

Getting Started...

Please grab a piece of green paper and make a name tent for yourself including your first name (at least) written legibly.

Feel free to decorate as you see fit.





Equity
Fellows

Session I

September 22, 2022

Today, Fellows Will Be Able To...

- Construct a shared understanding of the concepts that ground equity work.
- Describe a system of norms to be applied to group dynamics in order to facilitate, challenge, and support each Fellow's journey along an equity continuum.
- Work effectively across differences by engaging in reflections, discussions, and conversations about race.

Tonight's Agenda

1 Introductions

3 Defining Equity

5 Project History,
Purpose, & Overview

2 Norms

4 Introduction to
System/Self

6 Plus/Delta



1 | Introductions

Your Coach: Dave Taylor



From Coatesville,
Pennsylvania

Superintendent at
the Dayton Early
College Academy



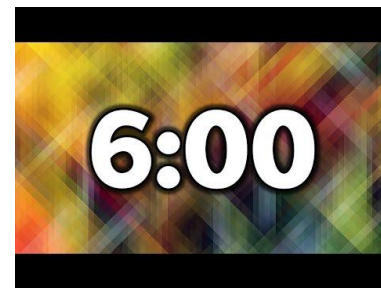
Have never owned
an Apple product
(and never will)

Who's In the Room?

Take a moment to share each of the following about yourself with the group:

- Name
- Role within your organization (feel free to be creative here)
- Something that brings you joy

What's in a Name?



1. **Reflect on the following questions:**
 - a. What is your name?
 - b. What is the story of how you acquired your name?
 - c. What does your name mean?
 - d. How do people respond when they see or hear your name for the first time?
2. **Form a triad (ideally with folks you are less familiar with)**
3. **Decide who will share first and progress through the questions.**

(2 min max per person)

Debriefing What's in a Name?

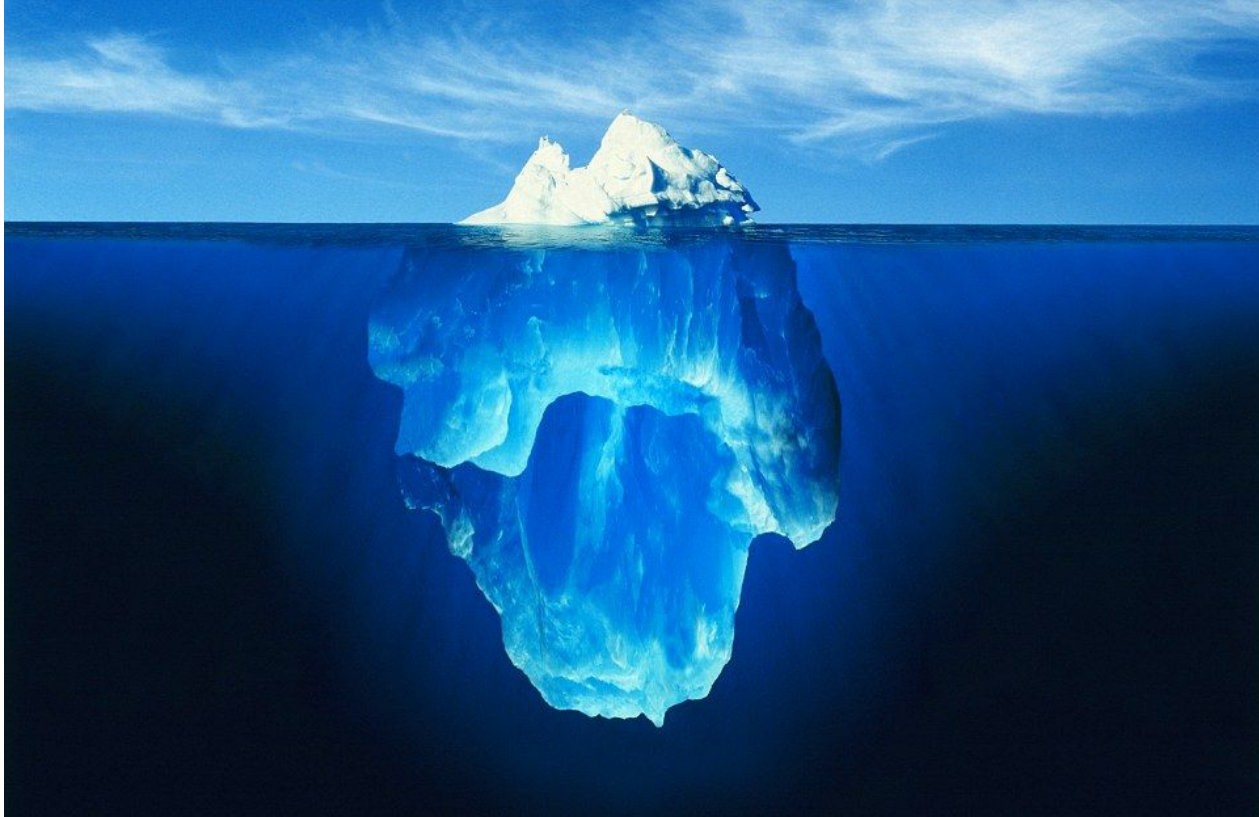
- What did you learn about yourself in telling your the process of telling your story?
- Why is it important to acknowledge someone's name?
- What are the implications for giving others a name?
- Implications for our classrooms/organizations
 - Opportunities to connect as who you are, not what you do.
 - Intersection with identity development

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No significant learning can occur without a significant relationship.

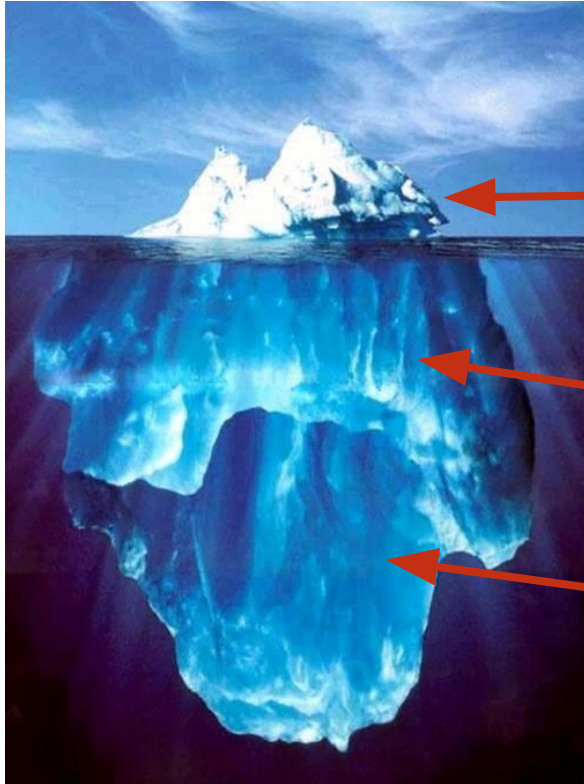
- Dr. James Comer -

Culture as an Iceberg



Edward T. Hall, 1976

Culture Runs Deep...



Surface Culture:


- Easily observable
- **Low** Emotional Load

Shallow Culture:


- Behavior-based
- Unspoken Rules and Norms
- **Significant** Emotional Load

Deep Culture:

- Value-based
- Deeply believed but often unconscious
- **Intense** Emotional Load



**We can really only do this work if
we're willing to be vulnerable,
open, and honest with others and
ourselves.**





My Challenge to You
Lower Your Water Level





Defining Equity



Equity Think-Square-Share

What does the word “equity” mean?


- Think: Take a moment to jot down a definition
- Square: At your table, share your definition
- Share: The whole group will discuss



5:00

Equality





Each child receives what he or she
needs to develop to his or her full
academic and social potential.

-National Equity Project-



Equity Fellow Norms

Do here what we are seeking to do in the world

Trust your own work and each other

Consider how you are contributing: mindful of how much you speak and how much you are listening

Work to build alignment, not sell ideas

Try to remain in the present

Operate from a place of passion, not obligation or accountability

Introducing the Constructivist Listening Dyad (dba Dyads)

What Is It:

An opportunity for us to practice becoming better at active listening and talking in depth.

Is It Fun?

Hmmm...YES!

Why Will We Use This?

Because we all need to practice listening for the benefit of the talker.

Guiding Principles of Constructivist Listening

I agree to listen to and think about you for a fixed period of time in exchange for you doing the same for me. I keep in my mind that my listening is for your benefit so I do not ask questions for my information.

I understand and believe that everyone deserves to be listened to and that people can solve their own problems.

Guidelines for Constructivist Listening

Each person:

1. Partners with someone new(ish) to them
2. Has equal time to talk
3. Listens without interruption
4. Maintains confidentiality
5. Does not criticize or complain about others during their time to talk
6. Gives undivided attention

Dyad Prompt #1

Note: Each person will have 120 uninterrupted seconds to speak

When is the last time you remember being fully listened to? How did it feel?



2:00

Dyad Prompt #2

Note: You are NOT responding to the previous person's response

What comes up for you when you think about having honest--and messy--conversations about race and/or equity?



2:00

Dyad Prompt #3

Note: Remember Each Person Talks for 120 Seconds

What do you need to have real conversations about equity?



2:00

Constructivist Dyad Debrief

- What came up for you using this structure?
- What worked for you? What was difficult?
- What purpose do you think it might serve?
- When could it be useful?



Windows and Mirrors: **The System/Self Framework**



The Mirror (Self)

Leaders spend time engaged in self-reflection and introspection (i.e. looking in the mirror) to ensure they are more fully aware of their strengths, capacities, and areas for growth.



The Window (System)

Systems are the patterns, processes, and structures that make up an organization.

Leaders spend time analyzing their system (i.e. looking out the window) to make strategic decisions.



The Practices of Adaptive Leadership



Dance Floor
INTENTIONALITY
OF TAKING
ACTION



Balcony
INTENTIONALITY
OF DIAGNOSIS

The Practices of Adaptive Leadership - Ron Heifetz


	System (<i>Window</i>)	Self (<i>Mirror</i>)
Diagnosis (<i>Balcony</i>)		
Taking Action (<i>Dance Floor</i>)		

Think, Pair, Square Opportunity



**What Does Getting Up
in the Balcony Mean in
Your Context?**





The purpose of this project is to encourage you to look down from the balcony of your life.





Equity Fellows: Big Picture



Goal of the Equity Fellows Project

Significantly positively impact Montgomery County's trajectory on each of the elements of the Student Roadmap to Success.

