

Office of Cultural Diversity

Springfield Public Schools

Dr. Nate Quinn, Coordinator of Cultural Diversity
 Ms. Gwen Marshall, Cultural Diversity Specialist
 Mrs. Ana Perry, Cultural Diversity Specialist



Education

High School Completion
 Caucasian – 90.6%
 African American – 82.8%
 Hispanic – 60.3%
Four or More Years of College
 Caucasian – 31.8%
 African American – 18.7%
 Hispanic – 12.7
<http://www.infoplease.com/ipa/A0774057.html>

Famous Hispanic First

Severo Ochoa (1959) – Nobel Prize in Physiology or Medicine for the synthesis of ribonucleic acid (RNA).
 Dolores del Rio (1925) – Leading lady in Joanne.

Famous Authors

Luis Alberto Urrea
 The Hummingbird’s Daughter
 Victor Villasenor
 Rain of Gold
 Sandra Cisneros
 The House on Mango Street

Defining Everyday Antiracism

Pollock, Mia. (2008) Everyday Antiracism. The New Press

“We collectively define “racism” as any act that, even unwittingly, tolerates, accepts, or reinforces racially unequal opportunities for children to learn and thrive; allows racial inequalities in opportunity as if they are normal and acceptable; or treats people of color as less worthy or less complex .”
 “Stereotypes and inaccuracies about “race” circulate in society at large, but inside schools, everyday acts matter, too. In schools, people interact across racial lines, distribute opportunities moment to moment, react to “outside” opportunity structures, and shape how future generations think about difference and equality. Interactions in educational settings help build or dismantle racial achievement gaps.” “Pursing racially equal opportunity and counteracting racism on

a daily basis in our classrooms and schools requires more than being a great teacher of a subject; it requires particularly hard thinking about our choices in complex situations. “

“Antiracist educators must constantly negotiate between two antiracist impulses in deciding their everyday behaviors toward students: they must choose between the antiracist impulse to treat all people as human beings rather than racial group members, and the antiracist impulse to recognize people’s real experiences as racial group members in order to assist them, understand their situation better, and treat them equitably.

Beginning Courageous Conversations about Race

There are four guidelines which help create the conditions for safe exploration and profound learning and Glenn Singleton and Cyndie Hays refers to them as “Four Agreements of Courageous Conversation.” They are (1) stay engaged, (2) expect to experience discomfort, (3) speak your truth, and (4) expect and accept a lack of closure. These four agreements provide a roadmap for negotiating interracial conflict. You may ask the following questions in your group, (1) “Why might educators find talking about race particularly difficult? (2) If you were to start a conversation about some race issue with colleagues, what issue would you like it to be?”

Singleton, Glenn and Hays, Cyndie. (2008). Everyday Antiracism. The New Press.