



## DEFINING LEADERSHIP IN THE ERA OF TURNAROUND SCHOOLS



## Deconstructing and Reframing Deficit Thinking in Schools

Facilitators: Patricia L. Guerra Ph.D., and Sarah W. Nelson, Ph.D.

**November 30th, 8:30 A.M. - 2 P.M.**

Continuing Education Conference Center | University of Minnesota, St. Paul

Research indicates lacking knowledge of culture's deeper, hidden meaning and its impact on teaching and learning often results in deficit thinking about culturally, linguistically, and economically diverse (CLED) students and families. For example, many educators believe closing the achievement gap is unlikely to occur because "these children enter school without knowledge and experiences" and have "uncaring parents" who neither "value nor support education". Since educators with these deficit beliefs do not view themselves as a part of the problem, there is little willingness to look for solutions within the system, like changing instructional practice. These deficit beliefs become a filter than blocks educators' abilities to examine their assumptions and to look beyond traditional solutions for real and meaningful change. As a result, the focus of education becomes fixing students and families rather than building on their strengths and assets.

Given this context, how should school leaders deconstruct and reframe deficit beliefs to help teachers develop the cultural lens to question inequitable practices and procedures in their own classrooms and school-wide? In this session on deficit thinking, participants will learn: what deficit thinking is and the types of deficit beliefs teachers hold about diverse students and their families; how deficit thinking influences classroom and school practice; about the importance of developing cultural awareness and knowledge to counteract and eliminate deficit thinking; and a process for deconstructing and reframing deficit beliefs.

**Patricia L. Guerra** is an Assistant Professor in the Education and Community Leadership program at Texas State University—San Marcos where she teaches graduate courses in social justice leadership and culturally responsive instructional supervision and school improvement. Her research interests include: culturally responsive schooling, educator beliefs about diversity and equity. Prior to Texas State University, Patricia was Co-Director of the Leadership for Equity and Access Project based at the University of Texas at Austin. She also served as a leader both at the school and district level. Along with her work at the university, she works with educators in the field to develop culturally responsive classrooms and schools and co-authors a regular column with Sarah Nelson on "Cultural Proficiency" for the Journal of Staff Development (JSD).

**Sarah W. Nelson** is a member of the graduate faculty at Texas State University in the Education and Community Leadership and Education Ph.D. programs. She teaches courses in principal preparation, research, school law, educational policy, and educational environments. Her research interests center on policies and practices to address educational inequity. Before joining the faculty at Texas State University, Sarah served as the principal and instructional leader of a large urban elementary school. She continues to work in the field with educators to develop culturally responsive teaching and learning environments and to create community-based leadership practices.

**REGISTRATION:** To register, complete the form on the back or register online at <http://cehd.umn.edu/PPG/ULA>.

# Urban Leadership Academy Workshop Registration Form

Name \_\_\_\_\_ Job Title \_\_\_\_\_

School/Organization \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip Code \_\_\_\_\_ Email \_\_\_\_\_

Telephone \_\_\_\_\_ School district (if applicable) \_\_\_\_\_

**Workshops run from 8:30 A.M. - 2 P.M. and include a light breakfast and lunch.**

Workshop Attendance	
<input type="radio"/>	<p><b>Deconstructing and Reframing Deficit Thinking in Schools</b>                      November 30, 2010                      Patricia Guerra, Ph.D., and Sarah Nelson, Ph.D. Texas State University -San Marcos and co-founder and director of Transforming Schools for a Multicultural Society</p>
<input type="radio"/>	<p><b>Reshaping School Mathematics for the 21st Century</b>                      January 20, 2011                      Cathy Seeley, Ph.D., senior fellow Charles A. Dana Center for Mathematics and Science Education, University of Texas Austin and Lesa Covington Clarkson, Ph.D. University of Minnesota</p>
<input type="radio"/>	<p><b>School Culture, Creating the Climate for Change</b>                      April 13, 2011                      Anthony Muhammad, Ph.D., director, New Frontier 21 Consulting and author of <i>Transforming School Culture: How to Over Come Staff Division</i> (2009)</p>

**LOCATION:** Continuing Education and Conference Center, University of Minnesota St. Paul Campus, 1890 Buford Avenue, St. Paul, MN, see <http://onestop.umn.edu/Maps/CECC> for directions.

**CEUs:** Continuing professional education clock hours for administrators and teachers are available for participants.

**FEES:** There is no registration fee for staff from ULA member school districts, all others pay \$150 per workshop. ULA member school districts include: Minneapolis, Mounds View, North Saint Paul-Maplewood-Oakdale, Osseo Area Schools, South Washington County Schools, and Spring Lake Park. Requests for refunds must be made at least one week prior to the workshop date, otherwise fees will be forfeited.

**REGISTER ONLINE/MAIL/FAX: Registration deadline: November 24, 2010.**

ONLINE REGISTRATION: <http://cehd.umn.edu/PPG/ULA>

FAX: 612-626-6765 OR MAILING ADDRESS: U of MN, CEHD/PPG, 275 Peik Hall, 159 Pillsbury Dr. SE, Minneapolis, MN 55455. Please make checks out to the 'University of Minnesota'.

INFORMATION: 612-625-5060, [ula@umn.edu](mailto:ula@umn.edu), <http://cehd.umn.edu/PPG/>

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