwide, and found fully one-third of school districts had separate lines or service areas for NSLP and competitive foods; one in 10 had what she calls “particularly egregious segregation.” California was among the worst.

According to Kavanagh, these schools were allowing two levels of food service, with low-income kids served meals of lower appeal and quality (if not nutritionally then at least in terms of appearance and presentation) while kids not receiving NSLP benefits enjoyed broad choices. “There isn’t any other place in our school system where we let that happen,” she says. “They don’t let kids pay for better teachers or better textbooks.”

The federal government maintains strict standards on the nutritional requirements of NSLP meals and doesn’t allow the program to offer noncompliant (i.e., many competitive) foods—thus, the separate tickets and lines. According to Kavanagh, however, schools’ internal accounting is often not kept separate, exacerbating what she sees as a serious problem:



Mix It Up at Lunch Day is a great way to break down social barriers in the cafeteria. Let TT help you plan your event!

mixitup.org

Class at Lunch?

Separate lines and color-coded tickets aren't the only lunchroom practices that reinforce class inequality. Some school fundraisers, for example, offer cafeteria privileges. One *Teaching Tolerance* reader recently raised the alarm about the misuse of a "Fast Pass" program that allows students with a special \$10 ticket (purchased at registration to support the athletic program) to go to the front of the lunch line. For students without Fast Passes, this system has consistently resulted in waiting longer to eat and finding that the most popular foods are gone before they reach the counter. The message to students? Money trumps equality.

Clearly, scrubbing all traces of stigma from the cafeteria won't happen overnight, but a little awareness goes a long way. Seeking out and eliminating the most obvious causes of inequality in the lunchroom can pave the way for more educators and students to recognize and redirect subtle biases before they have a chance to take root.

► FACT ◀

SNAP and NSLP are not synonymous. All kids from families receiving SNAP are eligible for NSLP, but SNAP isn't a requirement for NSLP eligibility. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

Administrators operate on the belief that competitive foods generate revenues necessary to keep school budgets solvent when, in fact, the opposite is more often the case. Without evidence on the books, however, "They don't even know they are losing money."

She adds that, rather than increasing the cost of competitive food, districts often *decrease* food costs in the NSLP program to keep their budgets balanced—essentially rerouting money intended for low-income kids' food to cover the costs of competitive foods they're not allowed to eat. "I think this whole thing evolved unintentionally with a blindness that people were creating a *de facto* separate and unequal system," says Bhatia.

Bhatia's response was to conduct a pilot study in three San Francisco schools in 2009 and 2010, integrating the lines by bringing competitive foods into compliance with NSLP nutritional requirements. Uniform electronic debit cards replaced segregated lunch lines and made it impossible to visually distinguish between prepaid cards and NSLP funds. The bookkeeping also changed. Whereas before, NSLP and competitive-food revenues had been lumped together, they would now be tracked independently. Federal legislation to this effect was put in place in 2010.

The results of this groundbreaking pilot study were dramatic. Participation in the NSLP increased by 58 percent, and school revenue

skyrocketed. Lunch lines were similarly integrated in all San Francisco middle and high schools during the 2010–2011 school year. Bhatia calls it "the most effective and quickest advocacy work I've ever done."

These types of changes are happening in more and more school cafeterias across the country. Cheaper and better technology is allowing the broader use of nondiscriminatory electronic debit cards or PINs. New rules on community eligibility based on a district's SNAP enrollment are poised to go nationwide in the coming school year, which should make the NSLP available for more students and potentially reduce the stigma.

But—based on what happened with San Francisco—instituting a nondiscriminatory food program is the surest path to eliminating stigma.

"I would argue that there is absolutely no way to have two separate programs and not stigmatize the low-income kids," says Kavanagh. "My hope is that we can just make it so hard to do it, that people will rethink what they're doing and have that eureka moment that San Francisco had." ♦



Toolkit

Make your school cafeteria a more equitable place.

VISIT » tolerance.org/lunch-lines

CASE STUDIES ON

DIVERSITY & SOCIAL JUSTICE EDUCATION

BY PAUL C. GORSKI & SEEMA G. POTHINI

SAMANTHA, A VIVACIOUS seventh grader at Hillside School, a middle school in the predominantly low-income mountainous outskirts of northern Virginia, loves science class. By all apparent accounts, Samantha has a gift for the sciences, too. She aces all of her quizzes and tests and regularly helps classmates who are struggling with experiments.

This makes it particularly difficult for Ms. Grady to understand why Samantha rarely turns in her science homework. Wondering whether there was an issue at home, Ms. Grady

has touched base several times with her colleagues who have Samantha's younger siblings in their classes to see whether they were noticing similar patterns. To the contrary, she learned that her younger siblings always turn in their homework.

Ms. Grady has reached out to Samantha every way she knows how, from pleading with her to offering to give her more advanced work that might engage her in new ways. On several occasions she has asked Samantha why she rarely turns in her homework.

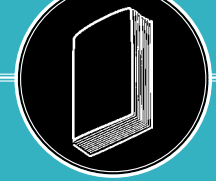
"It's nothing," Samantha typically

responds. "I'll do it next time. I promise."

Regardless of how often she calls Samantha's parents, nobody answers. *Imagine how successful Samantha could be if only her parents cared enough to support her education*, Ms. Grady has often thought to herself.

As a conscientious teacher, Ms. Grady wants to support Samantha. On the other hand, she has roomfuls of other students who also need her attention. And, when it comes down to it, Ms. Grady's grading policy is clear: students are allowed to turn in one homework assignment one day late without

This text is an abridged excerpt from chapters 1 and 2 of *Case Studies on Diversity and Social Justice Education*, reproduced here with permission of Routledge.



“FROM THE MOMENT SHE GETS HOME FROM SCHOOL UNTIL HER DAD RETURNS FROM WORK, SHE’S BABYSITTING FRANCIS AND KEVIN, HER YOUNGER SIBLINGS. SHE’S BUSY TAKING THEM TO THE PLAYGROUND, COOKING THEM DINNER, HELPING THEM WITH THEIR HOMEWORK.”

penalty—she calls this her “life happens” rule; but in every other instance, failure to turn in homework results in a grade of “0” for that assignment.

One day after school Ms. Grady approaches Mr. Burns, a social studies teacher at Hillside who had taken a particular interest in Samantha during the previous academic year.

“I know,” Mr. Burns says. “Brilliant young woman. I had the same experience with her. I didn’t know what to think until I decided to pay her family a visit at home.” Having grown up in the area and attended Hillside as a low-income student, Mr. Burns bristled at some of his colleagues’ deficit-laden perceptions of the local community.

It never occurred to Ms. Grady to visit Samantha’s home. “Wow!” she responds, taken aback by her colleague’s “direct action” approach to student success. “What did you learn?”

“A *lot*,” he answers, explaining that Samantha’s father finally found a steady job four months after the local mill shut down. As she has done for years, Samantha’s mother continues to piece together multiple jobs. “She usually sneaks in the door around 11 p.m., an hour or so after her husband, trying not to wake the kids,” Mr. Burns explains.

“From the moment she gets home from school until her dad returns from work, she’s babysitting Francis and Kevin, her younger siblings. She’s busy

taking them to the playground, cooking them dinner, helping them with *their* homework.”

“Well,” Ms. Grady reflects, “that explains why her siblings’ homework is always in on time and how well Samantha does helping her classmates with their work.”

“Now all I have to do is figure out what to do about Samantha’s grade. And I wonder how many of my other students are in similar situations,” Ms. Grady says.

There exists no magic formula for solving the conundrum in which Ms. Grady finds herself. This is why, in our estimation, we must develop and hone the sorts of competencies that help us

to make sense out of real-life messiness. Otherwise, we risk allowing ourselves to be swayed by popular mythology (“poor people do not care enough about their children’s education”). We risk responding without a contoured understanding for why certain conditions exist in our classrooms and schools.

We have the power to strengthen our abilities to create equitable learning environments and to maintain high expectations for all students by considering contextual factors in addition to the everyday practicalities of our work as we shape our professional practice.

