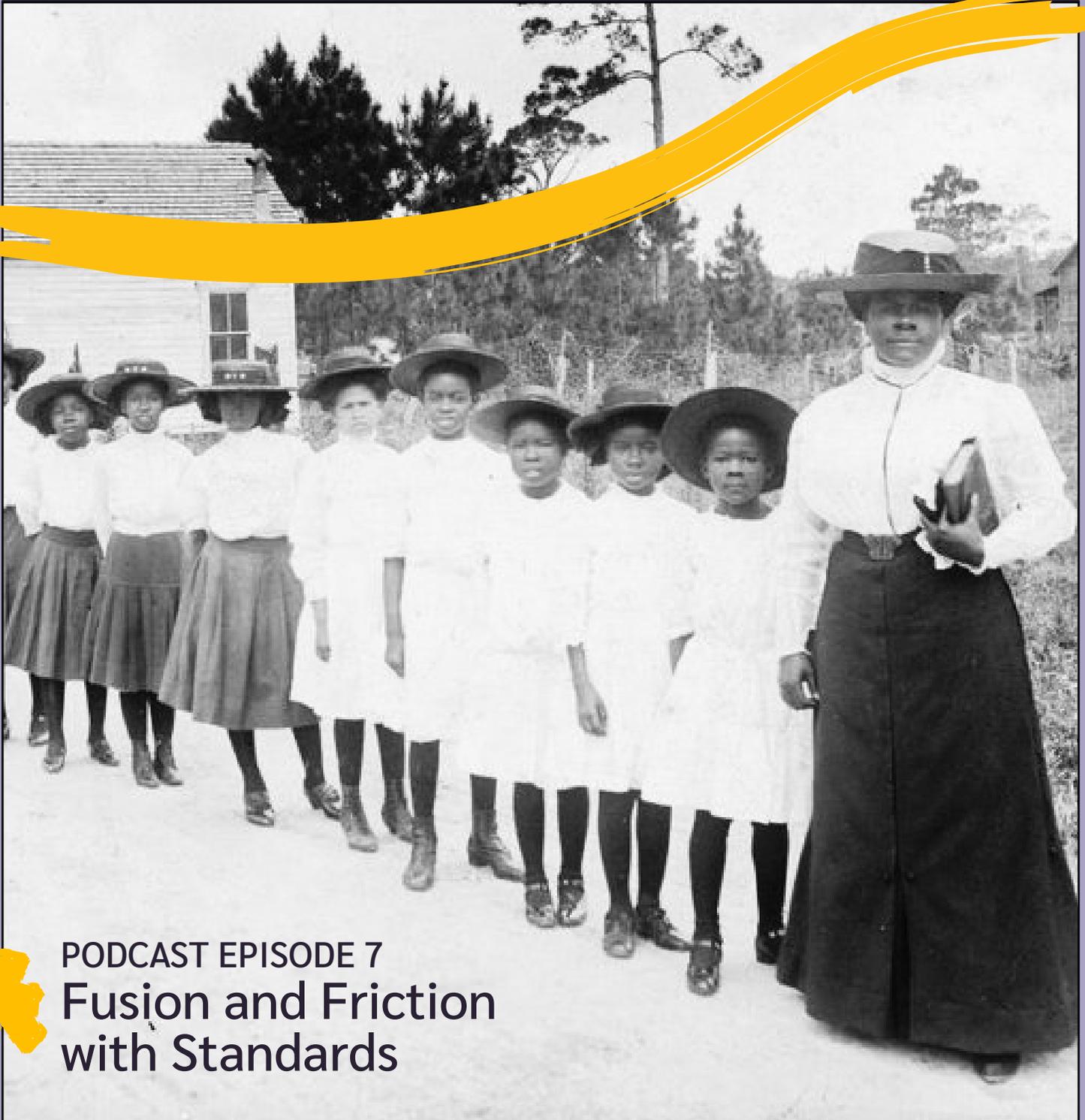


The Complexion of Teaching and Learning

Educator Syllabus

UnboundEd



PODCAST EPISODE 7
Fusion and Friction
with Standards

Episode 7 Overview

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“The Complexion of Teaching and Learning” is a podcast docu-series hosted by Brandon White (Twitter: @ClassroomB), ELA Specialist at UnboundEd and former middle school and restorative practices educator in Rochester, N.Y. The series explores the historical, political, and professional insights and experiences of educators of color navigating systemic and internalized attachments to implicit biases, white-dominant legacies, and ethnic-cleansing practices.

Episode 7 features candid conversations with education leaders about the push for excellence and equity and what role standards play in providing instruction that is GLEAM™ (Grade-Level, Engaging, Affirming, and Meaningful). Side B features a conversation with Bradley Powless of the Onondaga Nation who discusses the importance of identity in education.

