



The Conditions that Matter for Marginalized Populations

Edward Fergus, Ph.D.

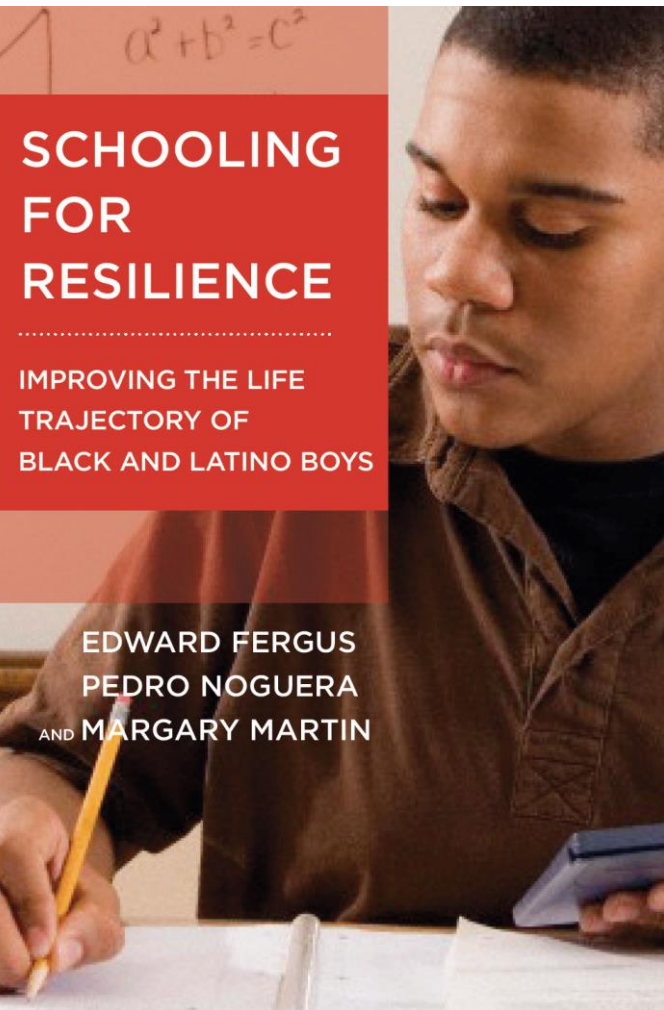
Professor, Urban Education and Policy

Director, Disproportionality and Equity Lab

Department of Urban Education

School of Arts and Sciences

@eddiearcia



SCHOOLING FOR RESILIENCE

IMPROVING THE LIFE
TRAJECTORY OF
BLACK AND LATINO BOYS

EDWARD FERGUS
PEDRO NOGUERA
AND MARGARY MARTIN



Understanding the Disenfranchisement of Latino Men and Boys

Invisible No More

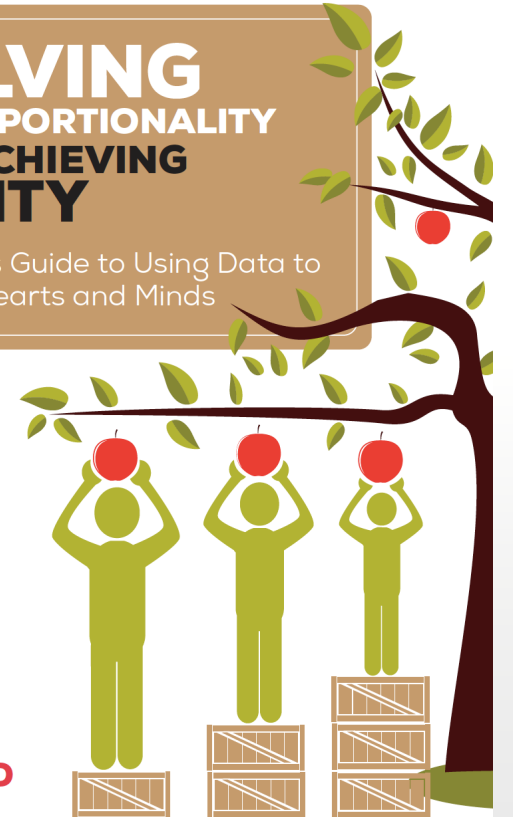
Edited by Pedro Noguera,
Aída Hurtado and Edward Fergus