Achieve population-level results by developing targeted strategies to support disadvantaged sub-populations.

Montgomery County's Goal: 60% of working-age adults will have a 2-year or 4-year college degree or a high quality postsecondary credential.



Year 1: Informing Self

Part 1:

Looking from the
Balcony

Part 2:

Leading for Equity



Year 1 Deliverables

1. Racial Autobiography
2. Faculty Training Plan

Our Goal

To dismantle systems that target historically marginalized and replace them with systems that humanize all students.



2022-23 Informing Self Training Sessions

September 22	Session 1	February 2	Session 8
October 6	Session 2	February 16	Session 9
October 20	Session 3	March 2	Session 10
November 3	Session 4	March 16	Session 11
November 17	Session 5	April 6	Session 12
December 15	Session 6	May 4	Session 13
January 12	Session 7	*May 11	EOY Banquet



**As you enter positions of trust and
power, dream a little before you think.**

-Toni Morrison-



A Word About Prework

Before each session, I will assign you prework. Typically prework contains two elements:

- **Required Work:** These assignments are required
- **Additional Resources:** Completely optional; often offer resources to delve more deeply into previously covered topics

Allocate an hour or so to prepare for each session.



Closing Protocol

Plus/Delta

What Is It:

A protocol that allows us to engage in reflection for continuous improvement.

Is It Fun?

Most Definitely!

Why Will We Use This?

This tool will help us understand how we're doing and where we can improve.



Plus (+)/Delta(Δ)

+

What worked today? What should we be building upon?

Δ

What didn't work? What are specific things we can do to improve?



Stop & Jot (aka Everyone Writes)

What Is It:

An opportunity for each of us to take a quiet moment to respond to a question or prompt.

Is It Fun?

It certainly is!

Why Will We Use This?

Truly an excellent question! We use it because some of us dominate spaces like this because answers come to us faster than it does for others. And faster isn't always better.



**Please sit wherever
you like!**



Equity
Fellows

Session II

October 6, 2022

Tonight's Agenda

1 Introducing the System/Self Framework

3 The Danger of a Single Story

5 Defining Key Vocabulary

2 Good Teacher, Bad Teacher

4 Ten Things Everyone Should Know About Race

6 Plus/Delta

Today, Fellows Will Be Able To...

- Explore via discussion how “single stories” provide us an incomplete and simplistic understanding of others.
- Articulate their commitment to engage in meaningful reflection in relation to their racial identity development.
- Examine definitions of key vocabulary around the racialized experience we all live.

Equity Fellow Norms

Do here what we are seeking to do in the world

Trust your own work and each other

Consider how you are contributing, mindful of how much you speak and how much you are listening

Work to build alignment, not sell ideas

Try to remain in the present

Operate from a place of passion, not obligation or accountability

Stop & Jot (aka Everyone Writes)

What Is It:

An opportunity for each of us to take a quiet moment to respond to a question or prompt.

Is It Fun?

Do dogs bark? Do cats meow? Of course!

Why Will We Use This?

Truly an excellent question! We use it because some of us dominate spaces like this because answers come to us faster than it does for others. And faster isn't always better.



Windows and Mirrors: **The System/Self Framework**



The Mirror (Self)

Leaders spend time engaged in self-reflection and introspection (i.e. looking in the mirror) to ensure they are more fully aware of their strengths, capacities, and areas for growth.

Stop & Jot: When have you—or a leader you've observed—engaged in some self-reflection? What was the effect of said introspection?



The Window (System)

Systems are the patterns, processes, and structures that make up an organization.

Leaders spend time analyzing their system (i.e. looking out the window) to make strategic decisions.



Stop & Jot: When have you—or a leader you've observed—engaged in some system-based reflection? What was the effect of said introspection?



The Practices of Adaptive Leadership




Dance Floor
INTENTIONALITY
OF TAKING
ACTION




Balcony
INTENTIONALITY
OF DIAGNOSIS

The Practices of Adaptive Leadership - Ron Heifetz

	System (<i>Window</i>)	Self (<i>Mirror</i>)
Diagnosis (<i>Balcony</i>)		
Taking Action (<i>Dance Floor</i>)		



**What steps are you
prepared to make to
reflect deeply on yourself
and your school?**





2

Relational Trust: Good Teacher Bad Teacher

Guiding Principles of Constructivist Listening

I agree to listen to and think about you for a fixed period of time in exchange for you doing the same for me. I keep in my mind that my listening is for your benefit so I do not ask questions for my information.

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Guidelines for Constructivist Listening

Each person:

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4. Maintains confidentiality
5. Does not criticize or complain about others during their time to talk
6. Gives undivided attention

Dyads: Good Teacher / Bad Teacher

BAD TEACHER

Find a partner. Be sure to find someone you haven't connected with recently.

Take a moment to picture the face of a teacher who left a **bad taste** in your mouth.

Each partner will have 90 seconds to discuss in constructivist listening dyads




Dyads: Good Teacher / Bad Teacher

GOOD TEACHER

Take a moment to picture a teacher who was **particularly important to you** as a child or adolescent.

Each partner will have 90 seconds to discuss in constructivist listening dyads





**Teaching can have very powerful
amazing effects. It can also do
incredible damage. Even in a
moment.**

-Dr. Deborah Loewenberg Ball-



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**No significant learning can occur without a
significant relationship**



3

The Danger of a Single Story

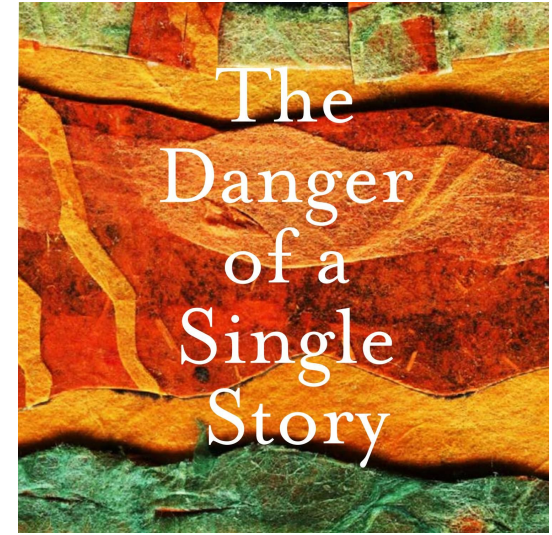
Think, Pair, Share Discussion

What is a “single story”

How are they created?

What examples of a “single story” do you see at play in your **professional life**?

What examples do you see at play in your **personal life**.





"We do not just risk repeating history if we sweep it under the carpet, we also risk being myopic about our present."

- **Chimamanda Ngozi Adichie**



Ten Things Everyone Should Know About Race

10 Things Everyone Should Know About Race

Race is a modern idea.

Race has no genetic basis.

Human subspecies don't exist.

Skin color really is only skin deep.

Most variation is within, not between, "races."

Slavery predates race.

Race and freedom were born together.

Race justified social inequalities as natural.

Race isn't biological, but racism is still real.

Colorblindness will not end racism.



Give One, Get One, Move On (GoGoMo)

What Is It:

A reflection and sharing activity that allows Fellows to spread thoughts that “stuck” with them.

Is It Fun?

No, not really.

Just kidding, of course! It’s incredibly fun!

Why Will We Use This?

It allows us to get up, mingle with others, and reflect on our learning in a low-stakes environment.

Procedure for GoGoMo

1. On a sticky note, take 2 minutes to write down 3-5 key takeaways from the “10 Things” we just read.
2. When I say, “GO!” mingle with your colleagues
3. Eventually I’ll ask you to “GIVE ONE!” At that time partner up and share one of your sticky notes and receive one from your partner
4. I’ll call out, “MOVE ON!” and you’ll need to repeat the process with someone else.



Closing



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Plus (+)/Delta(Δ)

+

What worked today? What should we be building upon?

Δ

What didn't work? What are specific things we can do to improve?





Defining Key Terms

Key Terms as Defined by the Annie E. Casey Foundation

Micro Level

Internalized racism describes the private racial beliefs held by and within individuals. The way we absorb social messages about race and adopt them as personal beliefs, biases, and prejudices are all within the realm of internalized racism. For people of color, **internalized oppression** can involve believing in negative messages about oneself or one's racial group. For white people, **internalized privilege** can involve feeling a sense of superiority and entitlement, or holding negative beliefs about people of color.

Interpersonal racism is how our private beliefs about race become public when we interact with others. When we act upon our prejudices or unconscious bias — whether intentionally, visibly, verbally, or not — we engage in interpersonal racism. Interpersonal racism also can be willful and overt, taking the form of bigotry, hate speech or racial violence.



Open Ended Question

Ready? Enter your answer here.

How to Edit

Click [Edit This Slide](#) in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.



Key Terms as Defined by the Annie E. Casey Foundation

Macro Level

Institutional racism is racial inequity within institutions and systems of power, such as places of employment, government agencies and social services. It can take the form of unfair policies and practices, discriminatory treatment and inequitable opportunities and outcomes. A school system that concentrates people of color in the most overcrowded and under-resourced schools with the least qualified teachers compared to the educational opportunities of white students is an example of institutional racism.

Structural racism (or structural racialization) is the racial bias across institutions and society. It describes the cumulative and compounding effects of an array of factors that systematically privilege white people and disadvantage people of color.



Key Terms as Defined by the Annie E. Casey Foundation

Racialization is the process of manufacturing and utilizing the notion of race in any capacity. Since the word “racism” often is understood as a conscious belief, “racialization” may be a better way to describe a process that does not require intentionality.

Systemic racialization describes a dynamic system that produces and replicates racial ideologies, identities and inequities. Systemic racialization is the well-institutionalized pattern of discrimination that cuts across major political, economic and social organizations in a society. Public attention to racism is generally focused on the symptoms (such as a racist slur by an individual) rather than the system of racial inequality.





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Self/System Binary

Mirror

Window

Micro

Macro





Equity
Fellows

Session III

October 20, 2022

Tonight's Agenda

1 Bigger Picture

3 10 Things to Know About Race

5 Plus/Delta

2 A Favorite Sound

4 Discussing Our Key Vocabulary

6

Today, Fellows Will Be Able To...

- Recognize their role in the Equity Fellows project and make personal commitments to engage in authentic equity work.
- Use key definitions of race to reflect upon their own history with race and racialization.
- Analyze systems to identify forms of inequality that impact social, emotional, intellectual, and economic development.