The Case Method

One tool—and, in our experience, a particularly effective one—for strengthening those abilities is what is commonly called the “case method.” The premise of the case method is that by analyzing real-life scenarios based on actual events, such as the situation involving Samantha and Ms. Grady, we can practice applying theoretical ideas (such as *educational equity*) to on-the-ground professional practice.*

Our process for analyzing educational cases is comprised of seven steps. The steps are accumulative, building steadily and holistically toward a set of informed, mindful responses to often complex classroom and school situations.

* Darling-Hammond, L. (2006) *Powerful Teacher Education: Lessons from Exemplary Programs*. San Francisco, CA: Jossey-Bass.

STEP

IDENTIFY THE PROBLEM OR PROBLEMS POSED BY THE CASE

1

Begin by naming the challenges or problems (or potential problems) that are explicit and immediately apparent to you. Once you have a grasp of those more obvious dynamics, try to dig a little deeper. Look for less explicit, not-so-obvious examples of existing or potential bias, inequity, interpersonal tensions, stereotypes, prejudices, or assumptions. What does the case tell us about school or classroom policy, about instructional practices or curricula, about individuals’ attitudes that might hint at something deeper than those surface-level biases and inequities?

STEP

TAKE STOCK OF VARYING PERSPECTIVES

2

Our case has at least a couple of obvious stakeholders. Our first task, then, for Step 2 is, as best we can, to walk in Ms. Grady and Samantha’s shoes. How might they, given who they are in relation to one another, be experiencing the situation?

Complicating matters, despite being at the center of the scenario, Samantha and Ms. Grady are only two of many affected parties. Samantha’s parents, whose other two children, Frances and Kevin, also attend the school and in the future might even have Ms. Grady as a teacher, are involved. Then there are Samantha’s classmates, the “bystanders.” How might Ms. Grady’s decisions affect other students who are from families in poverty?

STEP

CONSIDER POSSIBLE CHALLENGES AND OPPORTUNITIES

3

Our next task is to imagine the potential challenges and opportunities presented by the case. Start with the individuals involved. We might surmise that Ms. Grady has an opportunity to develop a deeper understanding of low-income students—of both the hurdles they might face and the resiliencies they demonstrate. Of course, she also faces a number of challenges, not least of which is overcoming her own biases. What sorts of opportunities and challenges does the case present for Samantha? For her classmates?

We also want to consider the *institutional* challenges and opportunities. We might assume, by way of challenges, that Ms. Grady might not get a tremendous amount of support if she chose to enact a homework policy that did not conform to those of her colleagues. An institutional opportunity, on the other hand, might be the chance to collaborate toward more equitable school-wide policies and practices in order to more effectively engage low-income students and families.

STEP

IMAGINE EQUITABLE OUTCOMES

4

[W]e turn, in Step 4, to imagining what a fair and equitable resolution to the situation might look like. This is a critical step, as Steps 5 through 7 are designed to facilitate the process of working toward the outcomes we define in Step 4.

First, it’s important to distinguish *equitable* outcomes

WE HAVE THE POWER TO CREATE EQUITABLE LEARNING ENVIRONMENTS AND TO MAINTAIN HIGH EXPECTATIONS FOR ALL STUDENTS BY CONSIDERING CONTEXTUAL FACTORS.

from *equal* outcomes. Equality, as we see it, connotes *sameness*. Equity, on the other hand, connotes *fairness*. Equity takes context into account.

Second, remember to *think both immediate term and long term*. What can be resolved right now, on the spot, and what will equity look like once it is resolved? You might decide, for example, that Ms. Grady needs to find a different strategy *right now* to communicate with Samantha. Perhaps an equitable outcome would be professional development on socioeconomic issues for the teachers at Samantha's school or a strengthened relationship between Ms. Grady and Samantha's parents.

Finally, *be specific*. Identify very specific, on-the-ground outcomes. How, specifically, will things be different in that classroom and school if we commit to resolving the issue and all its complexities equitably?

STEP BRAINSTORM IMMEDIATE-TERM RESPONSES

5

Now that you have some equitable outcomes in mind, it is time to begin brainstorming strategies to get us there. What are some of the things you might do *right now*, if you were in Ms. Grady's shoes, to achieve those outcomes? This is a brainstorm, remember, so do not overthink.

All we are doing here is making a list. It's an informed list, based on all the work we have been doing in the previous steps. But it is still just a list.

STEP BRAINSTORM LONGER-TERM POLICY AND PRACTICE ADJUSTMENTS

6

In Step 6 we turn to longer-term strategies, often for more substantive change. This is where we might brainstorm ways to bolster awareness about the sorts of challenges Samantha faces throughout the school, if that is one of our equitable outcomes. It is where we focus on things such as institutional culture, school-wide practices, or even district policy, if we believe they need to be altered in order to achieve our equitable outcomes.

Here, again, we're brainstorming. Try not to self-censor. Just focus on recording whatever ideas come to mind based on Steps 1 through 5.

STEP CRAFT A PLAN OF ACTION

7

During this, the final step, we craft our brainstorms into a set of specific actions that will result in the equitable outcomes we imagined in Step 5. How would you respond in order to ensure, to the best of your knowledge and power, equity for everybody involved?

A Few Final Thoughts

We recognize, of course, that in the heat of the moment we do not always have time to sit down and think through the seven steps of a case analysis process. The point is not to memorize these steps. Instead, the idea is to use them to practice our skills by reflecting on classroom situations through a diversity and social justice lens. Practice enough, and that view will become second nature. ♦



Toolkit

Apply the seven-step case method to another case—or to a case of your own.

VISIT » tolerance.org/case-studies

Meet the Family

BY WARREN HYNES

ILLUSTRATION BY SARAH HANSON

WHEN JULIE HIRCHERT sees her students in the classroom on the first day of school each year, it's often not the first time she's met them. Like many culturally responsive educators, Hirschert uses home visits to form bridges to her students and their communities and to create space and trust with families from the very beginning of their relationship.

"I think it's the most important investment of teachers' time," says Hirschert, a middle-school math teacher in Romulus, Michigan. "It allows you to reach your students in a different way than you did before. This is the foundation for anything else that is important."

The social, emotional and academic benefits of home visits are well documented and widely acknowledged. But although the number of teachers doing home visits across the country is steadily growing, the consistency with which these visits are conducted varies greatly, a fact that limits the scope



of their impact. More administrators, however, are taking note of the importance of home visits and grappling with the scalability challenge: How can a school or district launch and maintain a successful home-visit program that benefits all students?

Build Investment

"Just go with the willing and it will spread," says D'Lisa Crain, administrator of the Department of Family-School Partnerships in the Washoe County (Nevada) School District.

Crain's approach includes identifying teachers who advocate for home visits and giving them opportunities to

spread the word to their colleagues at staff meetings and in training sessions. Many districts also hold testimonial sessions to increase staff interest and participation. Michelle Mares, home visit coordinator for Denver Public Schools, helps ramp up investment by fostering friendly competitions among participating schools, such as catering lunch for the school that conducts the most home visits in a pay period.

The compensation that staff members receive for the training and time it takes to conduct home visits is another key way to build investment. Gretchen Viglione, an elementary-school teacher in Sacramento, California, who has



conducted home visits for five years, says compensation gives the program respect. “It’s a way of hearing from your school, ‘Yes, we believe in you and yes, we’re going to pay you to do this,’” Viglione says.

In districts where funding is tight, compensation may require creative scheduling and budgeting.

“There are not always funds to compensate teachers for their work in home visits outside of a teacher’s contract hours,” says Sonia Galaviz, a fifth-grade teacher and teacher-educator in Boise, Idaho. “Many schools have work days before the school year begins. An administrator could give teachers leave during those days to conduct visits,

instead of being in the classroom. Also, schools with Title I funds may be able to use that funding creatively to support teachers and staff in schoolwide home-visit efforts.”

Offer Training

Home visits can do more than bring teachers and parents together as educational partners; when executed skillfully, they can also help bridge cultural gaps between schools and families.