ROUTLEDGE

SOLVING DISPROPORTIONALITY AND ACHIEVING EQUITY

A Leader's Guide to Using Data to
Change Hearts and Minds

EDWARD
FERGUS





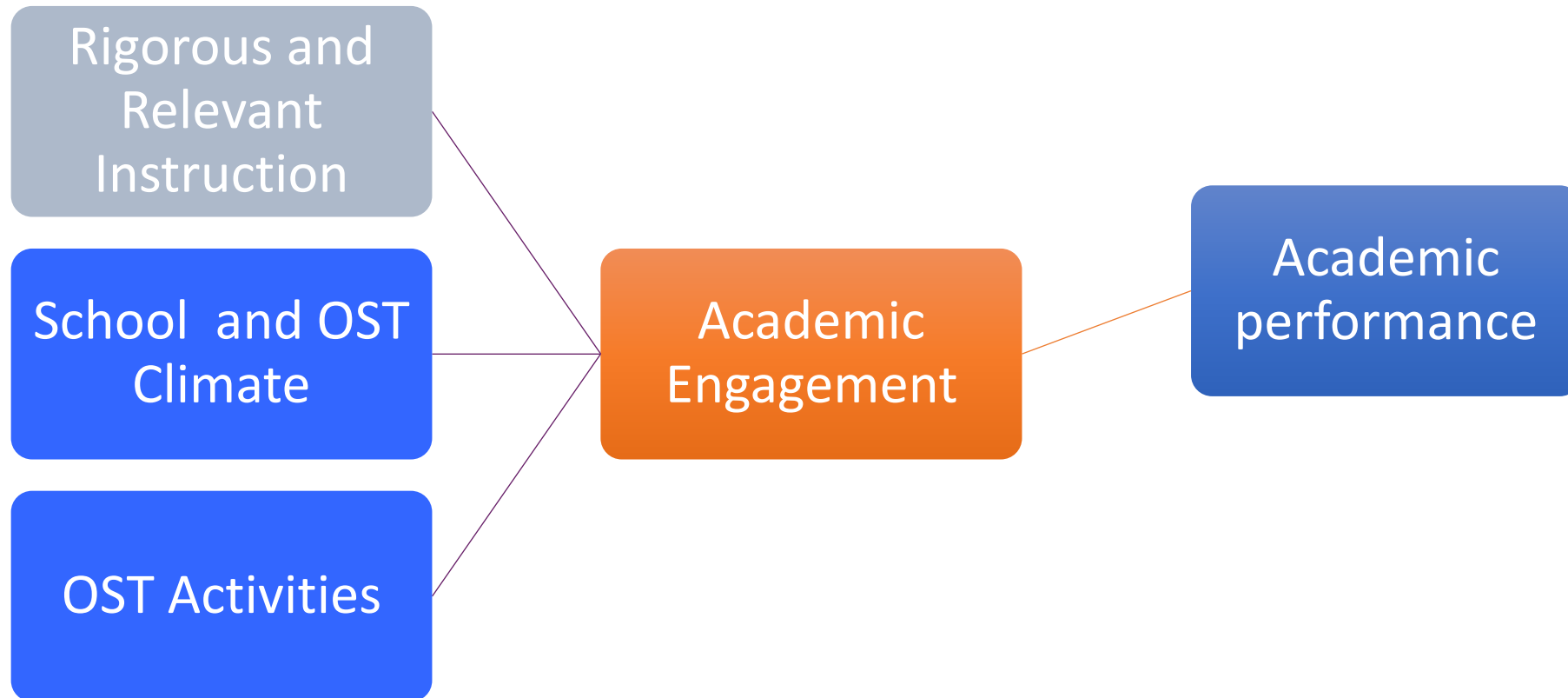
**SCHOOLING
FOR
RESILIENCE**

IMPROVING THE LIFE
TRAJECTORY OF
BLACK AND LATINO BOYS

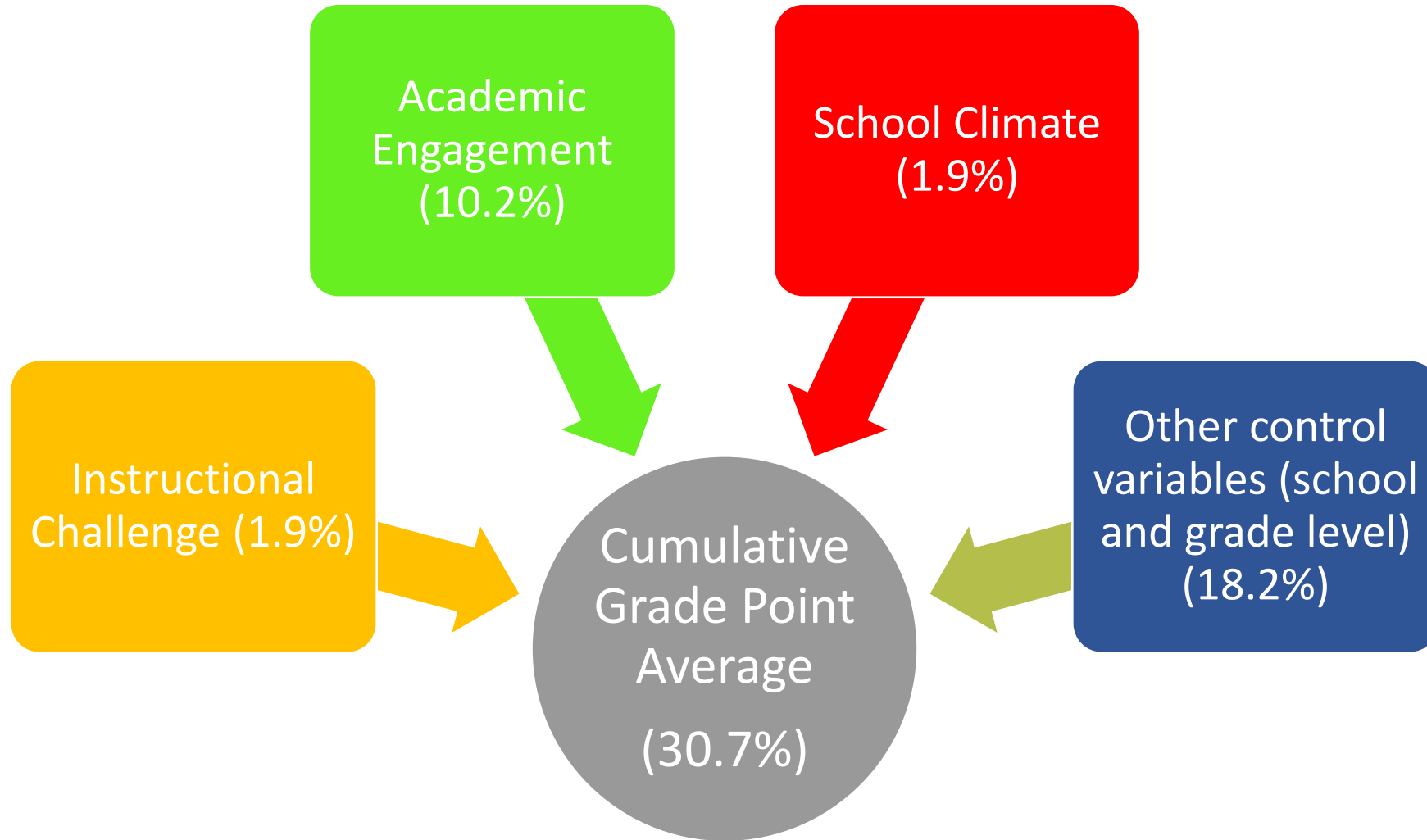
EDWARD FERGUS
PEDRO NOGUERA
AND MARGARY MARTIN