COVER IMAGE: MARY MCLEOD BETHUNE, EDUCATOR

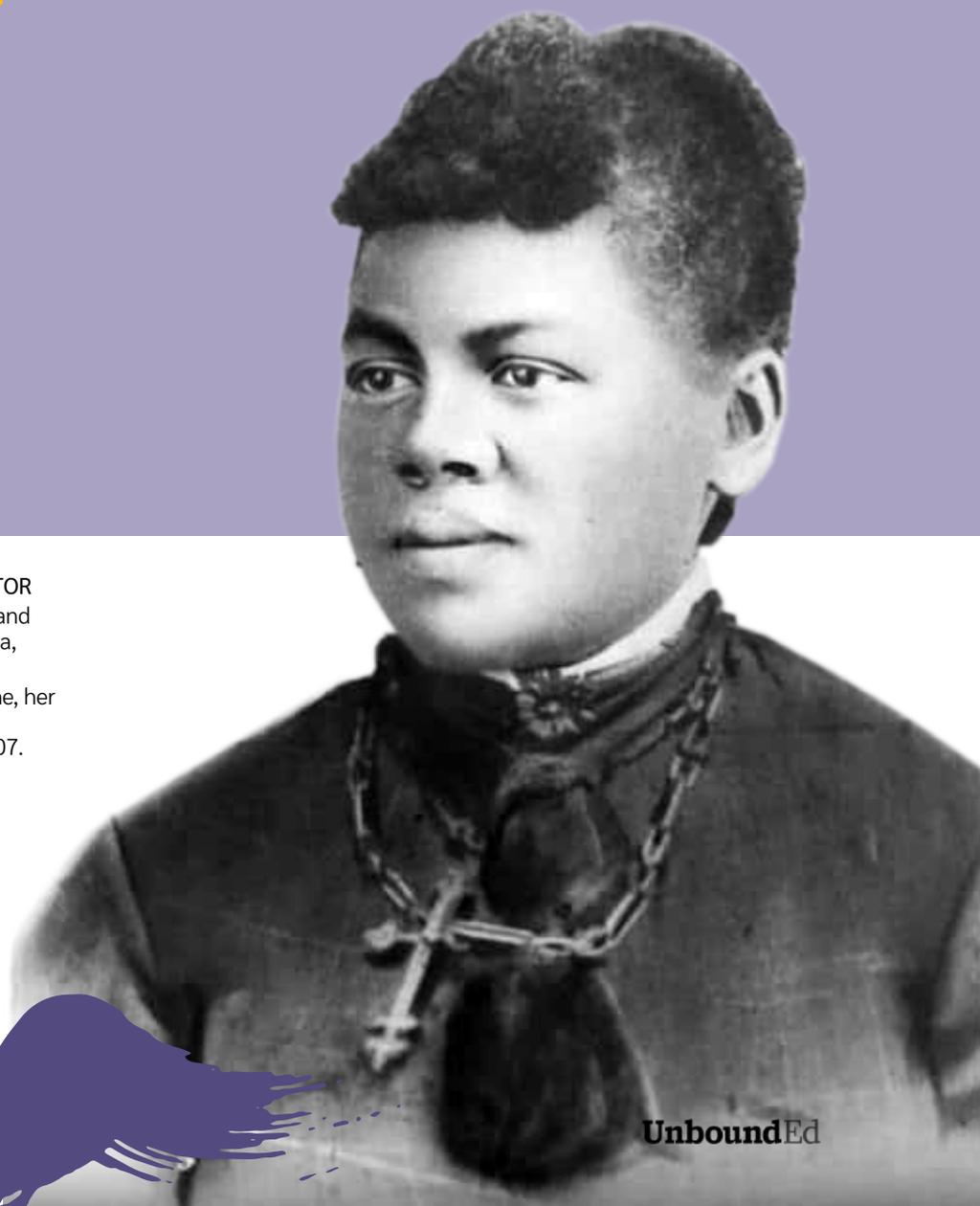
Mary McLeod Bethune with girls from the Literary and Industrial Training School for Negro Girls in Daytona, circa 1905.

Photo Credit: Photographs of Mary McLeod Bethune, her school, and family from the Florida State Archives Photographic Collection. Retrieved October 22, 2007.

RIGHT: LUCY CRAFT LANEY

Founder and principal of the Haines Normal and Industrial Institute. Photo circa 1905.

Source: Lucy Craft Laney Museum of Black History.



What Research Says

“The failure to advance the literacy development of African American males in grades K–12 can be attributed to, among many things, a narrow lens of literacy instruction taken by educators that fails to address the depth of needs of these young males.... meeting minimum standards or simply meeting national norms, the low-hanging fruit of literacy reform efforts. Each aligns with the academic needs of students without regard to the broader contexts that inform their lives.”