Equity Fellow Norms

Do here what we are seeking to do in the world

Trust your own work and each other

Consider how you are contributing, mindful of how much you speak and how much you are listening

Work to build alignment, not sell ideas

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Operate from a place of passion, not obligation or accountability



Equity
Fellows

1

The Bigger Picture

Goal of the Equity Fellows Project

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Montgomery County's Goal: 60% of working-age adults will have a 2-year or 4-year college degree or a high quality postsecondary credential.



Year 1: Informing Self

Part 1:

Looking from the
Balcony

Part 2:

Leading for Equity



Year 1 Deliverables

1. Racial Autobiography
2. Faculty Training Plan

Year 2: Changing Systems

Engaging School Stakeholders

Equity Audit

Staff Training Plan

Schoolwide Targeting of Key Areas of Inequity

Implementation Plan



Our Goal

To dismantle systems that target historically marginalized and replace them with systems that humanize all students.





**As you enter positions of trust and
power, dream a little before you think.**

-Toni Morrison-





2

Relational Trust: A Favored Sound

Favorite Sound

Take a moment to think about one of your favorite sounds.

Think about the sound and the moment(s) that accompanies it.

What feelings are evoked when you think of this sound?





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3

Ten Things Everyone Should Know About Race

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Give One, Get One, Move On (GoGoMo)

What Is It:

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Is It Fun?

No, not really. They can't all be fun.

Just kidding, of course! It's incredibly fun!

Why Will We Use This?

It allows us to get up, mingle with others, and reflect on our learning in a low-stakes environment.

Procedure for GoGoMo




1. On separate sticky notes, take 2 minutes to write down 3-5 key takeaways from the “10 Things” we just read.
2. When I say, “GO!” mingle with your colleagues
3. Eventually I’ll ask you to “GIVE ONE!” At that time partner up and share one of your sticky notes and receive one from your partner. Be sure to explain what you wrote!
4. I’ll call out, “MOVE ON!” and you’ll need to repeat the process with someone else.

10 Things Debrief

Which of the "Ten Things Everyone Should Know About Race" stand out to you, and why?

Which, if any, feel self-evident?

Which, if any, are unclear or create questions for you?



3 | Discussing Our Key Vocabulary

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Taught/Learned About Race Stop & Jot

What are we taught about race?

What are we made to learn about race?

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Discussion Questions

In what ways do we live a racialized experience?

How does the construct of race affect us all? How is it different for each individual?

Self/System Binary

Mirror

Window

Micro

Macro



Closing





Equity
Fellows

Session IV

November 3, 2022

Tonight's Agenda

1 Revisiting Our Key Vocabulary

3 History of Racialization
Gallery Walk

2 An Edifying Word

4 Plus/Delta





1 | Revisiting Our Key Vocabulary

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Discussion Questions

In what ways do we live a racialized experience?

How does the construct of race affect us all? How is it different for each individual?

Self/System Binary

Mirror

Window

Micro

Macro



An Edifying Word

Edifying: instructive or informative in a way that improves the mind or character

1. **Take a moment to reflect quietly on these questions:**
 - a. Looking back on your years, what was **one word of advice that has helped mould you**?
 - b. Who gave you the advice and why did they give it to you?
 - c. How did you receive it (react to it) when it was given?
 - d. How did the advice change your perspective and/or actions?
2. In your group, take turns sharing out 1) the advice you received and 2) the answer to one or two of the other questions.





3

Gallery Walk: Racialization Throughout US History

Introduction to the Gallery Walk

Purpose: To allow participants to learn about and respond to several displayed artifacts.

Grouping: Typically groups of three (3) to six (6)

Procedure:

- Begin at station nearest to your group. Read/view the chart and discuss as a group.
- Rotate to the next station after 3-4 minutes.
- After viewing all stations, return to your table to debrief.



Gallery Walk Debrief



Gallery Walk Debrief

What came up for you as you walked around the room looking at the facts and charts?

Which, if any, of the charts contained information that was new to you? What surprised you?

Digging Deeper

What is a national memory? How is it created? How is it perpetuated? How can it be changed?

What is the lasting legacy of slavery? What is the legacy of institutional and structural racialization?

How are we, even potentially with no malicious intent, complicit in the execution of racist systems in the US?



Closing



Epistemology

Refers to a branch of philosophy concerned with the nature of knowledge.

For our context, epistemology refers to “anything that informs or influences us in how we learn and understand what we believe is real.”

In other words, it refers to the lens through which we see things



Equity
Fellows

Session 5

November 17, 2022



Tonight's Agenda

1

Fish Out of Water

3

Hammond's Backtalk
Strategy

2

The Ladder of Inference

4

Plus/Delta



Equity Fellow Norms

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Trust your own work and each other

Consider how you are contributing, mindful of how much you speak and how much you are listening

Work to build alignment, not sell ideas

Try to remain in the present

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Favorite Fall Drink

1. Picture your favorite fall drink.
2. In your dyad, share why it is your favorite. Does it make you think of someone or something in particular?
3. Share what you are thirsting for from tonight's session.





The Ladder of Inference



Yale Study of Preschool Teachers



Diagnosing Yourself

	System	Self
Diagnosis <i>(Balcony)</i>		(1) How might my biases and beliefs (wittingly or unwittingly) impair my ability to act equitably in my professional and/or personal spaces?
Taking Action <i>(Dance Floor)</i>		

Diagnosing the System

	System	Self
Diagnosis <i>(Balcony)</i>	(2) What are some ways my school “looks where the light is” as it pertains to minoritized students? How would we know if this is happening?	
Taking Action <i>(Dance Floor)</i>		

Many Americans Subconsciously Associate Blacks With Apes

“Using the familiar dot-probe technique, [psychologist Jennifer Eberhardt] primed a group of students with subliminal images of black or white faces, followed by vague images of various animals, including apes. Students primed with black faces detected ape images more quickly. It didn't seem to be bigotry—the students completed a survey indicating that they did not consciously harbor bias. When she reversed the process, students primed with line drawings of apes directed their attention to black faces more quickly. In a follow-up study, students who viewed a video of police beating a black man after glimpsing an ape were more likely to say the beating was deserved.”

Additionally, “...society is more likely to condone violence against black criminal suspects as part of a broader inability to accept African Americans as fully human.”

From researchers conducted at Stanford, Pennsylvania State University and the University of California-Berkeley in 2008



The origins of the things that we believe are often invisible to us.



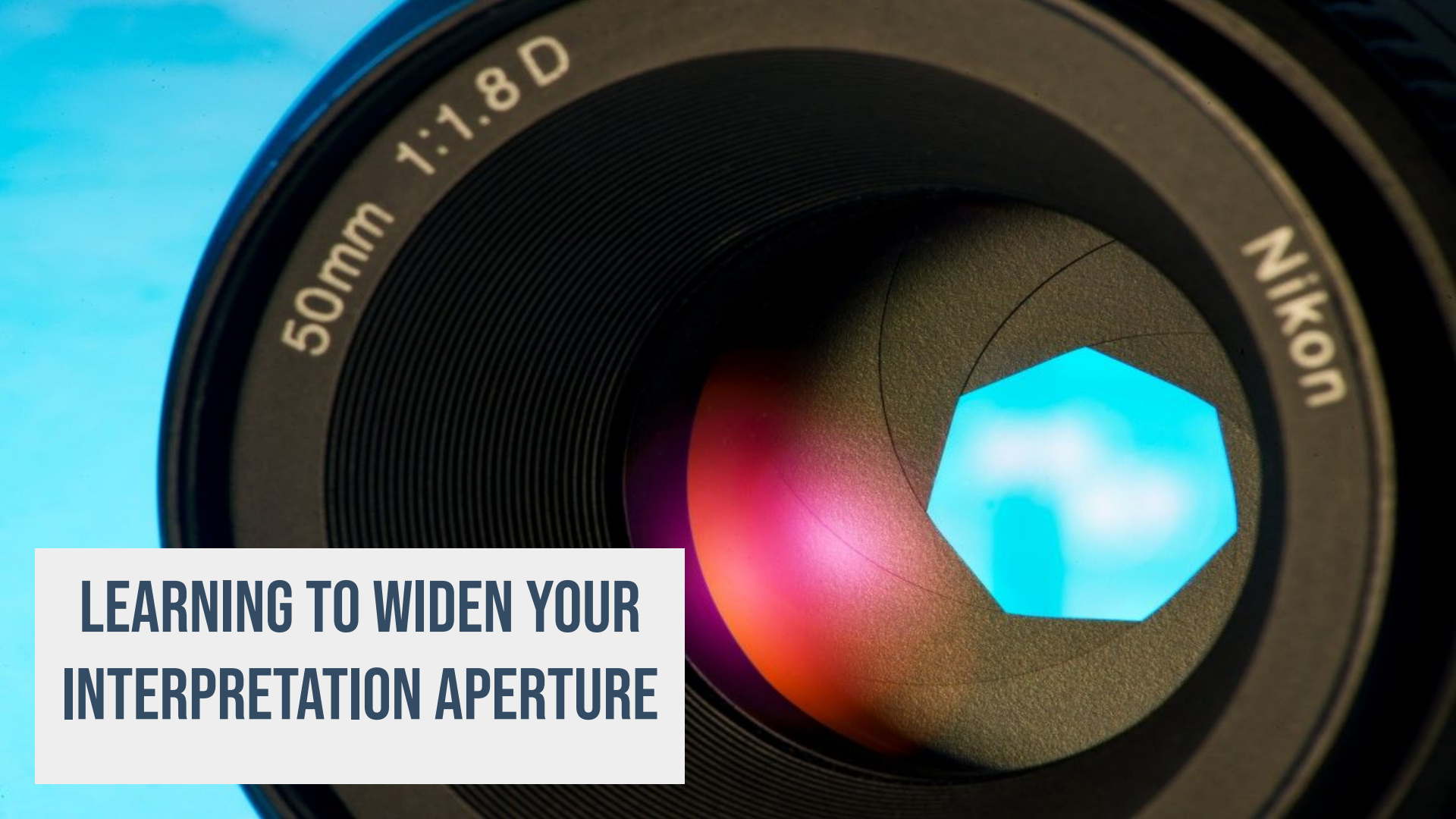


The Ladder of Inference Summarized

1. **OBSERVATION:** Receiving and processing innumerable data constantly
2. **DATA SELECTED:** Selectively determine based on our beliefs and prior experience.
3. **INTERPRETATIONS:** Paraphrase what is meant.
4. **ASSUMPTIONS:** Apply our existing assumptions, sometimes without considering them.
5. **CONCLUSIONS:** Draw conclusions based on the interpreted facts and our assumptions.
6. **BELIEFS:** Develop beliefs based on these conclusions.
7. **ACTION:** Take actions that seem "right" because they are based on what we believe.