The wellness of the
environment
contributes to youth
engagement

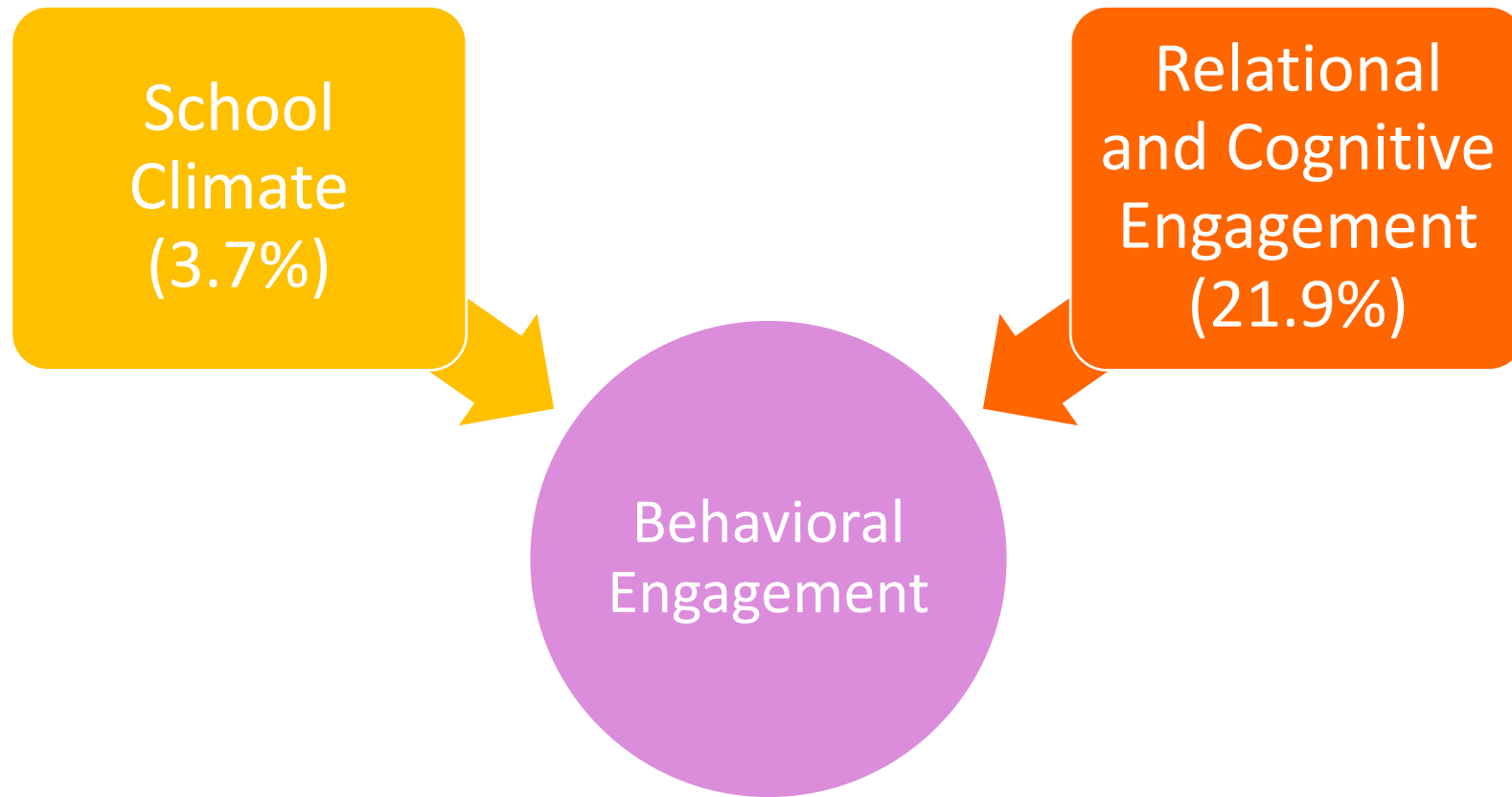
Achievement Model



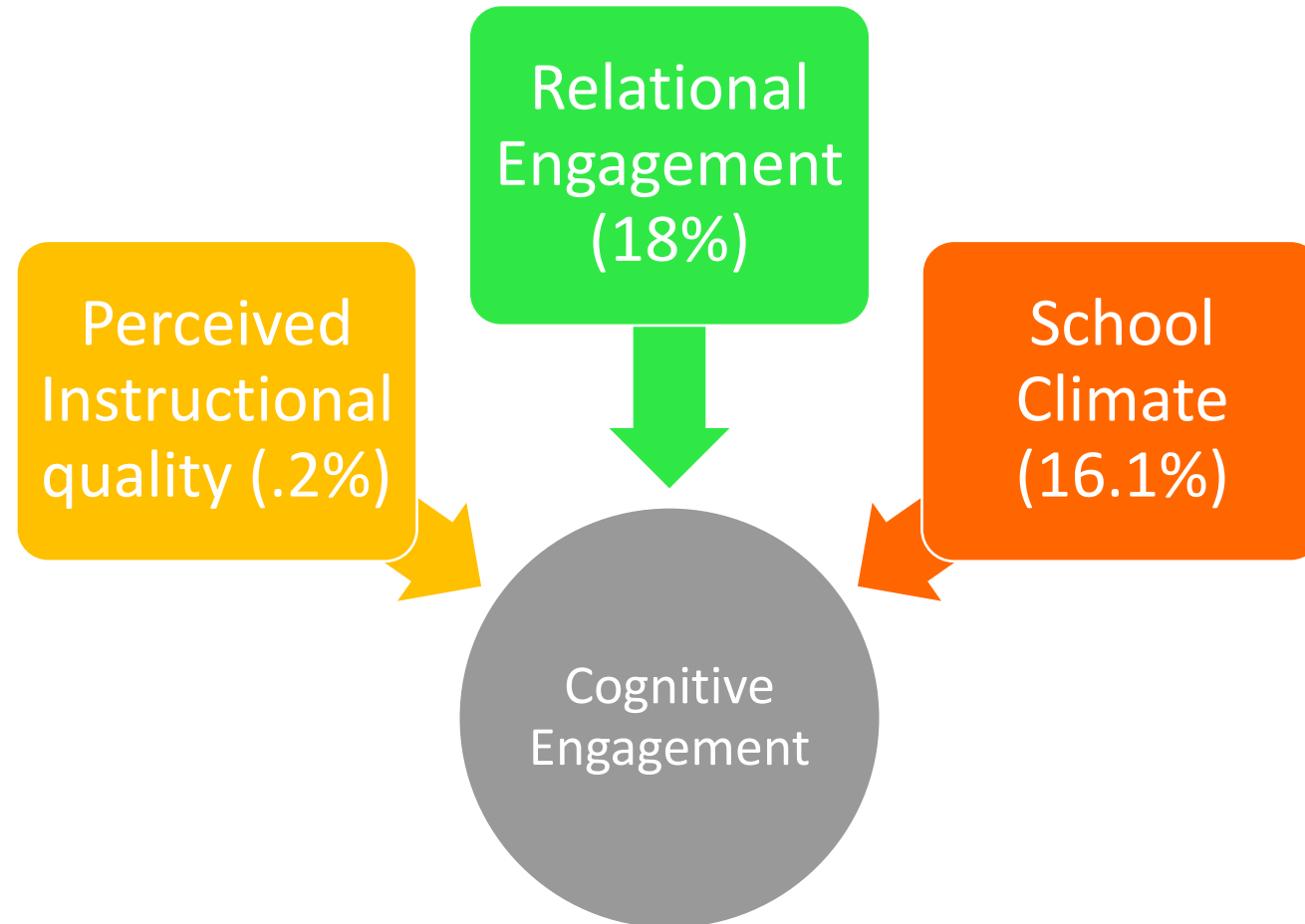
The factors that mattered most...



