The Conditions that Matter for Marginalized Populations

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SCHOOLING FOR RESILIENCE
IMPROVING THE LIFE TRAJECTORY OF BLACK AND LATINO BOYS
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Understanding the Disenfranchisement of Latino Men and Boys
Invisible No More
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SOLVING DISPROPORTIONALITY AND ACHIEVING EQUITY
A Leader’s Guide to Using Data to Change Hearts and Minds
EDWARD FERGUS
The wellness of the environment contributes to youth engagement.
Achievement Model

- Rigorous and Relevant Instruction
- School and OST Climate
- OST Activities
- Academic Engagement

Academic performance
The factors that mattered most...

- Cumulative Grade Point Average (30.7%)
  - Academic Engagement (10.2%)
  - School Climate (1.9%)
  - Instructional Challenge (1.9%)
  - Other control variables (school and grade level) (18.2%)
What contributes to behavioral engagement...

School Climate (3.7%)

Relational and Cognitive Engagement (21.9%)

Behavioral Engagement
What contributes to cognitive engagement...

- **Relational Engagement (18%)**
- **School Climate (16.1%)**
- **Perceived Instructional quality (.2%)**
What contributes to relational engagement...

- Perceived Instructional Quality (1.6%)
- Out-of-School Time Activities (2.7%)
- Cognitive Engagement (17.4%)
- School Climate (25.2%)

Relational Engagement
Environmental factor: Adult mindsets and beliefs
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1. **Colorblindness:** 1) removes race identifiers; and 2) uses personal lens for viewing interaction. This belief can be showcased through interaction with individuals as identity-neutral “individuals”, or looking for the commonalities between individuals.

2. **Deficit-thinking:** Premised on cultural and/or genetic deficiencies and used within education to explain academic performance as a result of deficiencies within an individual and/or group.

3. **Poverty-disciplining:** Premised on the notion that poverty happens because of individual behaviors and psychological dispositions. This belief is used to develop practices that are intended to change “poverty” behaviors.
Habits of experiences that encourage maintenance of bias-based beliefs

- **Affinity Bias**: the tendency to gravitate toward and develop relationships with people who are more like ourselves and share similar interests and backgrounds. This leads people to invest more energy and resources in those who are in their affinity group while unintentionally leaving others out.

- **WE GET USED TO SEEING THINGS BASED ON THAT SINGULAR AFFINITY EXPERIENCE!**

- **Confirmatory/Associational bias**: is a type of sub/unconscious bias that causes people to pay more attention to information that confirms their existing belief system and disregard that which is contradictory.

- **WE SEE WHAT WE EXPECT TO SEE!**
Deficit thinking beliefs

Sample: 1550 adults across 6 school districts
I believe all students at my school/district want to learn.

- Agree: 80.56%
- Neutral: 9.26%
- Disagree: 10.19%
Although I am hesitant to say so publicly, I believe that racial and socio-economic differences in intelligence performance may have a hereditary or genetic component.
Adult Social Emotional Learning

Sample urban school district. Staff: 650
Social and Emotional Learning (SEL)

- Self-awareness
  - Identifying emotions
  - Self-perception/Identity
  - Recognizing strengths
  - Sense of self-confidence
  - Self-efficacy

- Social awareness
  - Perspective-taking
  - Empathy
  - Appreciating diversity
  - Respect for others

- Relationship skills
  - Communication
  - Social engagement
  - Building relationships
  - Working cooperatively
  - Resolving conflicts
  - Helping/Seeking help

- Self-management
  - Impulse control
  - Stress management
  - Self-discipline
  - Self-motivation
  - Perseverance
  - Goal-setting
  - Organizational skills

- Responsible decision-making
  - Identifying problems
  - Analyzing situations
  - Solving problems
  - Evaluating
  - Reflecting
  - Ethical responsibility
Self-Awareness: I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence.
Social Awareness: I try to understand the perspective and experiences of others before I offer suggestions.
**Relationship:** I am good at making sure diverse perspectives are part of the teamwork and collaboration process.
In order to operationalize the science of learning, we must create environments that are cross-culturally responsive.
Gracias!