Everybody Writes: Ladder of Inference X Self

	System	Self
Diagnosis <i>(Balcony)</i>		(1) When do I tend to rush up the ladder of inference?
Taking Action <i>(Dance Floor)</i>		(3) What can I do to disrupt my tendency to skip rungs on the ladder?



**LEARNING TO WIDEN YOUR
INTERPRETATION APERTURE**

Step 1: Description

1. Describe what you see
2. Leave out any interpretation or judgement



Step 2: Interpretation

1. Think of the occurrence through your cultural lens
2. Think of the occurrence through the cultural lens of those involved

NOTE: Beware of the trap of Fundamental Attribution Error.

From HBS Online: Fundamental Attribution Error refers to an individual's tendency to attribute another's actions to their character or personality, while attributing their behavior to external situational factors outside of their control. In other words, you tend to cut yourself a break while holding others 100 percent accountable for their actions.

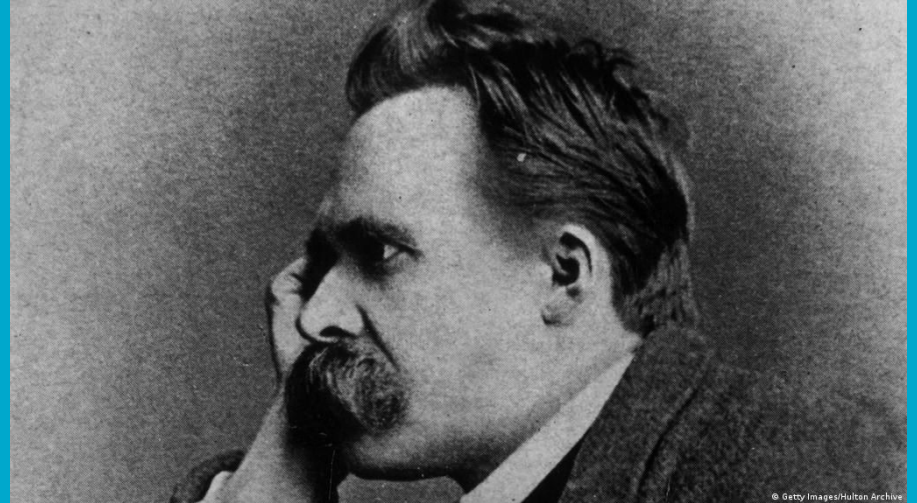
Step 3: Evaluation

1. Assign positive or negative significance to the actions
2. This will determine the nature of future interactions with the individual



“All things are subject to interpretation. Whichever interpretation prevails at a given time is a function of power and not truth.”

-Friedrich Nietzsche



Reading “Afterimages” by Audre Lorde

At your tables, take a few minutes to read the poem (**sections I and III**).

While reading, annotate the poem for connections to the questions:

What does the author seem to “know”?

What informs that knowing?

What relationship does *power* hold with *knowing* here?





Bringing It Home



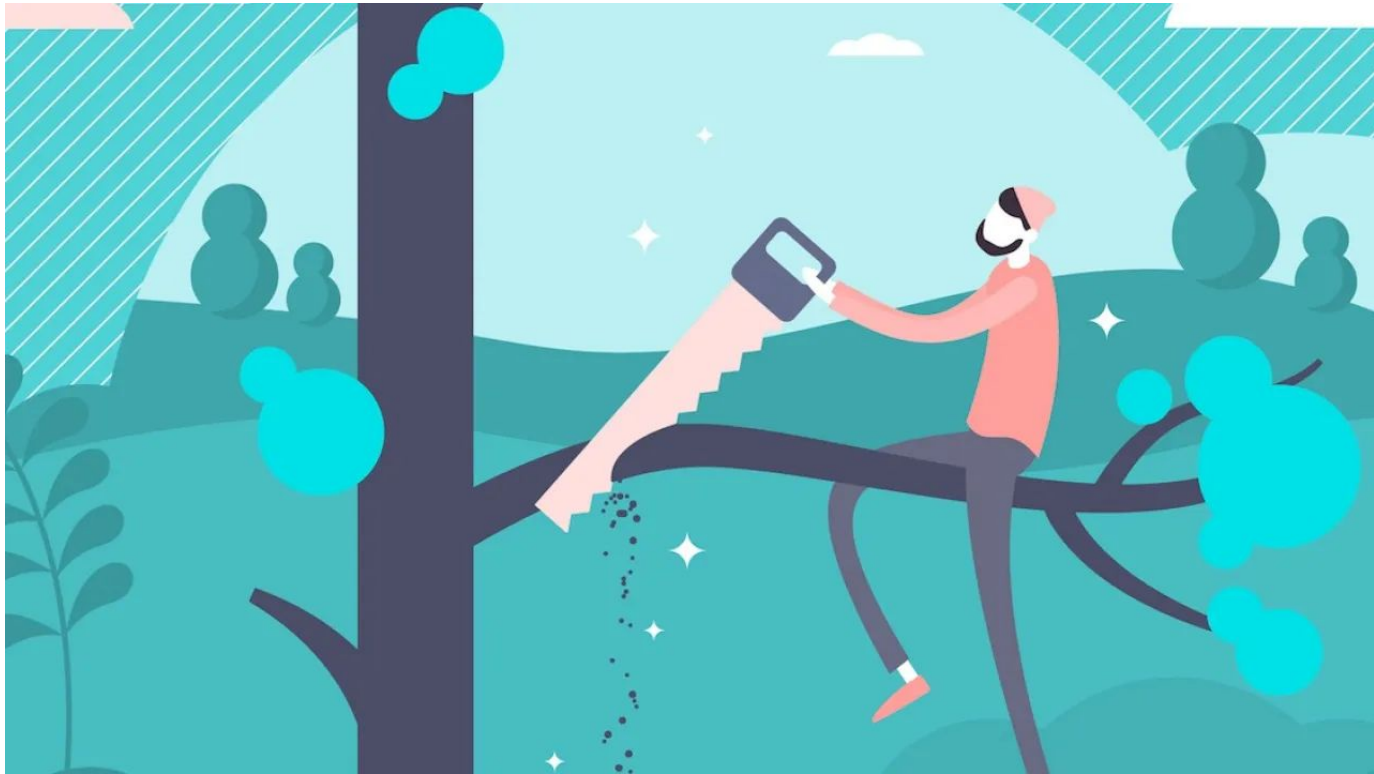




2

Zaretta Hammond's Back Talk Strategy

What do you see in this picture?



Hammond's Back Talk Strategy

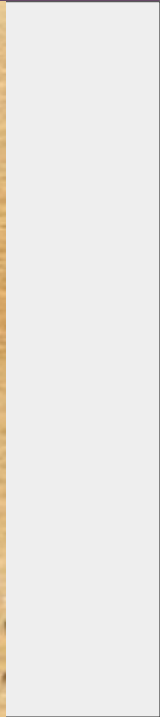
Negative Statement
(Usually "always" statements)

I'm trash. I always get picked last when we play ball at the park.

Evidence It's Not True
(At least not true all of the time)



Positive Restatement
(Challenge the "always" statement)



Hammond's Back Talk Strategy

Negative Statement	Evidence It's Not True	Positive Restatement
<p>My students always want to be on their phones. They don't care about learning!</p>	<p>Kids show up to school.</p> <p>They succeed in some classrooms, but not in others.</p> <p>They were really engaged in the stock market stimulation.</p>	<p>My current students need to be engaged differently than students I have taught in the past.</p>

Let's Try It!

1. Divide a piece of paper into three vertical sections.
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4. Write down the evidence that shows that this statement is not true.
5. Write a positive restatement based on your evidence.


Self & Self Matrix

Discussion in Role-Alike Teams (~3 per group)

Time: 2 minutes per team member

Prompt:

- Share your Back-Talk Strategy (**Negative Statement, Evidence Its Not True, and Positive Restatement**) with your team
- What was easy to describe and what was difficult? (from the **Negative Statement, Evidence Its Not True, and Positive Restatement**)



Unconscious biases are not permanent. In fact, they are malleable and steps can be taken to limit their impact on our thoughts and behaviors.

-Nilanjana Dasgupta





Closing Protocol



Equity
Fellows

Session 6

December 14, 2022

Tonight's Agenda

1 The Ladder of Inference

3 Consultancy Protocol

2 Hammond's Backtalk Strategy

4 Plus/Delta



Equity Fellow Norms

Do here what we are seeking to do in the world

Trust your own work and each other

Consider how you are contributing, mindful of how much you speak and how much you are listening

Work to build alignment, not sell ideas

Try to remain in the present

Operate from a place of passion, not obligation or accountability

Favorite Fall Drink

1. Picture your favorite fall drink.
2. In your dyad, share why it is your favorite. Does it make you think of someone or something in particular?
3. Share what you are thirsting for from tonight's session.





