



IIRP WORLD CONFERENCE

Our Circles Confirm Culture through Caring for
Students of Color

*Implementing Culturally Responsive Restorative Circles to
Address Disproportionality in Discipline*

Presented by
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EEquity, CEO/President
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Learning outcomes



- Learn approaches to address disproportionality in academic and discipline for students of color.
- Identify instructional and behavior strategies to cultivate caring and consciousness in teachers
- Learn how to effectively use talking stick during restorative circle to nurture student talk.
- Examine culturally responsive approaches in Restorative circles.
- Learn facilitating techniques to foster positive identify development during Restorative Circles



The Power of a Teacher

I have come to the frightening conclusion. I am the decisive element at my school. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As an teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate, humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or dehumanized."

Dr. Haim Ginott

The greatest barrier to learning is not what the student knows, but what the teacher believes!

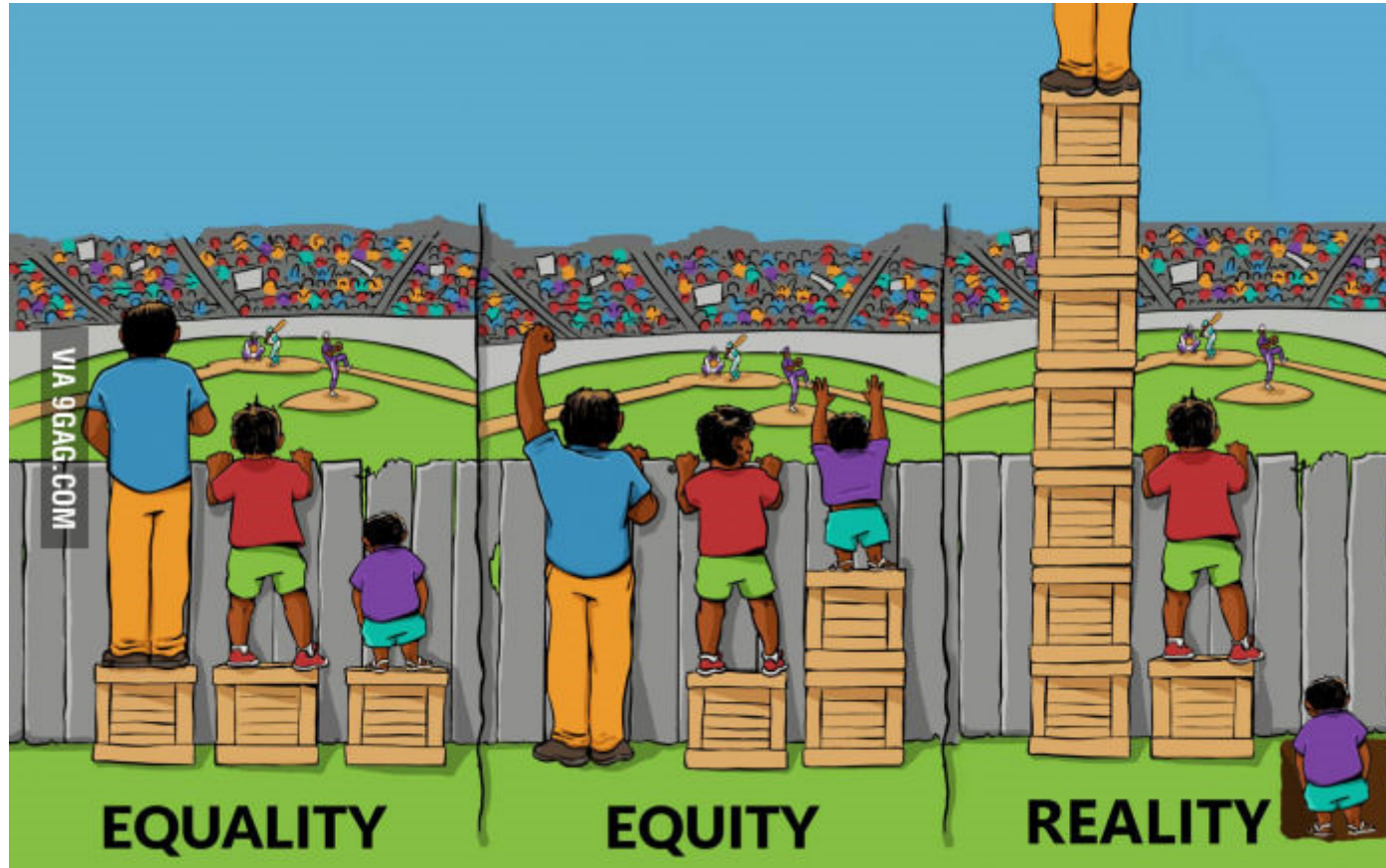
Dr. Wade Nobles

Essential Question

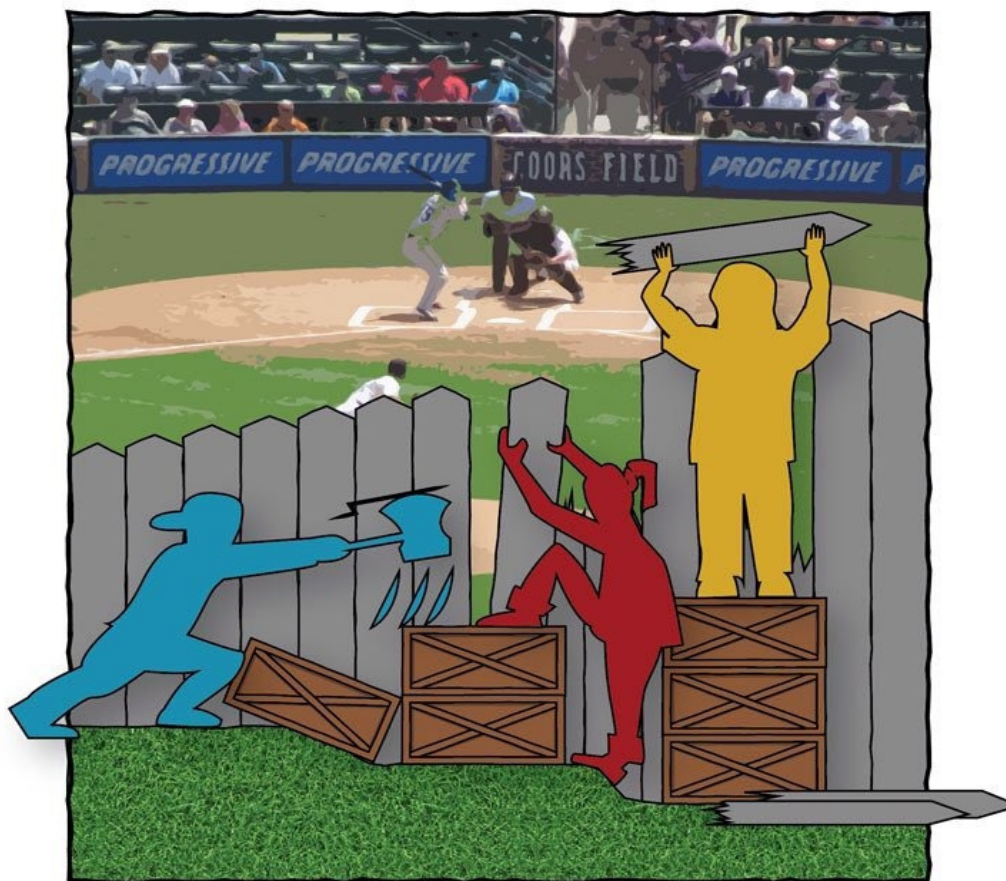


- What are the root causes to disproportionality in academic and discipline for students of color?

Knowing the difference!



“OUR Work”



JUSTICE



Closing the Teaching and Learning Gap



75% Mind-set
(what I believe)

25% Instructional Strategies
(What I do)



Do We Have the “Will” to Educate All Children

The knowledge and skills to educate all children already
exist. ...