“It’s a hands-on cultural diversity training opportunity,” says Linnette Camacho, administrator of the Family Education Department in Springfield (Massachusetts) Public Schools. “It provides an opportunity for the teacher, parent and student to be on the same turf.”

To maximize the benefits of this opportunity districtwide, successful home-visit programs offer training and preparation that emphasize best practices for connecting and communicating with families, particularly when bridging cultural differences.

Debriefing also becomes part of a sustainable training model. St. Paul, Minnesota’s home-visit program, which is coordinated by the local teachers’ union, holds its debriefing sessions in the autumn and spring. “Staff has time to talk as a group and in small groups or pairs about the joys and struggles they’ve had with this round of visits,” says Nick Faber, coordinator of home visits for Saint Paul Federation of Teachers. Faber says teachers also share concerns they’re hearing from parents so the union can better advocate for parents’ needs. This learning is then funneled back into the school community via Professional Issues Committee meetings and negotiations.

Create Partnerships

While some schools and districts may have the internal expertise to coordinate the logistics

and training for a home-visit program, many do not. In these cases, strong partnerships can be the key to success: The ideal home-visit model features partnership, for example, among the school district and a nonprofit, the local teachers’ union or a local college or university.

➤ **SPECIALIZED NONPROFITS** The California-based Parent/Teacher Home Visit Project (PTHVP) is widely considered the pioneering nonprofit specializing in home-visit programming. The organization hosts an annual conference featuring up to 400 educators, promotes regional gatherings and publishes home-visit newsletters. HOME WORKS! and the Flamboyant Foundation also work to provide the support, guidance and financial resources necessary to coordinate and train all participants and stakeholders.

➤ **HIGHER ED. INSTITUTIONS** Colleges and universities can help support home-visit programs, from training

Non-Negotiables

The PTHVP has established five “non-negotiable” best practices for launching a sustainable home-visit program.

1. Make visits voluntary for educators and parents, but seek at least 50 percent participation from a school’s staff.
2. Compensate educators for their home-visit work, and train them effectively.
3. Always send educators out in pairs.
4. Visit a cross-section of students—ideally all of them—rather than target any particular group.
5. Focus the visits on building relationships.

The organization also states that it’s helpful for schools to decide if it wants educators to visit families once or twice per year, and whether that first visit will take place before the school year begins. Some districts also follow up home visits with family dinners at the school to continue deepening school-family ties.

Critical Training Elements

Training and preparing for a home visit can be as important as the visit itself. Consider these pointers from the experts when designing the professional development for your home-visit program.

➊ Review logistics, such as how to make contact, how and when to schedule visits, whether and how to record discussions with families and what to do with the documentation and data.

➋ Remind teachers to leave assumptions behind and keep an open mind regarding each family and their culture.

➌ Some prior knowledge is essential, such as whether a translator will be necessary (it is not appropriate to use the student as a translator), whether the home has a working telephone number or if the child lives between two households.

➍ Coach teachers to establish the purpose for the visit ahead of time. Goals should focus on getting to know the child as a learner and setting the stage for partnership, not on problematic behavior or performance.

➎ Model how to talk about *both* the student *and* the family. Some families may have significant needs. Connecting them to resources can benefit their child's learning.

“[Home visits] change the power dynamic of the traditional teacher-parent relationship. You create the possibility for the family to gain power by sharing what they know to be true. If we're going to walk the walk of teachers and parents as co-educators, we have to share that power.”

CARRIE ROSE, EXECUTIVE DIRECTOR, PTHVP

in-service teachers to helping to locate translators. University staff with experience engaging families are often eager to meet with administrators and educators to discuss best practices, research in the area of home visits and what might be the best approach and fit for the local community. The University of Montana's Institute for Educational Research and Service, for example, serves as a statewide coordinator for home visits.

➏ **TEACHERS' UNIONS** Teachers' unions such as the National Education Association (NEA) and the American Federation of Teachers (AFT) can support home-visit programs in a few ways. State association affiliates of the NEA and AFT can access various funds through the local district teachers' association to increase family involvement through home visits. Districts could even partner with the local association and share the costs associated with training teachers and staff and compiling any data and documentation resulting from the home visits.

Sharing Results

Collecting data before and after home visits offers evidence that the program has contributed to improvements in areas such as attendance, behavior, student achievement and family involvement. It's an unexplored frontier for many schools, but an important one. “If you can't say, ‘Here's how we've impacted kids to achieve,’ your likelihood of continuing funding is going to be greatly reduced,” Crain says.

Anecdotal evidence can also be powerful, particularly when it helps educators confront their blind spots and biases. Lisa Levasseur, project

director of the PTHVP in Sacramento and a former teacher, recalls one home visit she conducted with a family whose son didn't like to write. Levasseur discovered that the family's Hmong culture treasured oral storytelling, and the boy valued this. Back at school, she began handing the boy a tape recorder for writing assignments. He then recited his stories and transcribed them into writing.

“I would have never learned any of that during a parent-teacher conference,” Levasseur says.

Home visits have the power to debunk all kinds of misconceptions about students and their families, even for teachers who share a similar background. Kara Wilson, who was raised on the Fort Peck Indian Reservation, teaches on the reservation in Poplar, Montana, and also conducts home visits. Wilson admits she's made assumptions about some families she's visited based on things she's heard.

“But after I got to know them, it changed my view of them,” Wilson says, “and it may have changed their view of me as well.”

Wilson says she would value a home-visit program whether she worked on a reservation or not.

“If more teachers went out and visited, they would find their jobs easier because the parents trust them and they trust the parents and they have a common goal,” Wilson says. “It pays off.” ♦



Toolkit

Home visits help students, families and educators. How can they work in YOUR school?
VISIT » tolerance.org/meet-the-family



Abuse of Power

MOST BULLYING PREVENTION IS AIMED AT STUDENTS.
WHAT HAPPENS WHEN ADULTS ARE THE AGGRESSORS?

BY ALAN MCEVOY ILLUSTRATION BY DANIEL ZENDER

A CHERISHED BELIEF runs deep in our psyches: a belief in the compassion of teachers whose heroic efforts transform the lives of students. There is truth in the narratives that support this view, but there is also a darker side to this mythos. In a small minority of

teachers, an ugly undercurrent of mean-spirited and disdainful conduct toward students also exists. This conduct constitutes a corruption of the role of educator and does enormous damage to students, colleagues and the public's faith in schools.

My personal interest in the phenomenon of teachers who bully has its roots in childhood experiences with a few teachers and coaches who waged a daily reign of terror over students. As an expert in school violence, my professional interest originated years ago

while doing teacher in-service training on bullying. While—like most trainers on bullying—I focused on abusive behavior among students, I also raised concerns about the conduct of adults. This usually produced a hush in the audience, followed by requests to speak with me privately. Teachers and administrators revealed demoralizing experiences of a colleague’s cruel behavior toward students. The common denominator in these narratives

➤ Enabled by inaction of school systems.

➤ Undetected by outsiders.

Bullying fundamentally disrupts the trust and nurturing relationships necessary to achieve any school’s mission. Most observers within and outside education would agree that fair and civil treatment of students is—or at least should be—embedded in the ecology of academic work. However, the opposite is true: The problem of educator-student bullying is compounded by a general absence of school policies and procedures written to handle allegations of abusive conduct.

Efforts to reduce peer-on-peer bullying have taken on the momentum of a significant reform movement in education. At present, 49 states have passed laws intended to address bullying; most include policy guidelines for schools. A huge volume of resources and training programs has also emerged as a lucrative cottage industry in marketing “bully-proof” curricula. Conspicuously absent from this literature, however, is an emphasis on how to address abuses of power by educators toward the students they serve.

To date, there are no national studies on patterns of bullying by educators, and only a few limited studies exist that begin to document the phenomenon. In a 2014 publication titled *Bullying Surveillance Among Youths*, the Centers for Disease Control and Prevention acknowledges that its report “excludes abuse perpetrated by adults against children or youths.” Perhaps this absence

reflects the politically sensitive nature of implicating educators at all during a time when the profession at large faces myriad accountability challenges.