The Ladder of Inference



The Ladder of Inference Summarized

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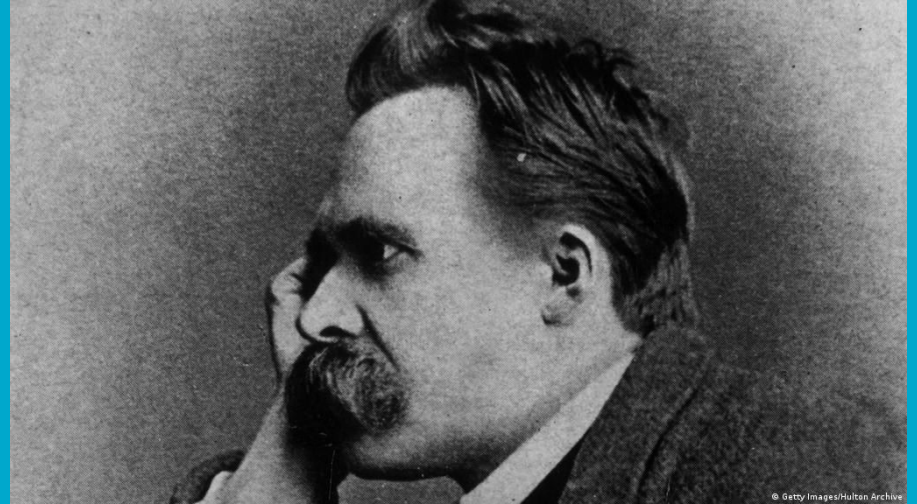
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Bringing It Home



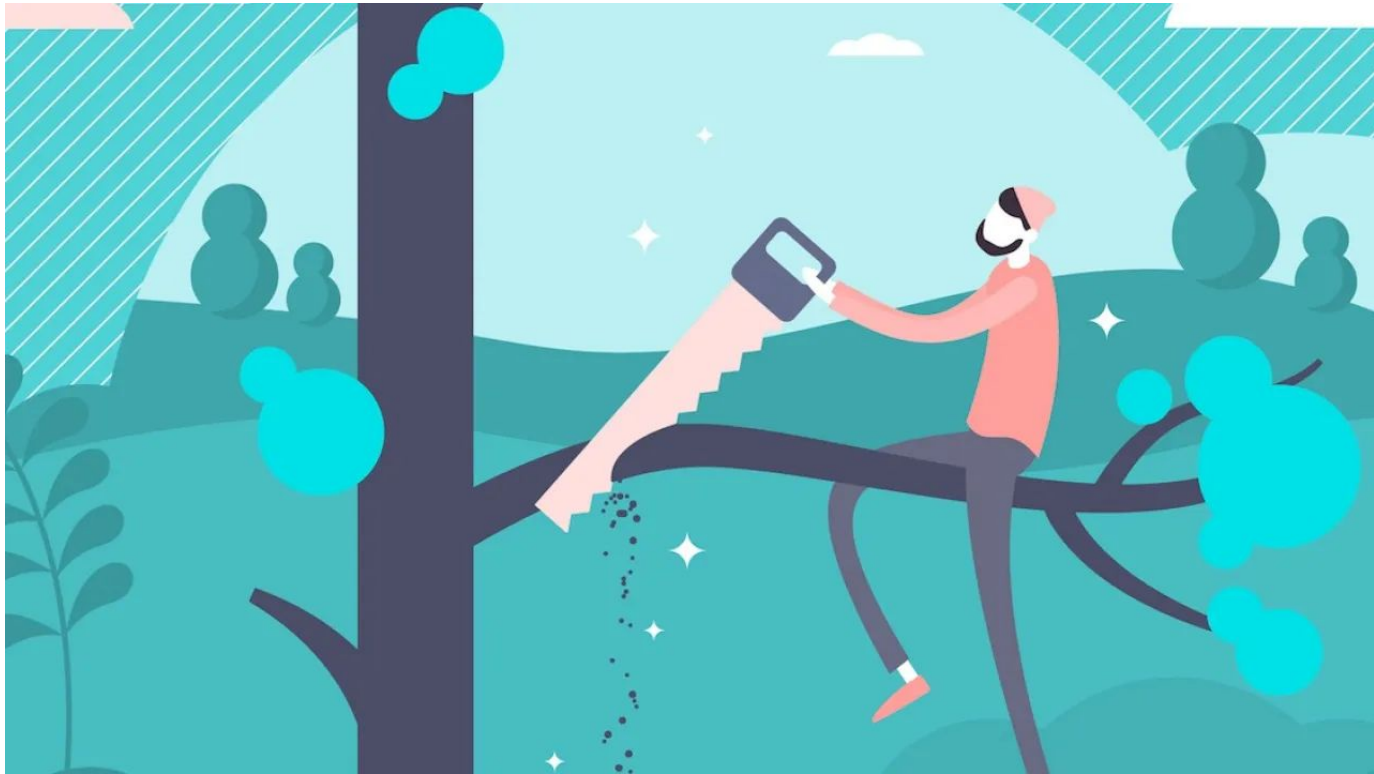




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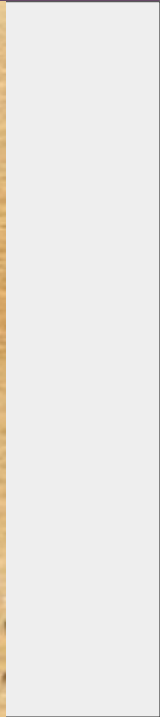
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-Nilanjana Dasgupta





Introducing the Consultancy Protocol



Introducing the Consultancy Protocol

What Is It:

A structured process for allowing our presenter(s) to explore a specific challenge deeply with the support of others.

Is It Fun?

This is important and challenging work. It requires everyone's full attention and commitment to make it productive.

SO YES! Doing hard and meaningful work together is fun!

Why Will We Use This?

We'll use to this to begin to address some of the challenges you're currently facing in your life outside of Equity Fellows.

Consultancy Protocol Procedures

1. Overview of Problem (6 min)
2. Clarifying Questions (4 min)
3. Probing questions (7 min)
4. Discussion Questions & Response (8 min)
5. Presenter Reflections (3 min)
6. Debrief (2 min)



Closing Protocol



Equity
Fellows

Session 7

January 12, 2023



Tonight's Agenda

1 Afterimages Poem

3 Whiteness Project

5 Plus/Delta

2 Racial Identity Development

4 Racial Autobiography Into



Equity Fellow Norms

Do here what we are seeking to do in the world

Trust your own work and each other

Consider how you are contributing, mindful of how much you speak and how much you are listening

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1 | Afterimages

Reading “Afterimages” by Audre Lorde

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2

Racial Identity Development



Racial Identity Development
is a framework that describes the
stages most work through as they
develop their understanding of issues
of race.



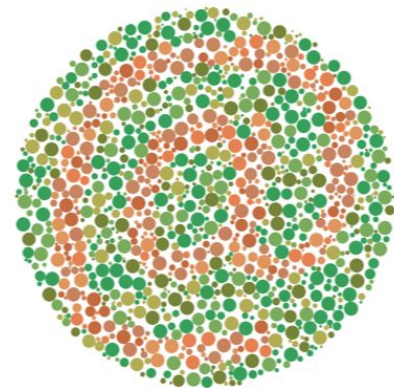


White Racial Identity Development



Status One: Contact

- Best described as “**obliviousness.**”
- Being white is normal and the privileges thereby associated are **unseen** and **taken for granted.**
- “**Colorblindness**” is most closely associated with this status.
- Have **minimal experience** with people of color.
- Racial issues are considered **unimportant.**



Status Two: Disintegration



- The person **becomes aware** of her/his/their Whiteness.
- Often occurs following increased interactions with people of color and **exposure to new information about racism**.
- The person is often confronted by **unresolvable racial moral dilemmas**.
- New awareness is often accompanied by feelings of **guilt**, **anger**, and **sadness**.

Status Three: Reintegration



- The initial dissonance of discovering racial differences and fear of social isolation often lead to **feelings of fear and anger** toward people of color.
- **“Blaming the victim”** often occurs at this stage to avoid deeper reflection.
- Could be considered a **regression**: individuals in this stage often view their socio-racial group as superior.

Status Four: Pseudoindependence

- The person begins to **attempt to understand** racial, cultural, and/or sexual orientation differences.
- Often occurs following a **painful or insightful encounter** or event.
- The person may begin to **interact intentionally** with members of minority groups. Those minority individuals, however, are often “similar” to her/him/them.
- The process of understanding race, cultural, and/or gender issues is **more intellectual than authentic**.



Status Five: Immersion/Emersion

- Highlighted by an increasing willingness to **confront one's own biases** and to become actively involved in **directly confronting racism** and oppression.
- The person will make **genuine attempts** to connect to her/his/their own identity and to be anti-racist.



Status Six: Autonomy

- Highlighted by an awareness of one's own Whiteness, a commitment to developing a positive racial identity, and acceptance of one's role in perpetuating racism.
- The person's positive identity leads to a decrease in feelings of guilt.
- The person is knowledgeable about racial, ethnic, and cultural differences and values diversity.
- The person commits to anti-racist activity, ongoing self-examination, and increased interaction in multiracial settings



The Whiteness Project





Which Stage Most Closely Reflects His RID?

- 1) **Contact**: Being White is normal and the privileges thereby associated are unseen and taken for granted.
- 2) **Disintegration**: The person is often confronted by unresolvable racialized moral dilemmas. New awareness is often accompanied by feelings of guilt, anger, and sadness.
- 3) **Reintegration**: The initial dissonance of discovering racial differences and fear of social isolation often lead to feelings of fear and anger toward people of color.
- 4) **Pseudoindependence**: The person begins to attempt to understand racial, cultural, and/or sexual orientation differences. The process is more intellectual than authentic.

Poll


- A. Contact: Being White is normal and the privileges thereby associated are unseen and taken for granted.
- B. Disintegration: The person is often confronted by unresolvable racialized moral dilemmas. New awareness is often accompanied by feelings of guilt, anger, and sadness.
- C. Reintegration: The initial dissonance of discovering racial differences and fear of social isolation often leads to feelings of fear and anger toward people of color.
- D. Pseudoindependence: The person begins to attempt an understanding of racial, cultural, and/or sexual orientation differences. The process is more intellectual than authentic.

How to Edit


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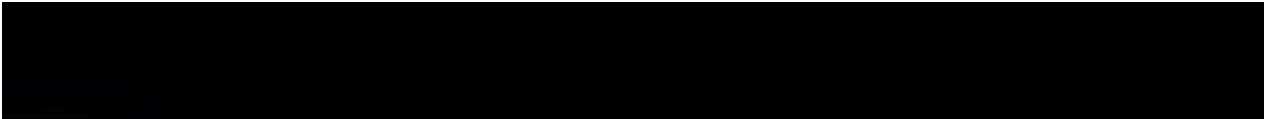
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What did you **notice**
from this video that led
you to place the person
at their given stage?






