Table 8.1 Understanding White Talk and Color Commentary

White Talk	*Color Commentary*
Verbal: Characterized by loud, authoritative, and interrupted speech. Value is placed on expressing oneself and controlling the conversation.	**Nonverbal:** Characterized by silent respect for as well as disconnect from the one talking and/or positional/cultural authority. Communication takes place through body motions and other nonverbal expression.
Example: Who speaks first, longest, and most often	Example: Folded arms, silence, sighs, rolling of the eyes, refusal to offer direct eye contact
Impersonal: Typically spoken in third person. Prone to explaining opinion through use of other people's stories or experiences.	**Personal:** Typically spoken in first person. Great value placed upon sharing one's own story and experiences.
Example: "My best friend who is Black. . . . " "I am married to a person of color who thinks that. . . . " "I grew up around Asians and they said. . . . "	Example: "The police pulled me over because I am Black. . . . " "As an indigenous person, I don't trust White people. . . . " "We believe that [such-and-such a place] has a problem with indigenous people."
Intellectual: Dialogue is abstract and disconnected from immediate and local reality. More interested in quantitative analysis of one's thinking.	**Emotional:** Dialogue is centered on an immediate and local racial reality. More interested in qualitative analysis and feelings.
Example: "Statistics say. . . . " "Do the data really suggest that it is because of race?" "I once read that. . . . " "[So-and-so] said. . . . " "Can you give me a citation that supports that?" "What university did he attend?" "He studied with. . . . "	Example: "I don't feel as though you like or respect me as a Black teacher. . . . " "I feel alone here as the only teacher of color. . . . " "I get so angry when they speak for me, misinterpret and misrepresent me. . . . " "I don't trust. . . . " "I don't feel safe."

Table 8.1 (Continued)

White Talk	*Color Commentary*
Task oriented: Organized around the need "to do" something and to find solutions. An impatient focus on locating tools and strategies to address racial issues. Views the racial challenge as a technical problem in which the solutions exist and simply need to be unearthed. Sees introspective conversation as a waste of time.	**Process oriented:** Organized around the need "to be" respected, validated, and affirmed. Developing trust in others occurs through the examination of racial attitudes and beliefs in public. Racial challenges are viewed as adaptive problems that require us to deal with our inner thought processes and to explore our biases to create undiscovered solutions.
Example: "When are we going to get to the actions? I'm tired of talking. . . . " "What does talking about race have to do with the achievement gap? Give me a strategy."	Example: "How do you feel about this Brown student?" "How do you believe your students of color feel about you as a teacher?" "How do Latino faculty feel about working in a predominantly White school?"