Several generalizations can be made regarding the patterns surrounding bullying behavior in teachers.

➤ Bullying behavior often involves the public humiliation of targets.

➤ There is typically a high degree of agreement among students (and colleagues) on which teachers engage in bullying behavior.

➤ Teachers often bully in their own classrooms, where students witness the behavior but other teachers don’t.

➤ Teachers are perceived to bully with impunity; they are seldom held accountable for their conduct.

➤ Schools generally lack a means of redress for students (or their parents) who register complaints against a teacher who has been perceived to bully.

When students are targeted by teachers, they often feel shamed and powerless. In many cases, they become unable to establish positive relationships within school. Teacher bullying can also have a contagion effect, indicating to students that the bullying of a particular individual is acceptable and making the individual vulnerable to more abuse.

Perhaps the most distressing aspect of bullying behavior in teachers is how easily it persists. Colleagues may know about the behavior through rumors or persistent complaints, but think there is nothing they can do. School officials may have reason to believe it is occurring, yet fail to act. Almost without exception, offending teachers mask their mistreatment

The shroud of silence surrounding teachers who engage in toxic bullying behaviors is unlikely to persist.

was a sense of powerlessness and the conclusion that little was being done or could be done to mitigate the problem.

I define teacher bullying as *a pattern of conduct, rooted in a power differential, that threatens, harms, humiliates, induces fear in or causes students substantial emotional stress*. In determining whether teacher conduct crosses a line into bullying, a “reasonable person” standard applies. Quite simply, others render an informed judgment that the teacher’s actions toward students are neither legitimate nor reasonable professional conduct.

In order to address the phenomenon of teachers who bully students, the education profession needs to grapple with several inconvenient truths. In general, bullying by educators is:

➤ Rationalized by offenders.

➤ Normalized by students.

➤ Minimized or ignored by colleagues who remain silent.

What Behaviors Increase School Liability?

Demonstrating indifference to or lack of concern for persistent complaints about a teacher's conduct.

Claiming to have investigated allegations without providing credible evidence. (NOTE: An informal discussion with the alleged perpetrator does not constitute an investigation.)

Failing to follow policies and procedures when addressing allegations of teacher bullying.

Claiming that there is no history of complaints against a teacher when documentation of such complaints exists.

Silencing students or staff who register complaints with threats of retaliation, or taking no action against staff members who are known to have made such threats.

Ignoring targeting of students based on race, gender, sexual orientation, ethnicity, disability, religion, nationality or any other immutable characteristic.

of students as part of a legitimate role function, using the rhetoric of “motivation” or “discipline” to justify their actions. If accused, offenders may minimize or deny the conduct and claim it was a joke or a miscommunication. Ignoring the problem of teacher bullying compounds it by giving license to any educator who believes that he or she can act with impunity toward students.

Inaction supports a discriminatory and hostile environment that undermines learning and teaching—and puts schools at legal risk. But the shroud of silence surrounding teachers who engage in toxic bullying behaviors is unlikely to persist. Several lawsuits have been filed, and more are on the horizon.

I have served as an expert witness in a handful of cases centered on allegations of bullying by educators. In some instances, the school was seeking to dismiss a teacher or coach who engaged in a pattern of abuse that reached a crescendo of student and parent complaints. Often a high-profile incident became the proverbial last straw that could no longer be ignored. In other instances, the school itself had been named in a lawsuit because it had enabled abusive conduct through indifference to persistent complaints.

School officials have a duty of care to protect students; their failure to act despite notification of a problem enhances liability (see sidebar). But schools *can* (and should!) reduce bullying by teachers and staff members. Recognizing this truth and being willing to take action are difficult but necessary first steps.

➔ Write or adjust bullying policies to explicitly address the conduct of

both students and staff. Teacher conduct should also be identified in each school's code of ethics.

➔ Use in-service time to discuss appropriate and inappropriate teacher behavior, especially in the context of disciplining students.

➔ Establish a means to address complaints about alleged bullying by a teacher. The right to redress—a process by which grievances can be heard and settled—is a basic civil right.

➔ Track formal and informal complaints, including student comments on course evaluation forms. Allegations of bullying should be included in annual evaluations.

➔ Sanctions for bullying should not be limited to “counseling.” Attorney Alice Vachss (alicevachss.com) has developed a model school policy that includes a “Statement of Standards and Protections” to address abuses of educational authority.

For every teacher who engages in this abuse of power, there are many more teachers who care deeply and try to mitigate the enormous damage this behavior inflicts upon our students—and our educational ideals. They should not bear this burden alone. Policies can help. Speaking up can pave the way. ♦



Toolkit

Intervening with teachers who bully requires skill and preparation. Use these reflection exercises to begin within.
VISIT » tolerance.org/abuse-of-power

BY MONITA K. BELL

A second-grade teacher educates his students about labor injustice by having them grow and clean cotton plants. A middle school teacher dispels myths about the Arab world by having students write their own textbooks about the region. Another implements talking circles in her classroom so effectively that students throughout the campus now use them to resolve conflicts.

The visionary educators behind these practices use their talents to celebrate diversity, reduce prejudice, improve intergroup

relations and promote equity in their school communities all year long. That's why they are among the five recipients of the 2014 Teaching Tolerance Award for Excellence in Teaching.

"The winners of this award are expert social-justice educators," said Teaching Tolerance Director Maureen Costello, "and who better to learn from? We believe their work will inspire other teachers and encourage them to lead and innovate in their own school communities."

The awardees welcomed TT into their classrooms last spring, where our staff gathered footage and used it to create professional development materials. In July, the winners gathered in Montgomery, Alabama, for a teacher leader summit during which they participated in interviews and workshops designed to capture their unique contributions and share them with the larger TT community.

It is our pleasure to introduce you to these five exemplary educators.



CHRISTOPHER AVERY

Steppingstone Scholars • Philadelphia, Pennsylvania

Chris Avery is a teacher, writer and consultant who engages his students intellectually by challenging them to think along social justice lines—globally. As the director of programs at Steppingstone Scholars, he applies this philosophy in his work helping underserved students achieve academic success. He also wedded creativity and rigor in his former role as a world cultures teacher at The Haverford School, where he had his students write their own textbooks that challenged prejudices about the Arab world.

Avery fosters incredible rapport with students, empowering them to make choices that improve their own lives and their diverse world. He incorporates this talent into his consulting work for TURNING STONEchoice, a nonprofit dedicated to helping students make self-empowering decisions. He is also the author of *ANGST*, a young-adult novel about navigating high school.



AMY VATNE BINTLIFF

Oregon Middle School • Oregon, Wisconsin

Amy Vatne Bintliff brings her deep commitment to human rights advocacy and multiculturalism to her day-to-day teaching. She is an educator, researcher and writer who believes strongly in listening to the voices of adolescents. She practices this belief by creatively incorporating the Teaching Tolerance Anti-bias Framework (ABF) into her curriculum and restorative justice-based discipline planning.

Bintliff sought training as a human rights educator through The Advocates for Human Rights and has facilitated restorative justice circles since 2003. Her circles impacted students so deeply that some of them petitioned the school for more circles, which are now used throughout campus and are available to all students. Bintliff is also the author of *Re-engaging Disconnected Youth: Transformative Learning through Restorative and Social Justice Education*.



CHRISTOPHER HOEH

Cambridge Friends School • Cambridge, Massachusetts

Christopher Hoeh seeks challenges as an educator, teaching his second-graders sophisticated and complex topics like American slavery, Jim Crow and current labor injustice, notably through his academically rigorous, multidisciplinary and yearlong social studies curriculum. After tracking their own processes of growing, picking and cleaning cotton from a classroom plant, Hoeh's young students—without his prodding—determined that the cotton gin was an instrument of enslavement. This year, his students took action based on their cotton-growing experience and learning, protesting unfair labor practices via petition. Hoeh is also a leader in his school, facilitating anti-racist study groups and sharing his substantial experience as a mentor to other practicing teachers.