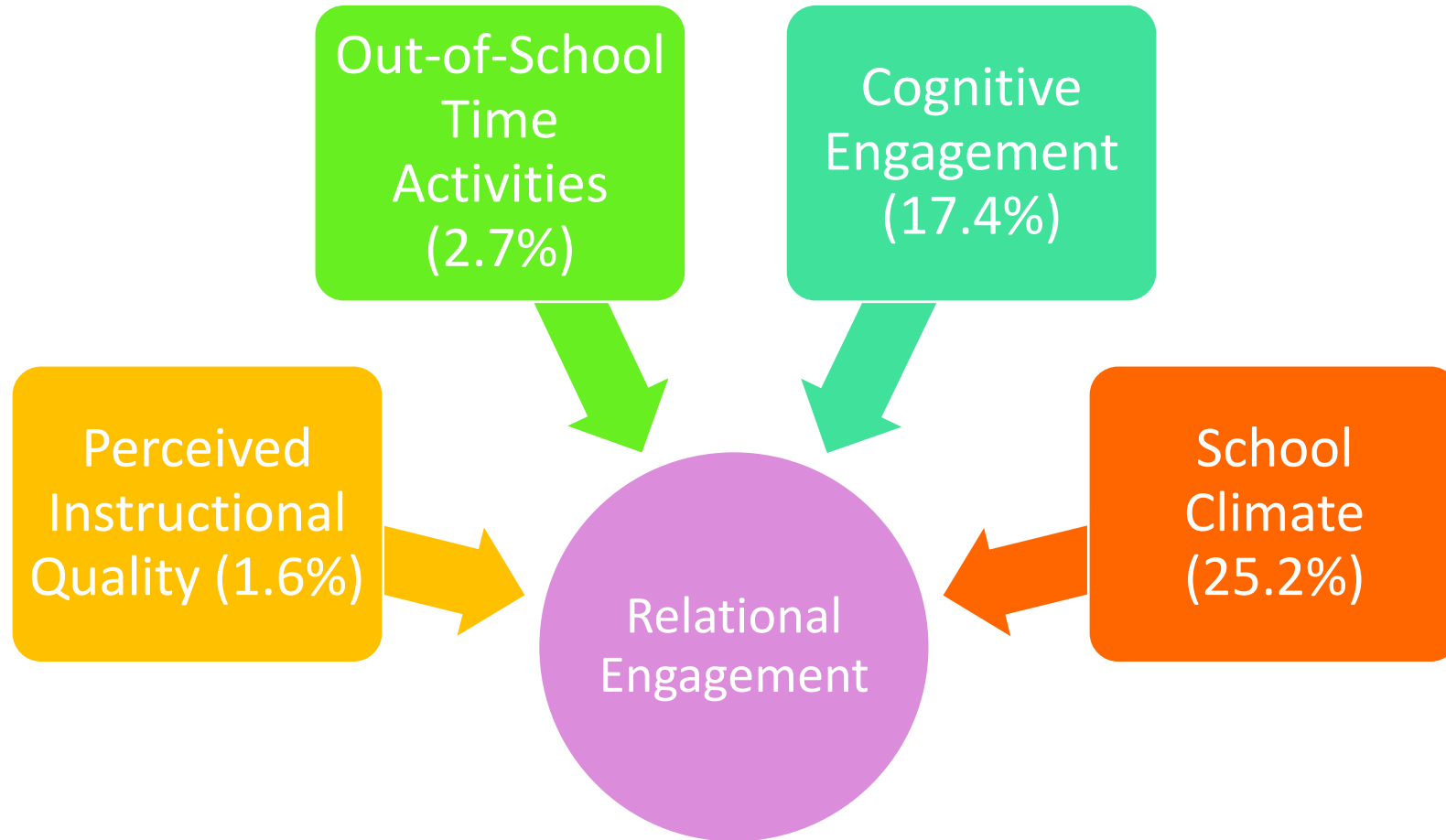
What contributes to behavioral engagement...



What contributes to cognitive engagement...



What contributes to relational engagement...