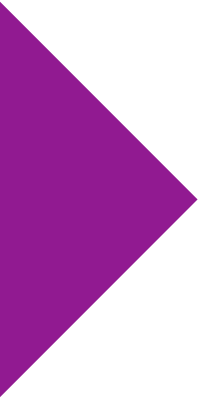
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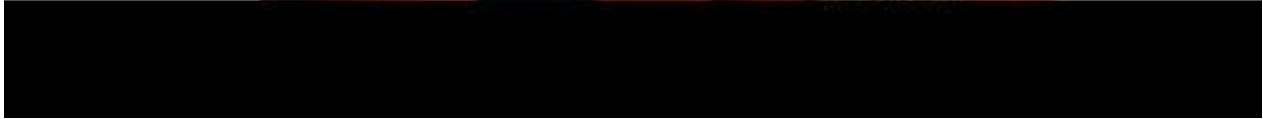
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What did you **notice**
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Journal Time:


Revisit a racialized experience you've had in the past with a White person. Explore your feelings, your response in the moment, the impact of the experience, etc.

Now, examine that experience through the lens of the stages of Racial Identity Development. How does this shed light on the experience? How might this now inform future experiences?



Table Talk:

Share your story, any thoughts, any insights, and/or any reflections on the journal and/or the Whiteness Project videos.





4

The Racial Autobiography

Purpose and Overview


Purpose: To examine how your intellectual development, life history, and school knowledge have shaped who you have been and who you will become.

Three Parts:

- Letter to past self
- Letter to future self
- Synthesis

Each fellow will submit an autobiography that fully completes all three parts.


Part I: Letter to Younger Self



You will write a letter to your younger self as you consider your past history related to race. What counsel would you give to this version of you? Will you praise your younger self? Caution yourself? Criticize yourself?

What systems has your younger self been a part of? How have those systems impacted your perspective on race?

Which moments would you choose to focus on with your younger self? Are there several versions of your younger self you wish to revisit?



Part II: Letter to Older Self

When considering issues of race and equity, what do you want to ask an older version of yourself? What do you hope will be true about yourself in the future?

Part III: Synthesis

Tell your future self what you are doing right now in service of future self?

In other words, after reflecting on your past and looking to your future, what commitments are you willing to make now to become the person you aim to be down the line?



**The most important decisions a
scholar makes are what problems
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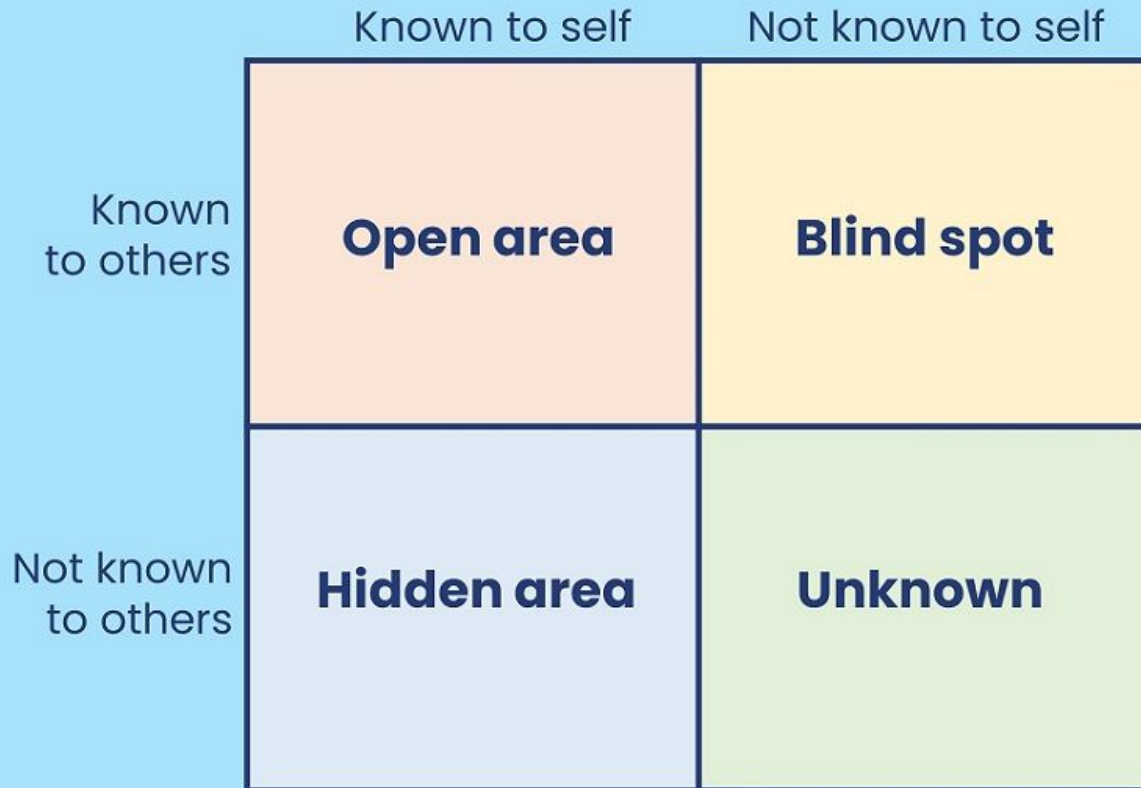




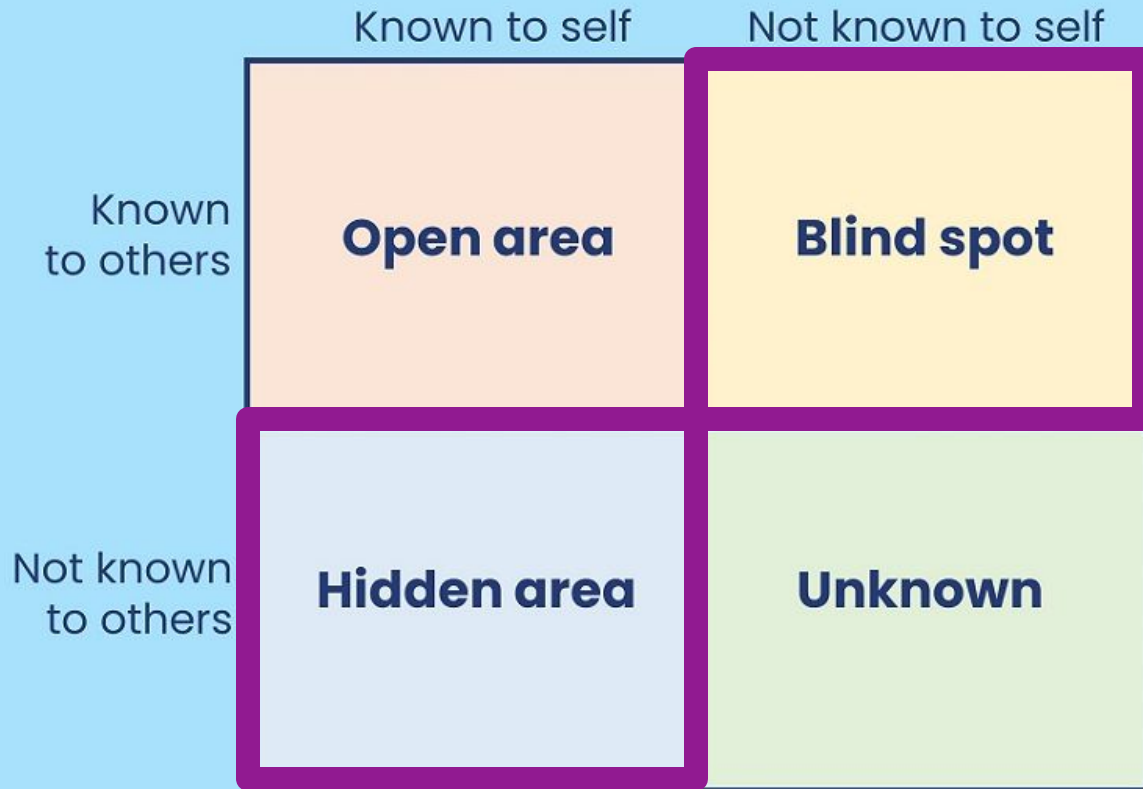
A Word About Johari's Window



Johari Window Model



Johari Window Model



A Primer on Storytelling

Public Narrative (Marshall Ganz)

- Each of us has a compelling story to tell
- Narrative is a practice of leadership
- The key to motivation is understanding that values inspire action through emotion.



Understanding the “Plot” of Your Life

Challenge: Why did you feel it was a challenge? What was so challenging about it? Why was it your challenge?

Choice: Why did you make the choice you did? Where did you get the courage – or not? Where did you get the hope – or not? How did it feel?

Outcome: How did the outcome feel? Why did it feel that way? What did it teach you? What do you want to teach us? How do you want us to feel?

Letter to Past Self

Purpose: To engage in intentional self reflection

Grouping: Individual

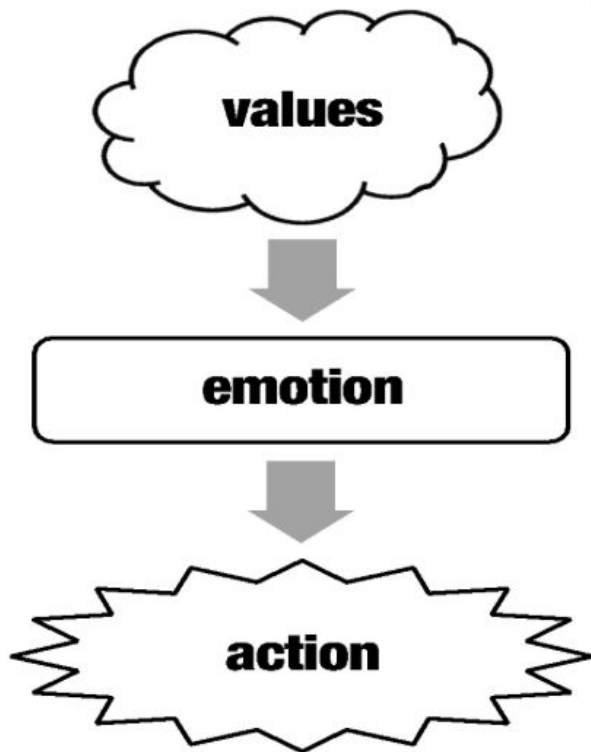
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1. List and describe five major experiences that have most influenced how you relate to racial issues.
2. Describe the most racialized moment of your life.

Utilize the [Google Doc](#) for notes to use in your “letters”



Letter to Future Self



Grouping: Dyads

Prompt(s):

1. Name a time when you regret not challenging racism. What could you have done differently?
2. Describe the first time you challenged racism. What spurred you to action?
3. How do you want to interrupt racism? What do you need to make it happen?

Synthesis

How do we use the Story of Self to move towards action?

What **commitments** will take shape?