BARRIE MOORMAN

E.L. Haynes Public Charter School • Washington, District of Columbia

Barrie Moorman engages her students by taking them out of the classroom and into the community. As an educator of many low-income students and students of color in the D.C. area, she wants her students to feel connected to their city and view its monuments and history as their own. This year, Moorman devoted her spring break to taking students on a civil rights road trip across the South. In preparation for that trip, she arranged for her students to meet with U.S. Rep. John Lewis, who answered their questions and enabled them to connect their learning to a person who brought the movement to life.

Talking about race and identity is a priority in Moorman's classroom. Examining these topics is, she feels, critical to developing the skills students need to interrupt inequity and achieve successful outcomes. Moorman also leads Race and Equity in Education Seminars.



MICHELLE NICOLA

Bridger School • Portland, Oregon

Michelle Nicola sees creating a more equitable world as the ultimate adventure of her life. Nicola's students, idealism and love of community inspire her as a Spanish and language arts teacher who also teaches about the power of kindness and respect.

In her former role as a Spanish teacher at De La Salle North Catholic High School, Nicola advised a heritage club for students of all backgrounds, moving away from a "fabric and foods" approach to teaching about culture in favor of delving further beneath the surface. This year's club theme, "What does it mean to be an ally?" exemplified Nicola's aim to be the best ally possible for her students. She is also committed to making school fun for students. While her students outwardly bemoan it, Nicola is always ready to turn her classroom into a theater, dance club, kindergarten or soap opera.

Watch our winners in action at tolerance.org/blog/meet-2014-teaching-tolerance-award-winners.



“WE SPOKE THE **RIGHT THINGS**”

BY MONITA K. BELL PHOTOGRAPHY BY JESSE ETSLER

A 6-YEAR-OLD SAW SOMETHING NO ONE ELSE DID. HER RESPONSE TAUGHT THE COMMUNITY ABOUT FAIRNESS—AND THE POWER OF CHILDREN’S VOICES.

FIRST-GRADE TEACHER CAROL Myers has taken numerous elementary classes on field trips to the Muncie Children’s Museum in Muncie, Indiana, but the fall 2013 trip was different.

While half the first-grade class attended the museum’s program on fire safety, the other half freely explored the museum, including the popular train exhibit that depicts the town of Muncie in miniature. It was upon examining the figurines in the exhibit that 6-year-old Madisyn Jones noticed something amiss. The typically quiet little girl turned to her student teacher, Brooke Forler, and asked, “Why aren’t there any black people in the train exhibit?”

Forler looked more closely at the figurines. “I pointed to a figurine of a darker complexion and said, ‘Do you think that one could be African-American?’ [Madisyn] said, ‘No, it doesn’t look like me,’” said Forler.

“It’s not fair that I can’t see anybody that has my skin or someone that looks like me.”

“And then I said, ‘Well that’s a problem, isn’t it? So let’s see what we can do about that.’”

True to her word, Forler consulted with Myers—her mentor teacher at the time—and her Ball State University education professor, Eva Zygmunt, about how to proceed. The three educators wanted to engage the entire class in a lesson that would respond to Madisyn’s observation but were concerned the children wouldn’t understand the social justice implications. They were wrong.

Later that week at the majority African-American Longfellow Elementary School, Forler told the first-graders about what had happened at the museum and asked how they felt about it. The robust discussion that followed didn’t take much prompting from the teachers. While none of Madisyn’s classmates had noticed a problem with the exhibit, they agreed with Madisyn’s perspective.

“They said things like, ‘Yeah, we should be able to see ourselves in the train exhibit because it’s not fair that I can’t see anybody that has my skin or someone that looks like me,’” Forler explained. “We discussed that, if we’re not okay with something, it’s perfectly fine to raise questions about it and try to make a change.” The lesson culminated in the class working together to write a letter to the museum voicing their concerns about the lack of diversity in the exhibit and offering to help rectify the problem.

“We were excited that they took

those steps to work with the community, help us out and share the story,” said Jennifer Peters, director of exhibits and education for the museum. “It’s such an important story to tell.” Thousands of people have viewed the display since the museum’s train exhibit opened in 1996, but no one had ever mentioned that it was not representative of Muncie’s population. Madisyn’s 6-year-old eyes had seen something that so many adults had not noticed.

The keen sense of justice and injustice Madisyn demonstrated is a quality of early childhood many educators nurture successfully, engaging children in first grade—and even younger—in social activism. It starts with listening and sending the message that all voices

Check out *Using Their Words*, a website featuring social justice projects for early grades written for elementary teachers by elementary teachers. usingtheirwords.org

matter and everyone can make a difference—just as the Longfellow Elementary teachers did when they helped the first-graders write their letter.

With the museum’s enthusiastic support, Forler and her colleagues began the search for representative figurines. It was a tough journey—and one that reinforced the importance of the project. They began with a search of local stores, including the original supplier for the train display, but found





Prior to Madisyn speaking up, the miniature town of Muncie had no African-American residents.



no figurines of color at all. They were prepared to order blank figurines and paint them when Zygmunt came across a promising set of advertised figurines online. What they found on opening the set was unacceptable, to put it mildly. “All the African-American figurines, except for one, were part of a prison set, wearing orange and working out in a yard,” lamented Zygmunt. The only nonprisoner was stealing a woman’s purse—another dead end.

Then one of Zygmunt’s colleagues, a train enthusiast, caught wind of the story and pointed the team to a company that produced figurines that worked.

Teaching Tolerance Resources on Activism

Inspire your student activists!

Lesson series on art and activism
tolerance.org/lesson/art-and-activism

“Defining Activism”
tolerance.org/lesson/defining-activism

“Identifying the Need for Activism”
tolerance.org/lesson/identifying-need-activism

“Gloria and Rosa Make Beautiful Music”
 See page 62.

▶ FACT ◀

In May 2014, the Muncie City Council awarded Madisyn Jones the citizen recognition honor for her contribution to the museum. She is the youngest person in Muncie history to receive this award.

The selection featured tiny people of color engaging in various recreational activities and wearing a variety of clothing, including business attire. Finally, the teachers were ready. The museum was ready. It was time for the first-graders to finish the job they had started.

The class returned to the museum in February 2014, bursting with excitement. On her seventh birthday, Madisyn placed the first figurine in the display. All the mini-members of the Muncie diorama, she said, could be happy now that their new neighbors had arrived.

By speaking up and taking action, Madisyn and her classmates became part of a story they may never forget. Peters has already witnessed two of the students telling others about what happened at the museum, and Myers notes the experience has prompted some of Madisyn’s other “quiet” classmates to become more outspoken in class.

The experience has changed Madisyn, too. “It just really opened Madisyn up,” Myers reflected, “and she’s very vocal now—maybe too much sometimes.”

Myers acknowledges it’s not always clear how to tap into the activist natures of young students, but her

experience taught her the importance of adults who support children’s desires to act and their abilities to think deeply and critically about the world around them.

“Appreciate the depth of kids’ knowledge,” she said. “Be open-minded and talk to them.”

To help her students draw a connection between what happened at the museum and the broader world of social activism, Myers taught her class about another young girl who spoke up.

“The best way I could explain it to my first-graders was that Madisyn was our Ruby Bridges,” Myers explained. “Just saying that really helped these kids understand what Madisyn had done. She wasn’t just complaining; she noticed something that really did need to be changed.”