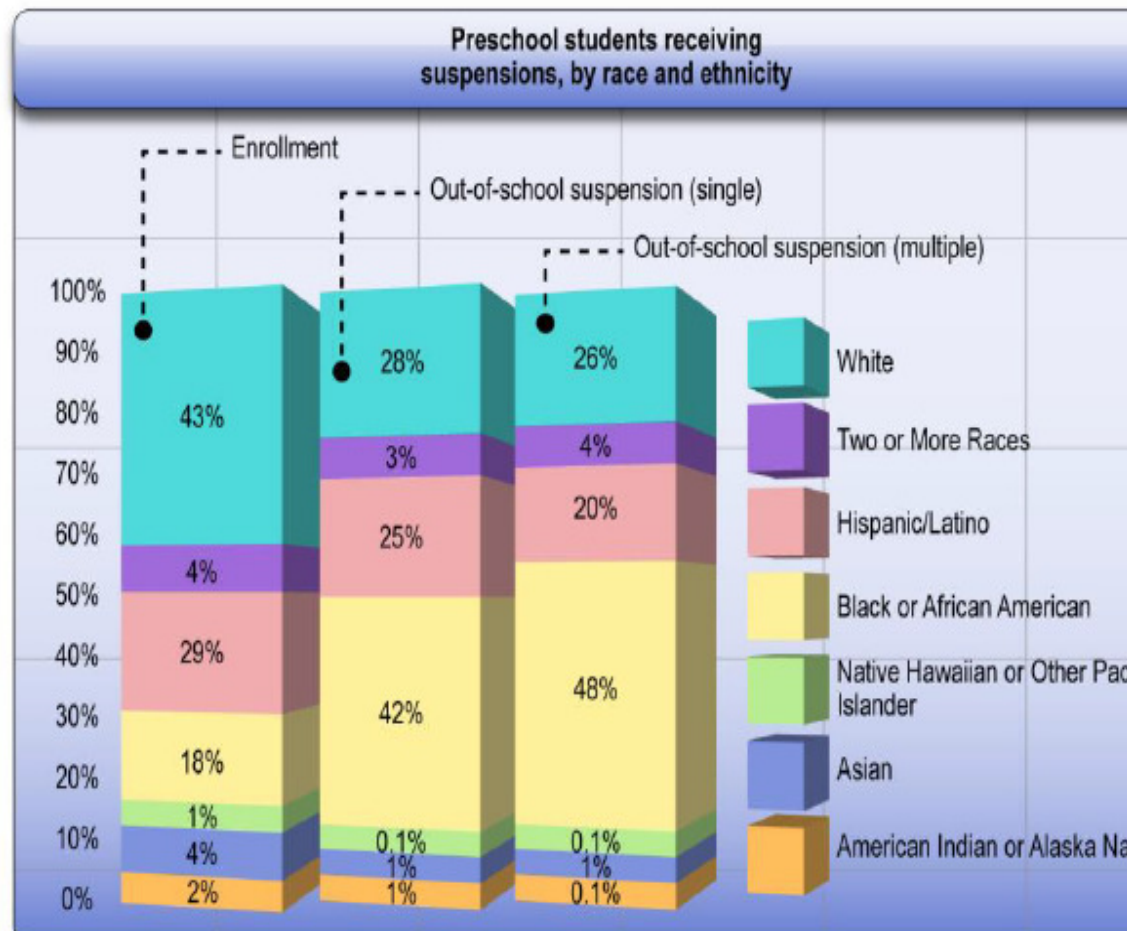
*There are no pedagogical barriers to teaching and
learning when willing people are prepared and made
available to children.*

If we embrace a will to excellence, we can deeply
restructure education in ways that will enable teachers
to release the full potential of all our children.

ASA G. Hilliard

Preschool discipline

The inclusion for the first time in the CRDC of preschool data confirms that discipline begins in the earliest years of schooling. Of the school districts with children participating in preschool programs, 6% reported suspending out of school at least one preschool child. Racial disparities in out-of-school suspensions also start early; black children represent 18% of preschool enrollment, but 42% of the preschool children suspended once, and 48% of the preschool children suspended more than once.



NOTE: Detail may not sum to 100% due to rounding. Figure reflects 99% of schools offering preschool, including over 1 million preschool students, nearly 5,000 students suspended once, and over 2,500 students suspended more than once. Preschool suspensions and expulsions were collected for the first time in 2011-12.

SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2011-12.

Race does not impact student achievement! It's how educators view and react to race that impacts student achievement.

Student Voice



“I love my school but it doesn’t love me back!”

kindergarten student

If the babies are not broken,
what are we fixing?

- “When the relationship of SES to disproportionality in discipline has been explored directly, **race continues to make a significant contribution** to disproportionate disciplinary outcomes independent of SES”

- Source: Skiba, R.J., Horner, R.H., Chung, C., Rausch, M.K., May, S.L., & Tobin, T. (2011)



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