What **accountabilities, structures, and intentional choices** can be made based on a thorough understanding of your lived experiences?

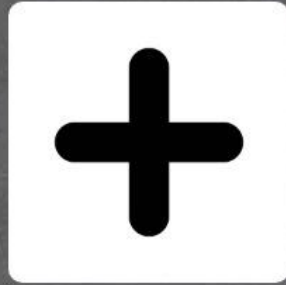




Closing Protocol



Collaborate Board



Plus

What worked today? What are things we can build upon?

How to Edit

Click [Edit This Slide](#) in the plugin to make changes.

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Collaborate Board



Delta

What didn't work so well? What is something we need to or could do to improve?

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Equity
Fellows

Session 8

February 2, 2023

Tonight's Agenda

1 Racial Identity Development

3 Racial Autobiography

2 The Stories We Tell

4 Plus/Delta



Equity Fellow Norms

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Consider how you are contributing, mindful of how much you speak and how much you are listening


Work to build alignment, not sell ideas

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Racial Identity Development
is a framework that describes the
stages most work through as they
develop their understanding of issues
of race.





Stages Of White Racial Identity Development

- 1. CONTACT**
 - 2. DISINTEGRATION**
 - 3. REINTEGRATION**
 - 4. PSEUDOINDEPENDENCE**
 - 5. IMMERSION/EMERSON**
 - 6. AUTONOMY**
- 



Black Racial Identity Development Model (Nigrescence)

Describes the process of coming to understand one's identity as Black. Developed by William Cross

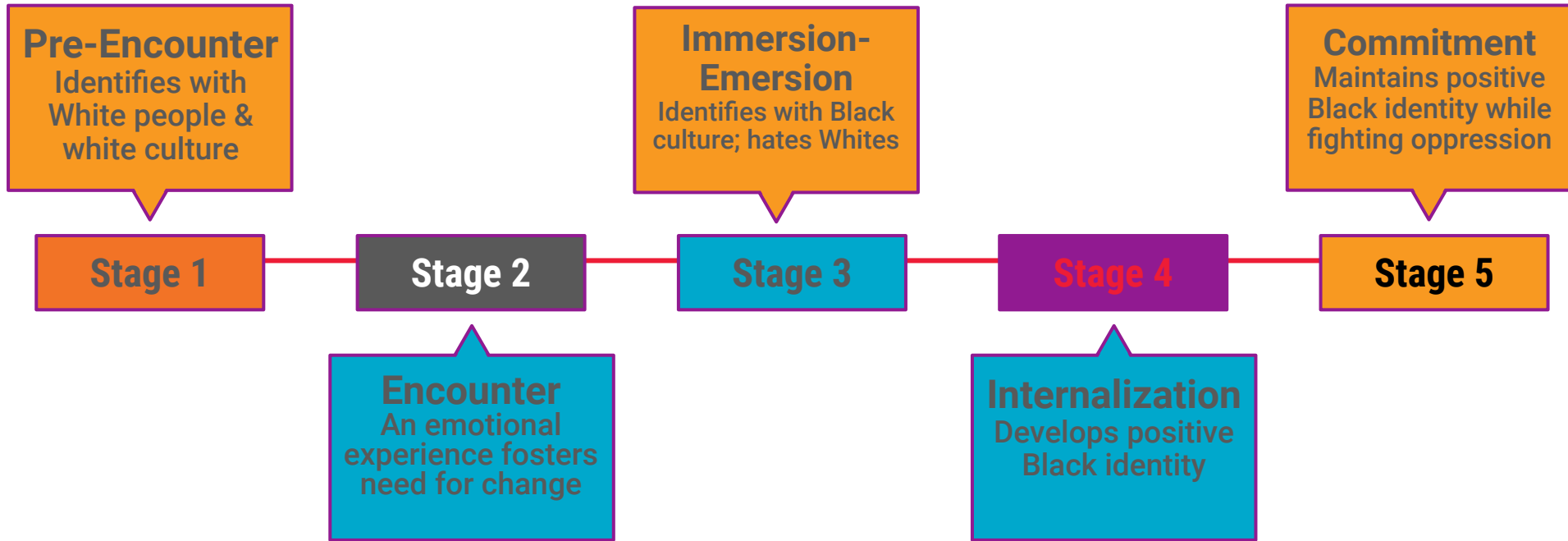




Important Disclaimers



Stages of Black Racial Identity Development



Pre-Encounter

Minimal Emphasis on Race

- Individuals may have limited or no focus on race in daily life

“White is Right”

- Individuals may believe that white culture and values are inherently superior

Struggle to Connect

- See little need to or are unable to connect to others of same race



Encounter

Typically refers to a moment or series of moments that awaken the individual to racial dynamics.

Personalize

- Action taken as a result of the event(s) and their impact

Need not be negative



Immersion/Emersion

Immersion



Refers to the increased sense of connectedness to one's culture

Emersion



Refers to the withdraw from White culture and White community.

Internalization

Develops a consistent, positive Black perspective



Introspective

Focuses internally on own racial identity

Pro-Black

Develops a consistent positive Black perspective

Overcomes Idealism

Develops less idealized understanding of Black culture

Open-Minded

Able to forge relationships/connections outside race


Internalization-Commitment

Continuation of Internalization

- Many researches merge this status with Internalization

From *Self* to *System*:

- Individual racial maturity and assured sense of racial identity translates to actively working for societal change



“Impossible is just a big word thrown around by small men who find it easier to live in the world they’ve been given than to explore the power they have to change it. Impossible is not a fact. It’s an opinion. Impossible is not a declaration. It’s a dare. Impossible is potential. Impossible is temporary. Impossible is nothing.”



—Muhammad Ali



Race, Ethnicity, Nationality & Jelly Beans





2 | The Stories We Tell

The Stories We Tell


In a minute we'll split into dyads.

Before we do, think of a story you love to share or hear when with loved ones (family or friends).


Take some time (2 minutes) to share your story with your partner. Then explain why it's one that continues to be shared.


The story that always seems to come up with my family:





**Without sharing private details,
what did you learn about your
partner?**





**Why do we tend to tell stories
when we're with our loved
ones?**

**What gives stories so much
power?**





3

The Racial Autobiography

Purpose and Overview

Purpose: To examine how your intellectual development, life history, and school knowledge have shaped who you have been and who you will become.


Three Parts:

- Letter to past self
- Letter to future self
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Due March 31


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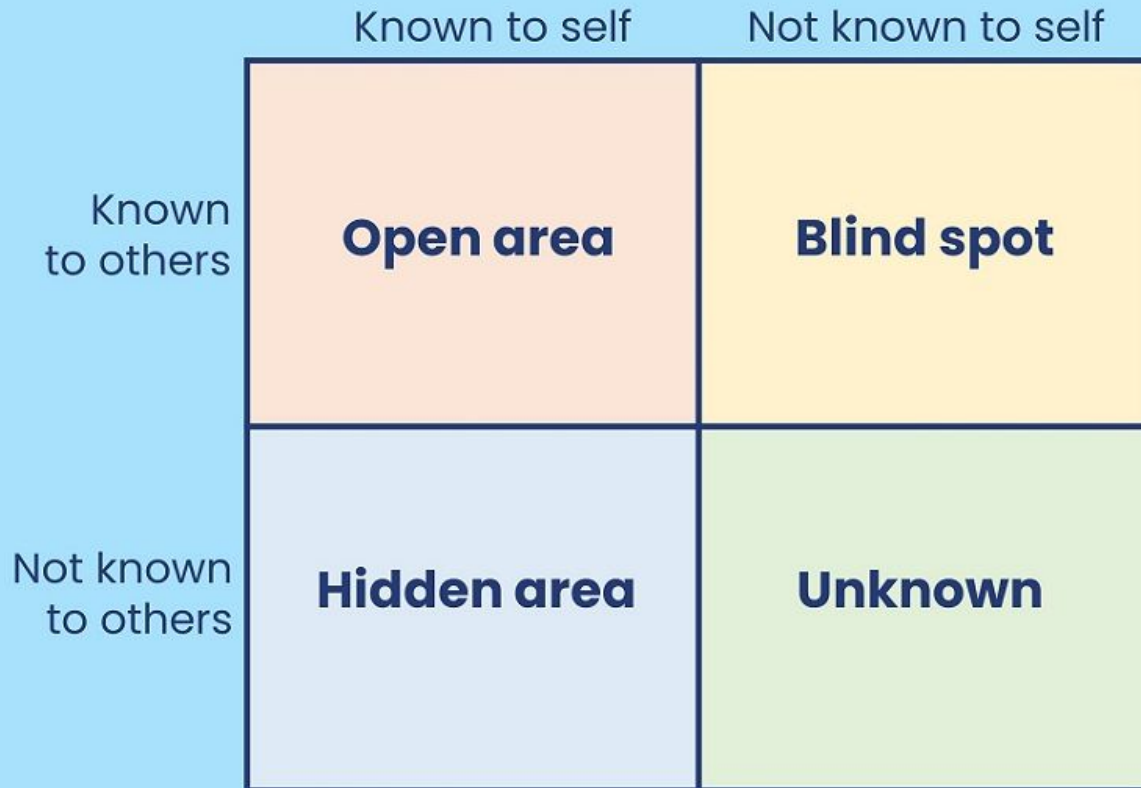