The similarity is not lost on Madisyn. “We both spoke up,” she said, “and we spoke the right things.” ♦



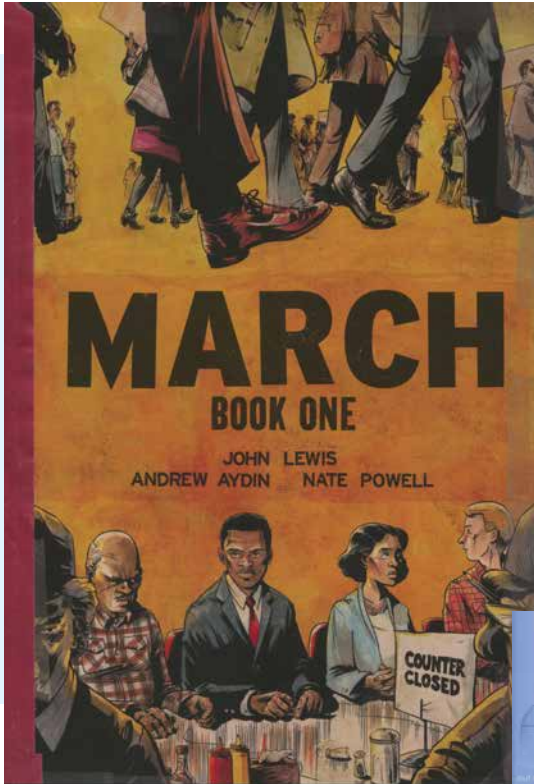
Toolkit

Make the most of your field trips by helping students “read” for social justice.

VISIT » tolerance.org/we-spoke

What We're Reading

Teaching Tolerance staff review the latest in culturally aware literature and resources, offering the best picks for professional development and teachers of all grades.



The pages of *March: Book One* take readers on a visual journey through the memories of John Lewis, congressman and civil rights activist. This graphic novel (part one of three), written by Lewis and Andrew Aydin and illustrated by Nate Powell, flashes back to Lewis's childhood, his growing awareness of race-based violence and inequity and his first encounter with the words of Dr. King.

MIDDLE AND HIGH SCHOOL

“An accessible gem for creatively teaching the movement.”

—Adrienne van der Valk

PROFESSIONAL DEVELOPMENT

We Don't Need Another Hero: Struggle, Hope and Possibility in the Age of High-Stakes Schooling by Gregory Michie

Catch the Fire: An Art-Full Guide to Unleashing the Creative Power of Youth, Adults and Communities by Peggy Taylor and Charlie Murphy

MIDDLE & HIGH SCHOOL

Changers Book One: Drew by T Cooper and Allison Glock-Cooper

Darius & Twig by Walter Dean Myers

ELEMENTARY SCHOOL

Each Kindness by Jacqueline Woodson, illustrated by E. B. Lewis

Hope Somewhere in America: The Story of a Child, a Painting, and a President by Sydelle Pearl, illustrated by Astrid Sheckels



In *Out of My Mind*, a novel for upper elementary readers, Sharon M. Draper tells the story of Melody Brooks, an 11-year-old who lives with cerebral palsy. Although Melody has never been able to speak or walk, she is gifted with an exceptional memory and a talent for words. When a new assistive technology device named “Elvira” finally allows her to have a voice, Melody sets out with courage, tenacity and wit to overcome the prejudices of her peers and teachers.

“A compelling story of what it means to be heard.”

—Steffany Moyer

ELEMENTARY SCHOOL

Identity Safe Classrooms: Places to Belong and Learn reminds teachers how important it is to truly see our students. A combination of research and practice, this

book by Dorothy M. Steele and Becki Cohn-Vargas provides valuable tools for creating classrooms in which students are comfortable enough to excel.

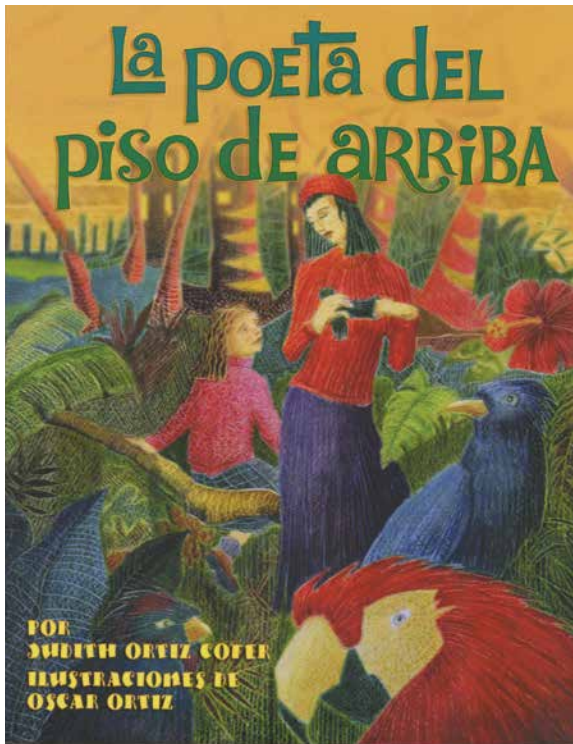
PROFESSIONAL DEVELOPMENT

Incorporating primary-source documents, Neal Bascomb weaves a fascinating narrative around the search for and capture of Adolf Eichmann, one of the most infamous enforcers of the mass extermination of Jews during the Holocaust. *The Nazi Hunters: How a Team of Spies and Survivors Captured the World's Most Notorious Nazi* is a wonderful resource for teaching middle and high school students about this shameful but important period in our world's history.

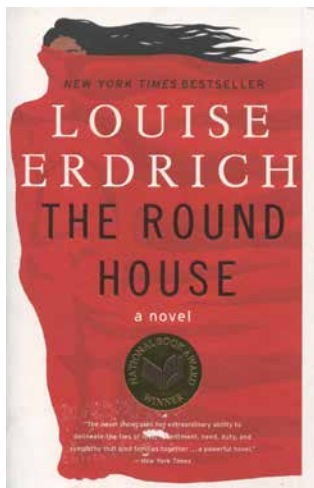
“A must-read for any advanced world history class.”

—Annah Kelley

MIDDLE AND HIGH SCHOOL

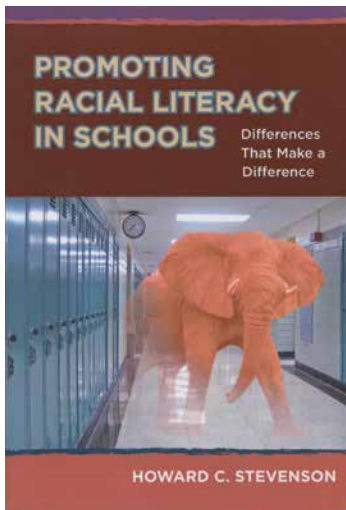


“A beautiful ode to the power of imagination.”
—Monita Bell



“From antiquated laws to violence against women, the plot of *The Roundhouse* takes the reader deep into the realities of a system that relegates Native Americans to second-class citizenship.”
—Alice Pettway

“A must-read for pre-K-5 classrooms!”
—June Christian



“Social emotional learning in a post-Trayvon Martin world.”
—Emily Chiariello

When the poet who lives just above Juliana’s apartment introduces her to poetry, the girl no longer feels alone but instead learns how words can transform the world. Judith Ortiz Cofer’s *La Poeta del Piso de Arriba*, the Spanish version of the original *The Poet Upstairs*, combines with Oscar Ortiz’s lush images of tropical spaces and wildlife to illustrate the wondrous capabilities of the creative mind.

ELEMENTARY SCHOOL

In *Promoting Racial Literacy in Schools: Differences That Make a Difference*, Howard C. Stevenson answers a question that is often left out of prejudice-reduction discussions: How do we help students of color negotiate racial stress? Promoting racial literacy in schools prepares students and staff to read, recast and resolve racially stressful environments that can undermine student success.

PROFESSIONAL DEVELOPMENT

Although the protagonist of Louise Erdrich’s *The Roundhouse* is 13 years old, this novel is far more than a coming-of-age story. It’s a wrenching look at the many inequities faced by the Native-American community. Through Joe’s young eyes, we see injustice not as a vague and distant system, but as a personal tragedy that must be righted at all costs. With proper scaffolding, *The Roundhouse* can open the door to meaningful conversations about tough topics.

UPPER HIGH SCHOOL

The 20th anniversary edition of Katie Kissinger’s *All the Colors We Are: The Story of How We Get Our Skin Color* not only describes how people acquire their skin color—through their parents, their ancestors and sun exposure—but also offers wonderful activities for teachers to use with young students to help them better understand how their skin color is unique to their identities as well as respecting and affirming the skin color of their peers.