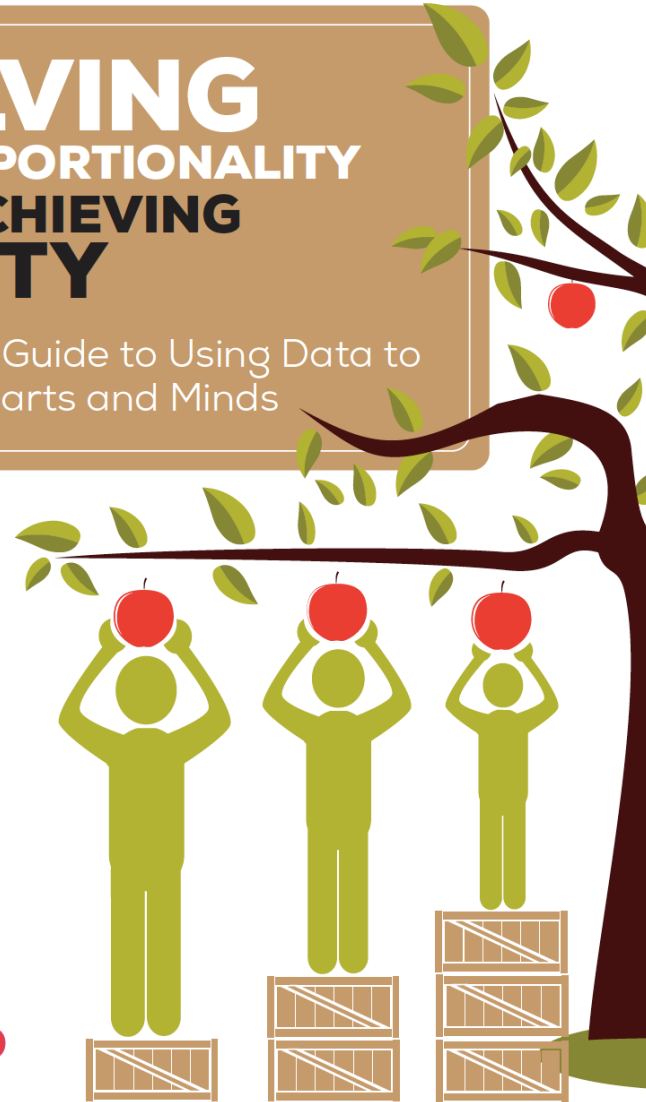




Environmental
factor: *Adult
mindsets and beliefs*

SOLVING DISPROPORTIONALITY AND ACHIEVING EQUITY

A Leader's Guide to Using Data to
Change Hearts and Minds



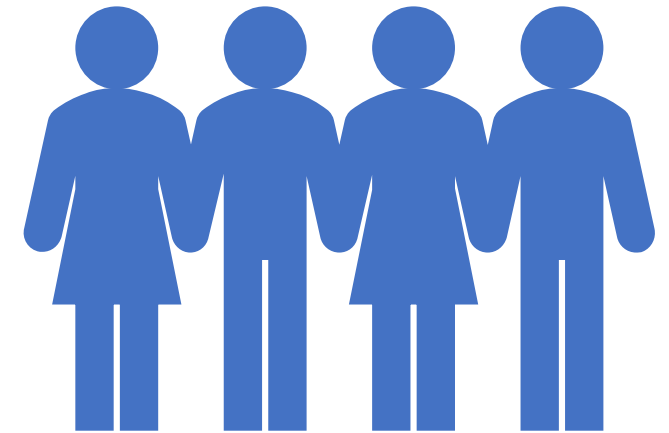
**EDWARD
FERGUS**

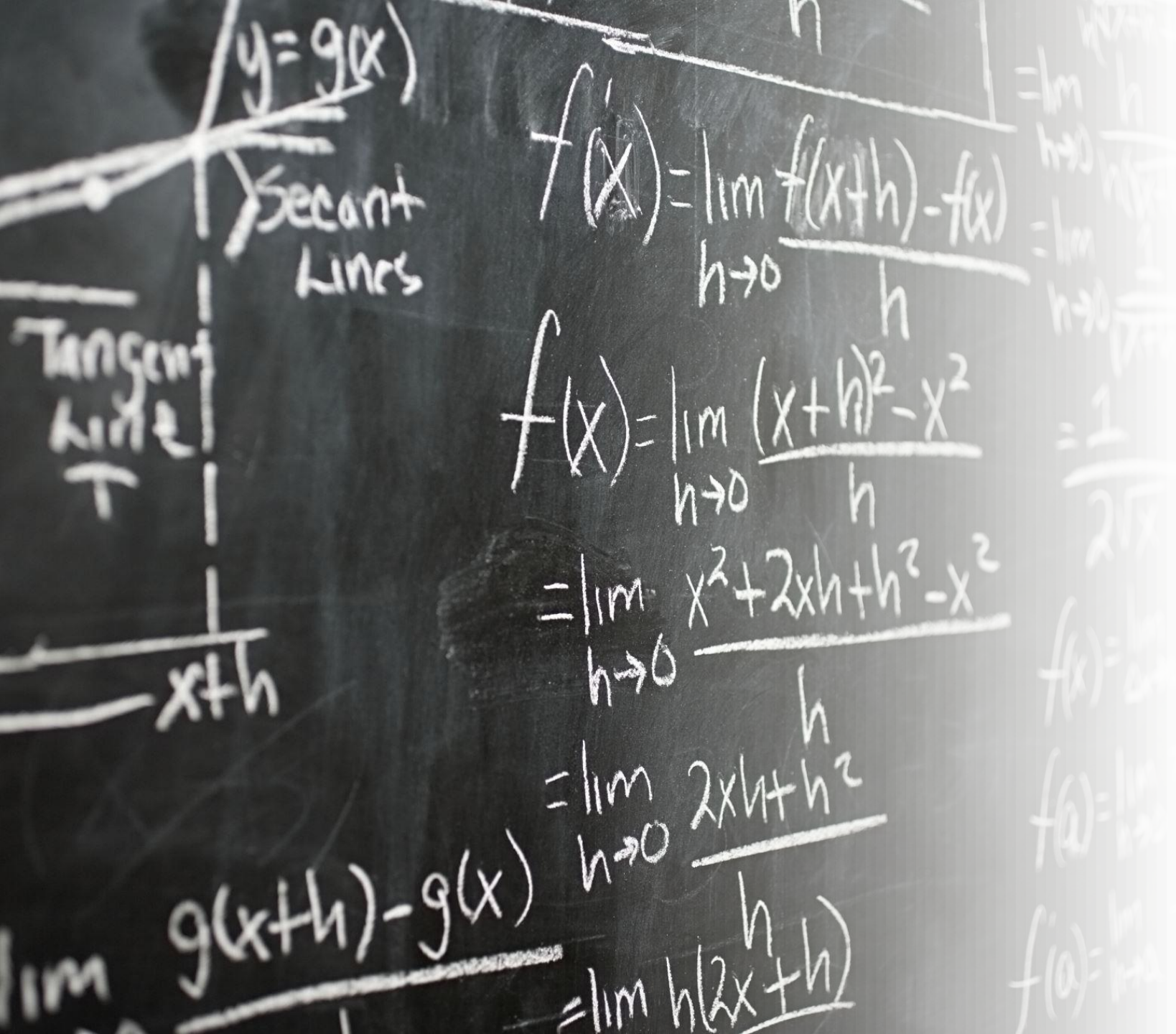
Fergus, E. (2016). "Teacher Beliefs about Race in School Districts with Overrepresentation of Black and Latino Students in Special Education and Behavioral Referrals." Three forms of Bias-based Beliefs