[Common Core State Standards: Structuring and Protecting Equitable Pathways for African American Boys](#)

by Alfred W. Tatum

Quality Reading Instruction in the Age of Common Core Standards, 2013 (Chapter 6).

“To retain teachers of color, leaders tap into teachers’ desires to impact students beyond test scores. Some of the most effective principals know it takes more than a high GPA and a top score on a standardized test to be a successful adult, so they focus on the whole child. They also understand that teachers of color want to impact students’ social and emotional learning and help develop students into change agents in their communities once they leave school.”

[If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover](#)

by Davis Dixon, Ashley Griffin, and Mark Teoh

The Education Trust, 2019.

“Teachers of color are not a monolithic group, and understanding differences among them is critical for diversifying the workforce. The findings presented in this project provide a foundation for understanding the issues facing Latino teachers, illustrating how multifaceted Latino teachers are, and, perhaps more importantly, shedding light on their distinct assets.”

[Our Stories, Our Struggles, Our Strengths: Perspectives and Reflections From Latino Teachers](#)

by Ashley Griffin

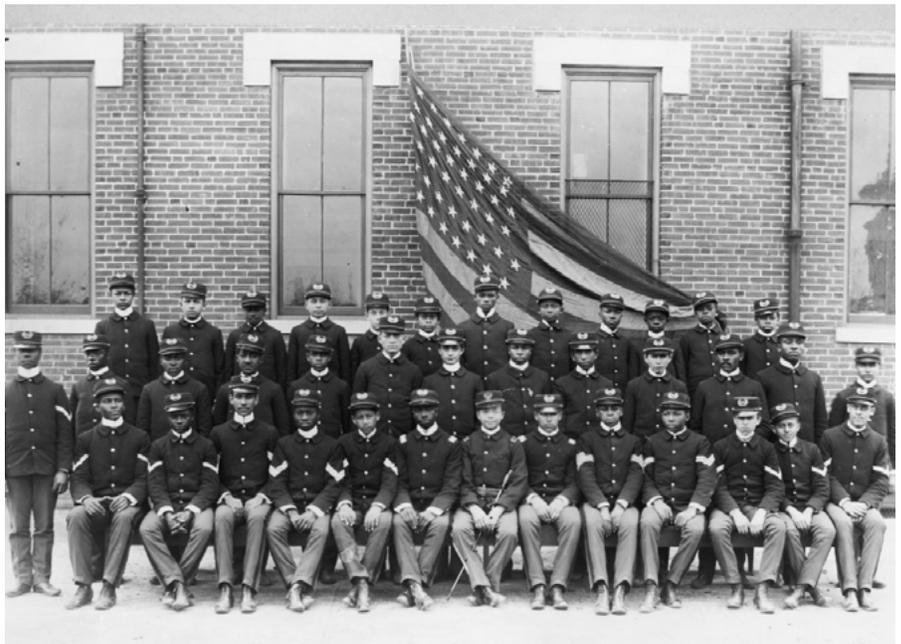
The Education Trust, 2018.

“In schools committed to equity, the time is *now*. We must prioritize equity over the comfort of equity-reluctant educators. We move on racial justice first by honestly identifying and addressing all the ways racism operates in our schools, and then we bridge the equity hesitators to our equity vision. We refuse to equivocate on racial justice. We find the will to implement, and hold one another accountable to, policy and practice changes *today*, rather than waiting for an elusive consensus.”

[Avoiding Racial Equity Detours](#)

by Paul Gorski

Educational Leadership, 2019.



CADETS AT HAINES NORMAL AND INDUSTRIAL INSTITUTE, AUGUSTA, GEORGIA
African American cadets posed outside a building with an American flag.

Photo Credit: African American Photographs Assembled for 1900 Paris Exposition - Library of Congress.

Book Club Suggestions

We encourage you to add the following books, authored by guests, educators and researchers featured in episode seven, to your reading list.

- *Other People's Children: Cultural Conflict in the Classroom* by Lisa Delpit
- *Ratchetdemic: Reimagining Academic Success* by Dr. Chris Emdin
- *Culturally Responsive Teaching: Theory, Research, and Practice* by Geneva Gay
- *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* by Zaretta Hammond
- *The Dreamkeepers: Successful Teachers of African American Children* by Dr. Gloria Ladson-Billings
- *Culture, Literacy, and Learning: Taking Bloom in the Midst of the Whirlwind* by Dr. Carol D. Lee

Discuss and Reflect

- What role has implicit bias played in not embracing best practices and pedagogy curated and innovated by educators of color?
- How do the standards get appropriately leveraged as a tool for equitable instruction?
- How can the standards and culturally responsive teaching practices be cooperative tools to produce the best content and pedagogy for teachers of color to implement best practice?
- In this pandemic learning era, what does teacher anti-racist activism, resistance, resilience, and high-quality instruction look like?

Notes