PRESCHOOL AND ELEMENTARY SCHOOL



What We're Watching

The Memphis 13, directed by Daniel Kiel, looks back on 1961, a pivotal year for the desegregation of Memphis city schools. Local NAACP leaders, noting that most school integration efforts in the South began at the high-school level, urged black families to enroll their first-graders in formerly all-white elementary schools. That fall, 13 5- and 6-year-olds became some of the youngest individuals on the front lines of the civil rights movement, an approach the NAACP hoped would preclude incidents of violence. **The Memphis 13** captures their experiences—some devastating, some uplifting—along with those of their parents, teachers and classmates. While the film grapples with the strategy and ethics of involving children in movements for social change, this tribute to the Memphis 13 focuses primarily on the courage of these tiny crusaders. (35 min.)

thememphis13.com

MIDDLE AND HIGH SCHOOL

The New Black was primarily shot in Maryland during the lead-up to the 2012 general election when “Question 6”—also known as the Same-Sex Marriage Referendum—appeared on the state’s ballot. In this documentary, director Yoruba Richen talks with African Americans from many walks of life about Question 6 and

about the topic of same-sex marriage in general. Some see LGBT rights as the unfinished business of the civil rights movement. Others see same-sex marriage as an affront to their values and their church community. Still others suggest that marriage equality does not trump other pressing priorities—poverty, education, employment, etc. The take-home message of **The New Black** clearly supports marriage equality, but the film engagingly captures the diversity of perspectives found not only in Maryland, but across the country. (55 min.)

newblackfilm.com

HIGH SCHOOL

In **Valentine Road**, director Marta Cunningham examines the circumstances surrounding the murder of eighth-grader Lawrence “Larry” King at his school in Oxnard, California. This emotionally charged film documents the school’s reaction to Larry’s exploration of his gender identity and expression, and the community’s response to Larry’s killer, 14-year-old Brandon McInerney. Through interviews with teachers, families, students and community members, Cunningham challenges viewers to imagine how their own school and community might treat a teenage boy who wore makeup, jewelry and high heels, and to consider what constitutes

appropriate legal action when a middle schooler commits murder. (88 min. / classroom version 52 min.)

valentineroaddocumentary.com

PROFESSIONAL DEVELOPMENT

The Graduates/Los Graduados, a two-part documentary by Bernardo Ruiz, examines some of the many barriers to graduation experienced by Latino youth (including discrimination, poverty, homelessness, gang membership, undocumented status and teen pregnancy) through the eyes of six young people struggling to make their futures. Ruiz does not simply point to the obstacles, however; instead, he urges viewers to take a vested and sustained interest in Latino youth. Through interviews with prominent Latino writers, actors, activists and elected officials, the film offers many suggestions for ways schools and communities can better support this quickly growing and often marginalized population of students. Ultimately, **The Graduates/Los Graduados** exposes how fault lines in U.S. education systematically affect Latinos and challenges us all to take action through community-based initiatives. (Available in English and Spanish. Part I: “The Girls” 55 min. / Part II: “The Boys” 55 min.)

pbs.org/independentlens/graduates/

PROFESSIONAL DEVELOPMENT

Gloria and Rosa Make Beautiful Music

BY CYNTHIA LEVINSON

GLORIA AND ROSA SAT CROSS-LEGGED on the floor in Gloria's room, braiding their dolls' hair. As usual, Rosa was humming.

"DUM duh, duh DUM duh," she sang softly. Her head bobbed from side to side as she wove strands of her doll's hair right-over-middle, then left-over-middle. Back and forth.

"Why do you hum that song?" Gloria asked. She reached for a pale blue ribbon to tie the bottom of a braid, even though stray tufts of hair jutted from her doll's scalp.

"It helps me keep track," Rosa answered. "On the *duhs*, I cross one hank of hair over the middle one. On the *DUMs*, I pull them tight. Try it."

"Not me," Gloria said. "I don't have a good voice like you do. If I sang, even our dolls would run away!" She made her doll's legs run toward the door. "It's a pretty song, though."

"My *abuela* taught it to me," Rosa said. "Her mother taught it to her when she was a little girl in Mexico. It's called 'Cielito Lindo.'"

"What does the name mean?" Gloria asked.

"Well, *cielito* means bit of sky, and *lindo* is pretty. Together, they mean lovely little one. That's why I sing it to my doll."

Rosa held her doll up, its hair sporting sparkly turquoise ribbons.

Gloria said, "Her braids are perfect!"

"Gloria!" her mother called from downstairs. "Your piano teacher's here."

"Time for my lesson with Miss Rostov," Gloria said to Rosa. "See you after school tomorrow?"

"Could I stay and listen?" Rosa begged. "Please?"

"Playing in front of people makes me nervous," Gloria admitted.

"I'll be very quiet," Rosa promised.

Reluctantly, Gloria agreed that Rosa could stay. Sitting behind her friend in the living room, Rosa barely breathed. Even so, Gloria knew that Rosa was listening. She stumbled over the simplest pieces. But Rosa didn't notice.

"That was beautiful!" she exclaimed.

Every Thursday for the next month, Rosa listened to Gloria's lessons, even though Gloria kept making mistakes. Finally, Gloria asked Rosa, "Why don't you take lessons, too?"

"We don't have a piano," Rosa answered.

"What about at school?"

"Hernandez doesn't have a piano, either."

"It doesn't? What do you do in music class?" Gloria asked.

"We sing," Rosa said. "We don't have any instruments."

"None?"

Gloria told Rosa about the keyboards, drum sets and recorders at Zavala, the school she attended.

"I wish we had those," Rosa said. "My teacher says our school can't afford to buy instruments, but it's not fair!"

"You're right," Gloria agreed. "Hernandez deserves the same things Zavala has."

"Every school does!"

"That's true," Gloria said. "Let's talk with our music teachers tomorrow and compare notes with each other after school."

The next afternoon, the girls met at Rosa's house and discussed what their music teachers had told them.

"My teacher says there's not much money for our school's music program," Rosa said. "The only way we can buy instruments is to raise money, but instruments are very expensive."

"Hmmm," Gloria frowned. "Our school's band booster club helps us get instruments. What if we ask them for suggestions?"

"That's a good idea," Rosa agreed. "We should also show them why all the kids in our community should have instruments at school."

"What do you have in mind?" Gloria asked.

"Well, I'm a good singer, and you're a wonderful pianist..."

"Oh, no! I can't do that!" Gloria exclaimed.

"You won't be alone!" Rosa replied. "We'll do it together."



Looking down at her fingers and taking a deep breath, Gloria finally said, “OK. I can do this.”

“We can do this,” Rosa smiled, grabbing her friend’s hand.

The next week, Gloria’s mother drove the girls to the booster club meeting.

After all the business on the meeting’s agenda had been covered, the club president said, “I understand some young people would like to speak.”

Rosa stood.

“Yes, sir,” she said. “And sing.” She nudged Gloria, who added, “And play.”

Gloria had borrowed an electronic keyboard from Zavala, and the girls hauled the instrument to the front of the room.

In unison, they stated, “We would like to show you how kids in our community can make beautiful music together.”

“But,” Rosa explained, “we can only do it if we all have the same chance.”

“Some of the schools in our community don’t have any instruments,” Gloria chimed in, “but we hope we can change that.”

On the keyboard, Gloria accompanied Rosa as she sang “Cielito Lindo.”

When the girls finished their performance, the members of the booster club cheered.

As Rosa and Gloria returned to their seats, the club president said, “It’s not right that some of our schools have enough money to buy instruments and others don’t.” He turned to the other members and asked, “Do you think we could help by sharing the money we raise with other schools in the community?”

The club members voted and agreed unanimously.

“It’s a start,” the president said.

Gloria and Rosa said, “Lovely!”



Questions for Readers

RIGHT THERE (IN THE TEXT)

What does Gloria’s school have that Rosa’s school does not?