- 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!*

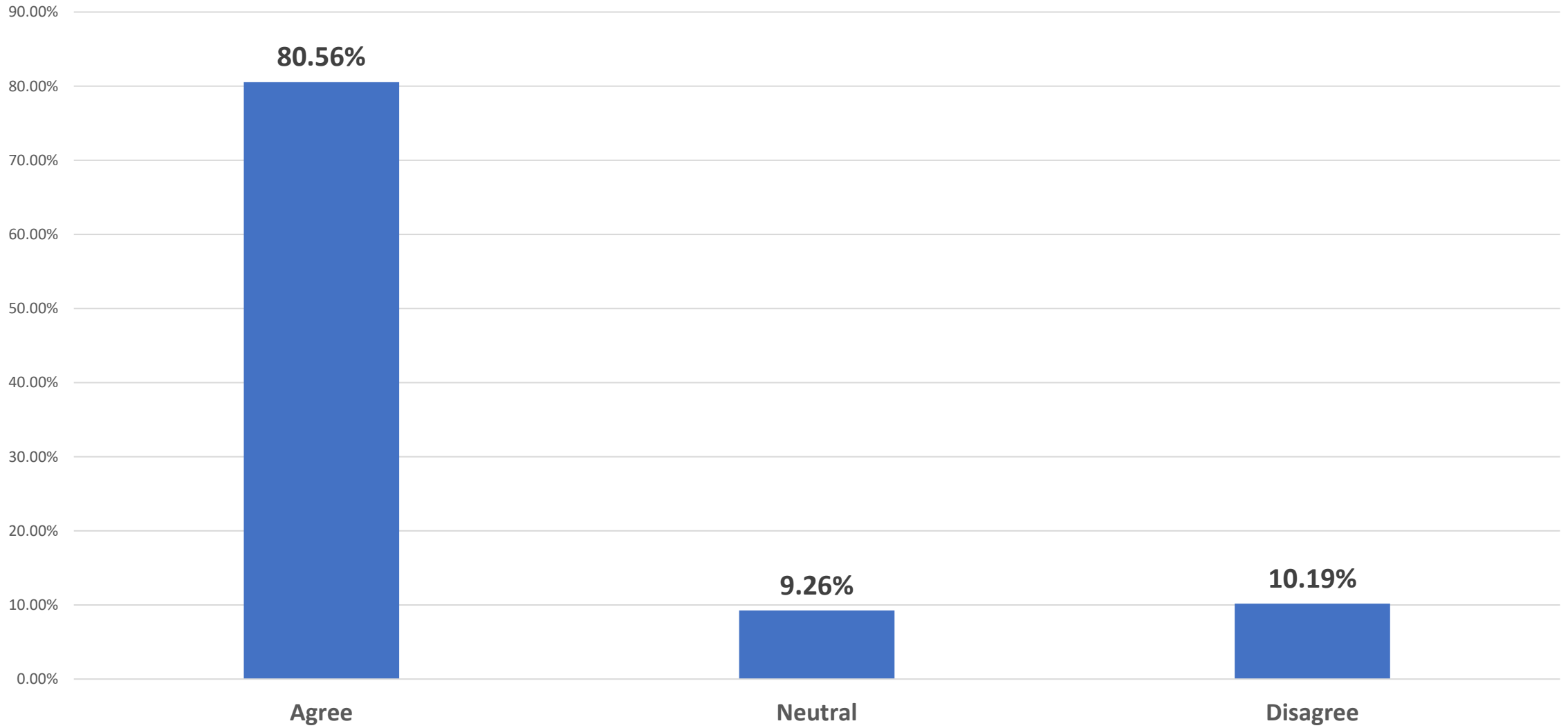




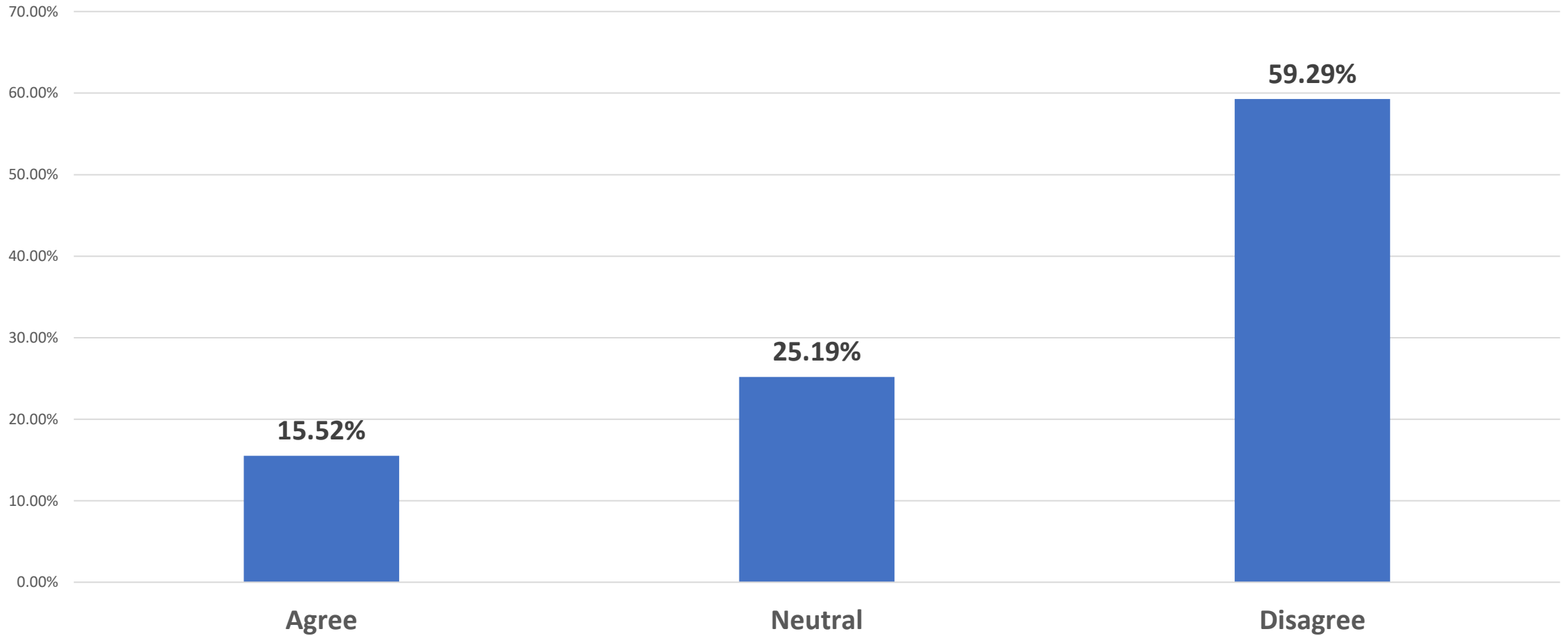
Deficit thinking beliefs

Sample: 1550 adults across 6 school districts

I believe all students at my school/district want to learn.