THINK AND SEARCH (IN THE TEXT)

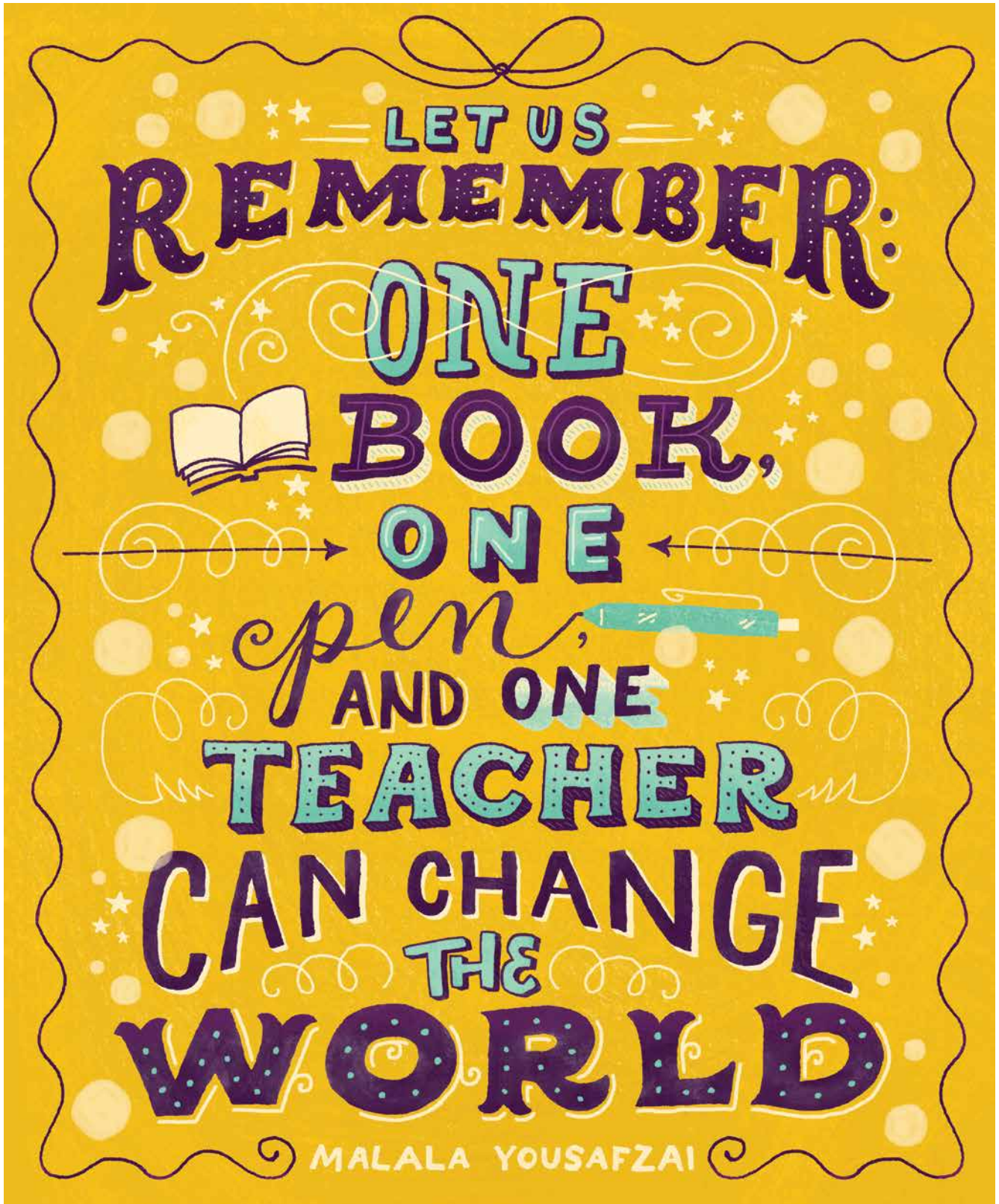
What obstacles do Gloria and Rosa face when they try to solve the inequity between their two schools?

AUTHOR AND ME (IN MY HEAD)

Why do you think Cynthia Levinson chose the title “Gloria and Rosa Make Beautiful Music”? What is the meaning of this title?

ON MY OWN (IN MY HEAD)

Have you ever noticed that your school has some things other schools do not, or that other schools have things your school needs? Explain.



Teaching Tolerance and participating artists encourage educators to clip the One World page to hang on a classroom wall. It is created with just that purpose in mind. Enjoy!

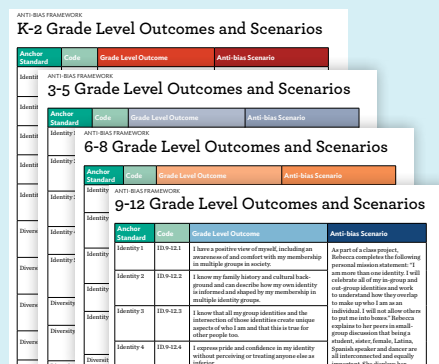
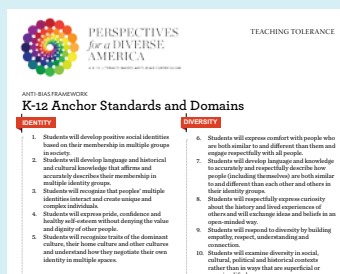
INTRODUCING THE TEACHING TOLERANCE

ANTI-BIAS FRAMEWORK



A road map for anti-bias education at every grade level

The Anti-bias Framework provides a common language and organizational structure—perfect for teachers who embrace both social justice values and backward planning.



Four Anti-bias Domains allow educators to engage a range of anti-bias, multicultural and social justice issues.

Anchor Standards provide a common language and organizational structure.

Grade Level Outcomes illustrate what anti-bias attitudes and behavior may look like in the classroom.

“I’m creating a better curriculum because of the Anti-bias Framework. It’s making me a better teacher.”

—AMY BINTLIFF, Oregon, Wisconsin

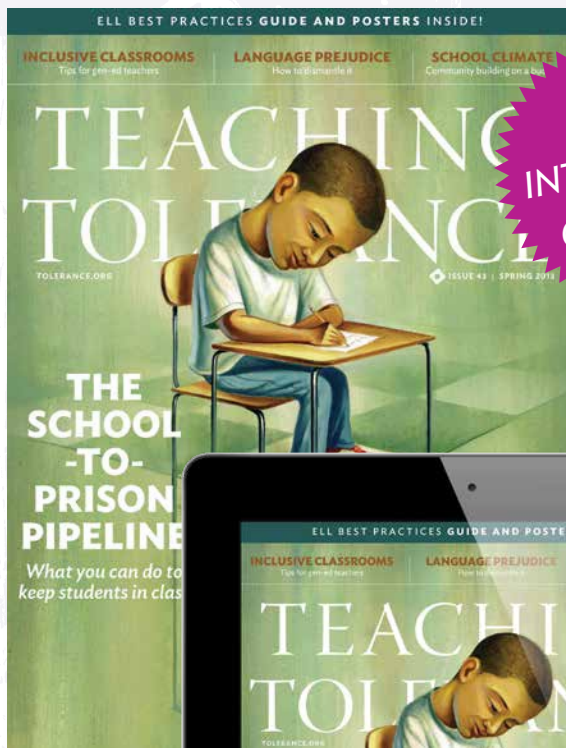
TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

tolerance.org/anti-bias-framework

GET *TEACHING TOLERANCE* MAGAZINE ON YOUR iPad



NEW
INTERACTIVE
CONTENT

DOWNLOAD THE APP TODAY

and get three **FREE** issues a year—
fall, spring and summer!

- ✓ Photo galleries
- ✓ Audio and video
- ✓ Toolkits on the go
- ✓ Supplemental material
- ✓ Helpful information

ALREADY A PRINT SUBSCRIBER?

Update your info now to get
Teaching Tolerance on your iPad.
tolerance.org/subscribe



Available on the
App Store