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.





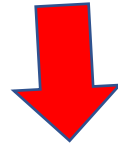
Adult Social Emotional Learning

Sample urban school district. Staff: 650

Social and Emotional Learning

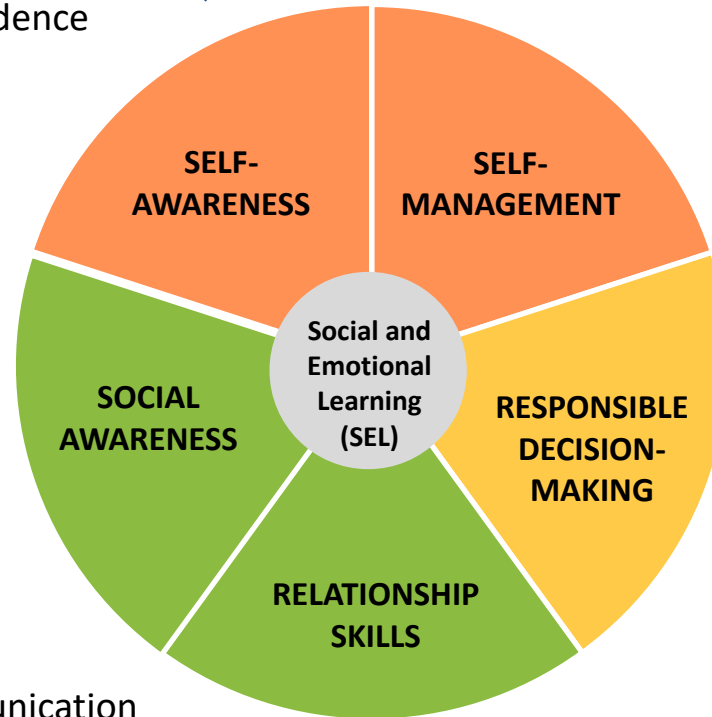
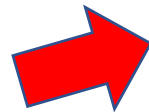
SEL

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



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

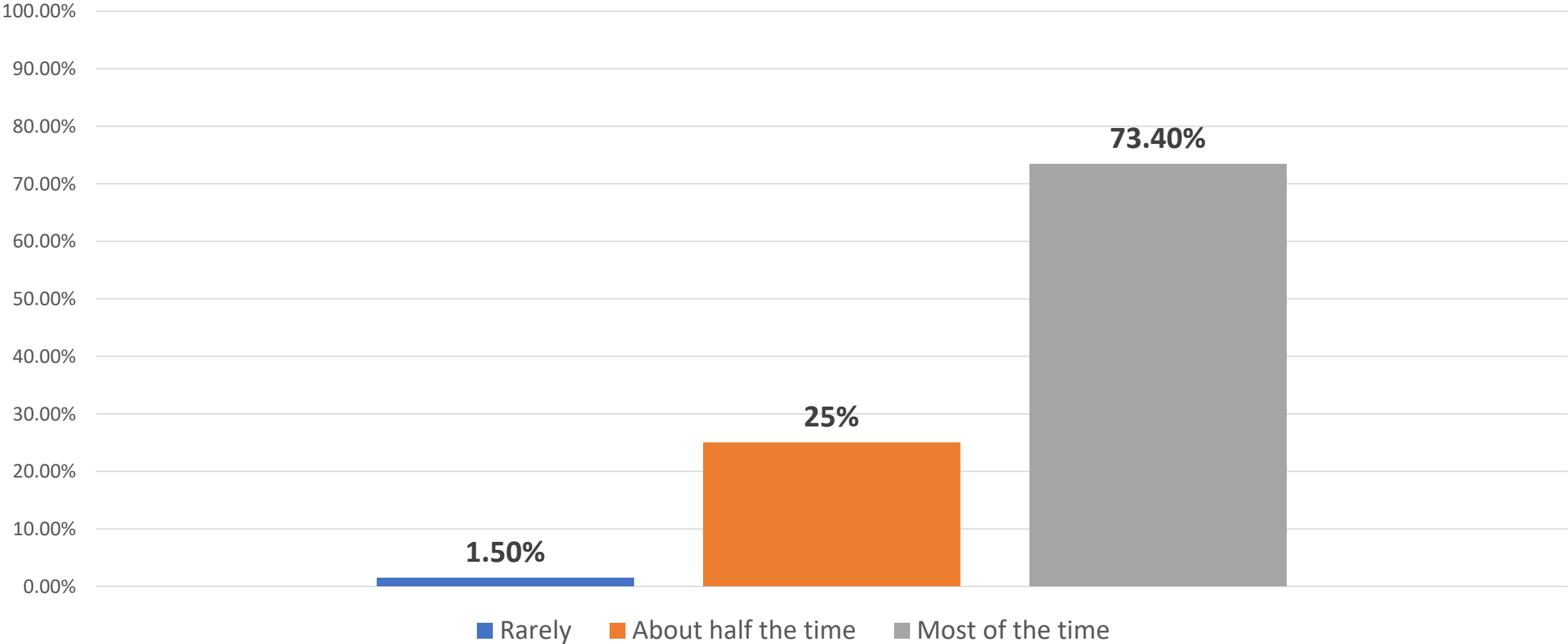
- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



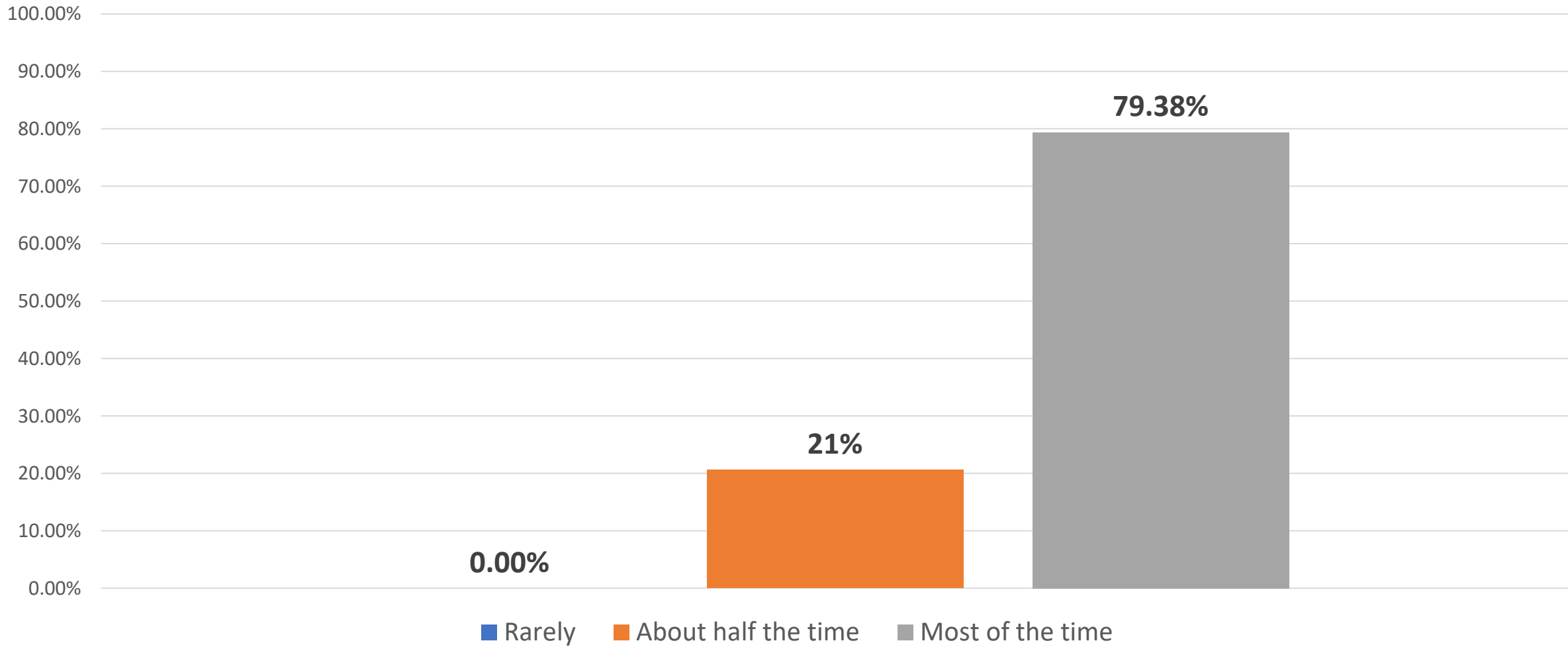
- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

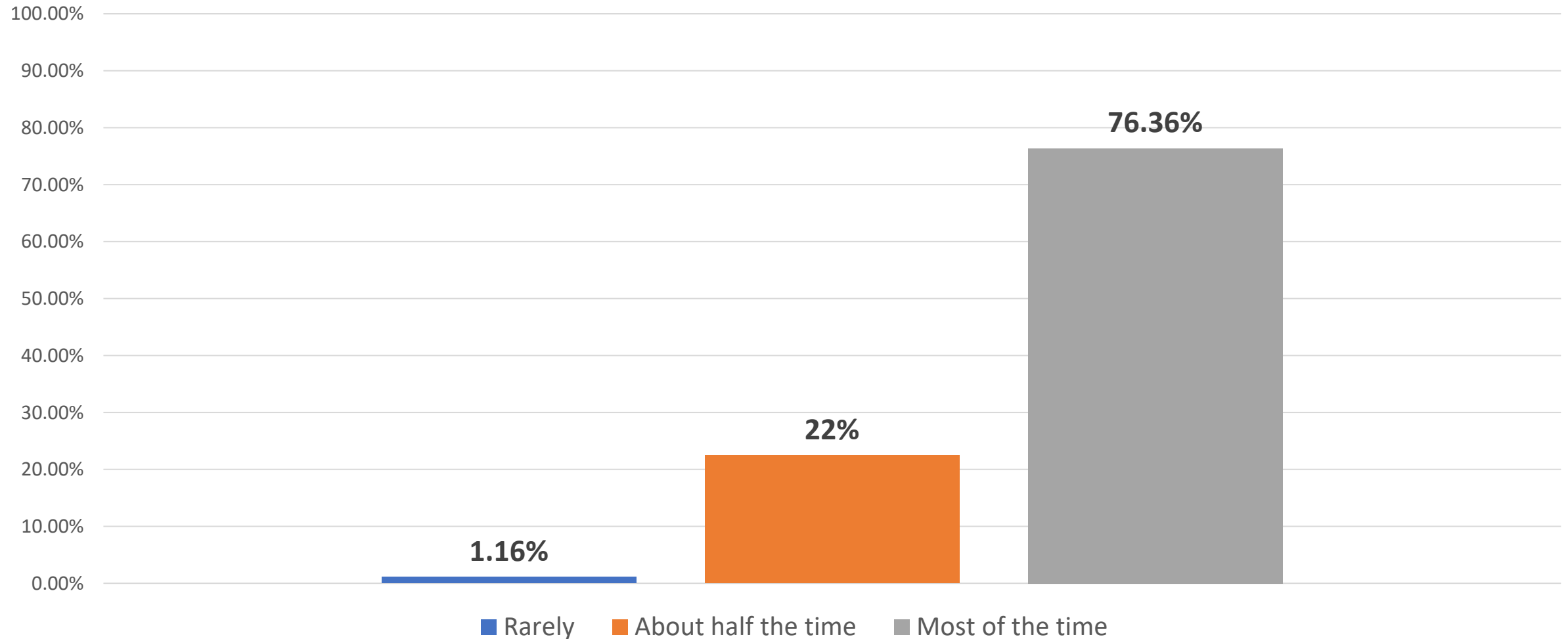
Self-Awareness: I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence



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!