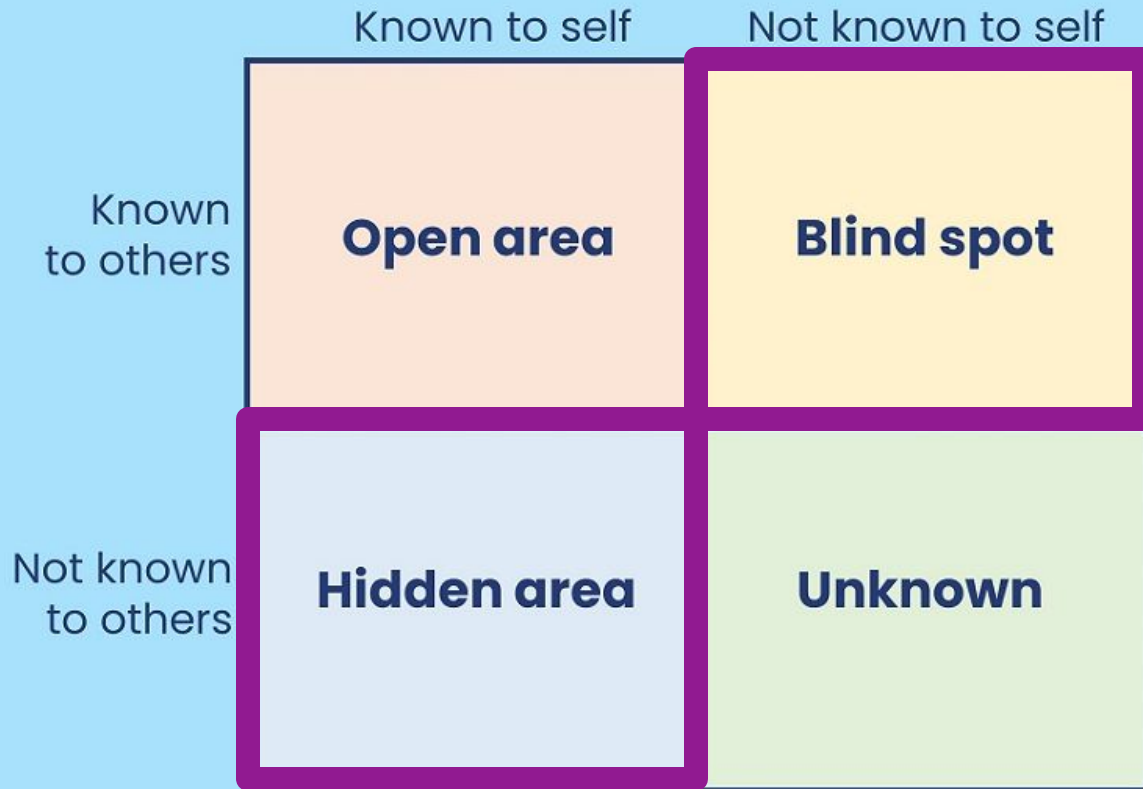
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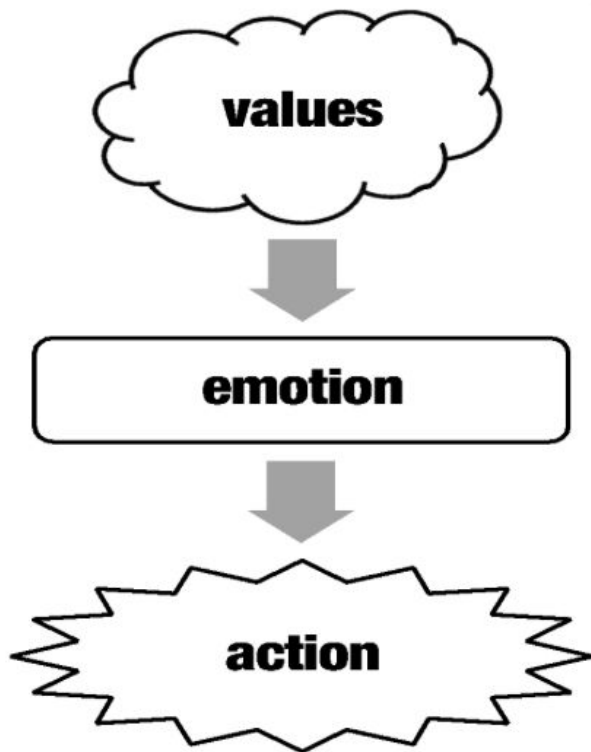
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Letter to Future Self



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How do we use the Story of Self to move towards action?

What **commitments** will take shape?

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Closing Protocol



Equity
Fellows

Session 9

February 16, 2023

Tonight's Agenda

1 Kahoot & Harlem

3 Reflect & Create

3 Plus/Delta

2 Returning to the Autobiography

4 Share & Revise



**BLACK
HISTORY
MONTH**



Kahoot!



Equity Fellow Norms

Do here what we are seeking to do in the world

Trust your own work and each other

Consider how you are contributing, mindful of how much you speak and how much you are listening

Work to build alignment, not sell ideas

Try to remain in the present

Operate from a place of passion, not obligation or accountability



Harlem



Harlem

By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?



Discussion in Dyads

What feelings come up for you as you read/listen to this poem?

OR

What are the implications of this poem for our work?



Harlem Debrief

What feelings come up for you when you read/listen to this poem?

What are the implications for our work?



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A Word About Black History...



The Racial Autobiography



Purpose and Overview

Purpose: To examine how your intellectual development, life history, and school knowledge have shaped who you have been and who you will become.

Three Parts:

- Letter to past self
- Letter to future self
- Synthesis

Each fellow will submit an autobiography that fully completes all three parts.

Part I: Letter to Younger Self

You will write a letter to your younger self as you consider your past history related to race. What counsel would you give to this version of you? Will you praise your younger self? Caution yourself? Criticize yourself?

What systems has your younger self been a part of? How have those systems impacted your perspective on race?

Which moments would you choose to focus on with your younger self? Are there several versions of your younger self you wish to revisit?

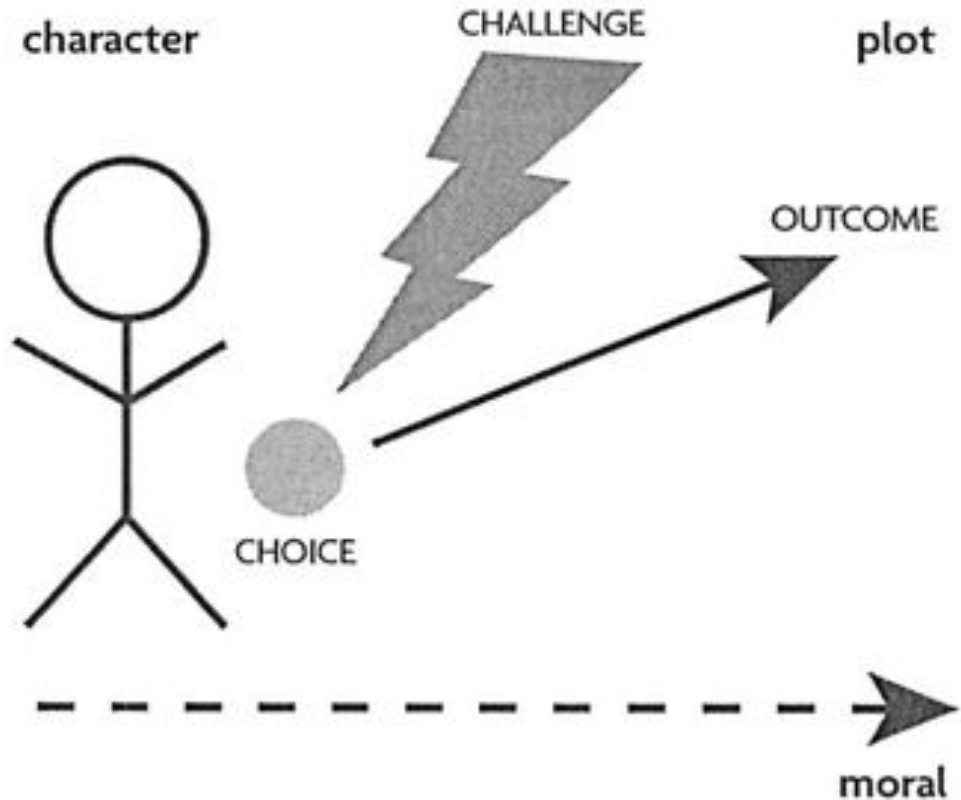
Part II: Letter to Older Self

When considering issues of race and equity, what do you want to ask an older version of yourself? What do you hope will be true about yourself in the future?

Part III: Synthesis

Tell your future self what you are doing right now in service of future self?

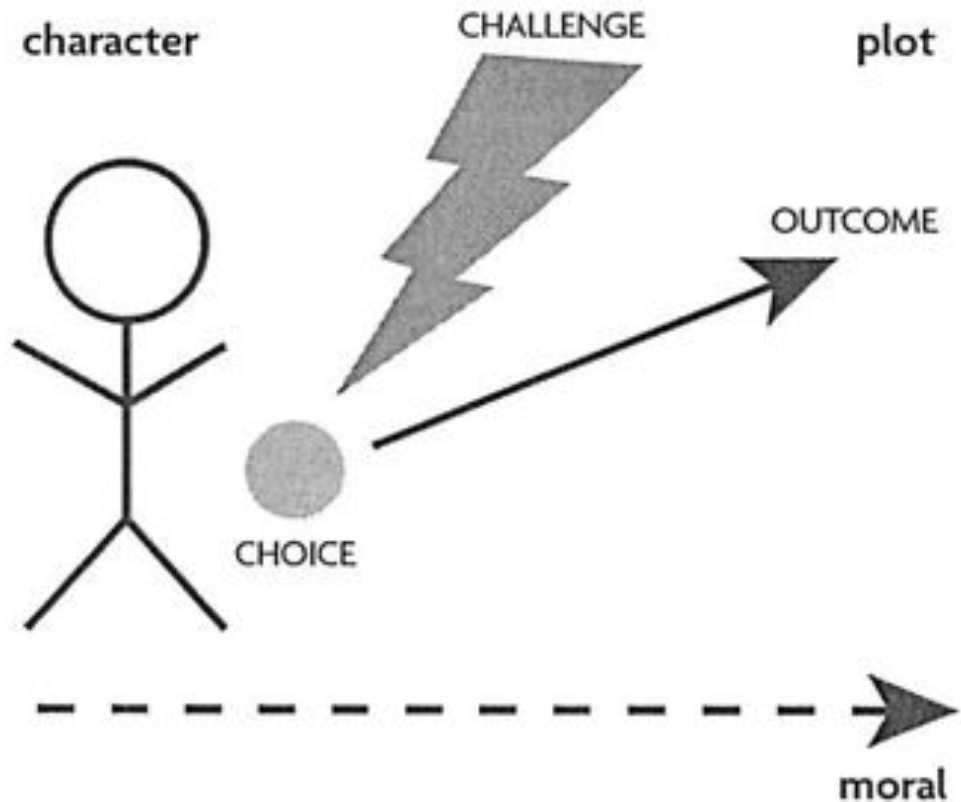
In other words, after reflecting on your past and looking to your future, what commitments are you willing to make now to become the person you aim to be down the line?



Challenge: The unexpected difficulty the protagonist experiences.

Prompts: Why did you feel it was a challenge?
What was so challenging about it?
Why was it your challenge?

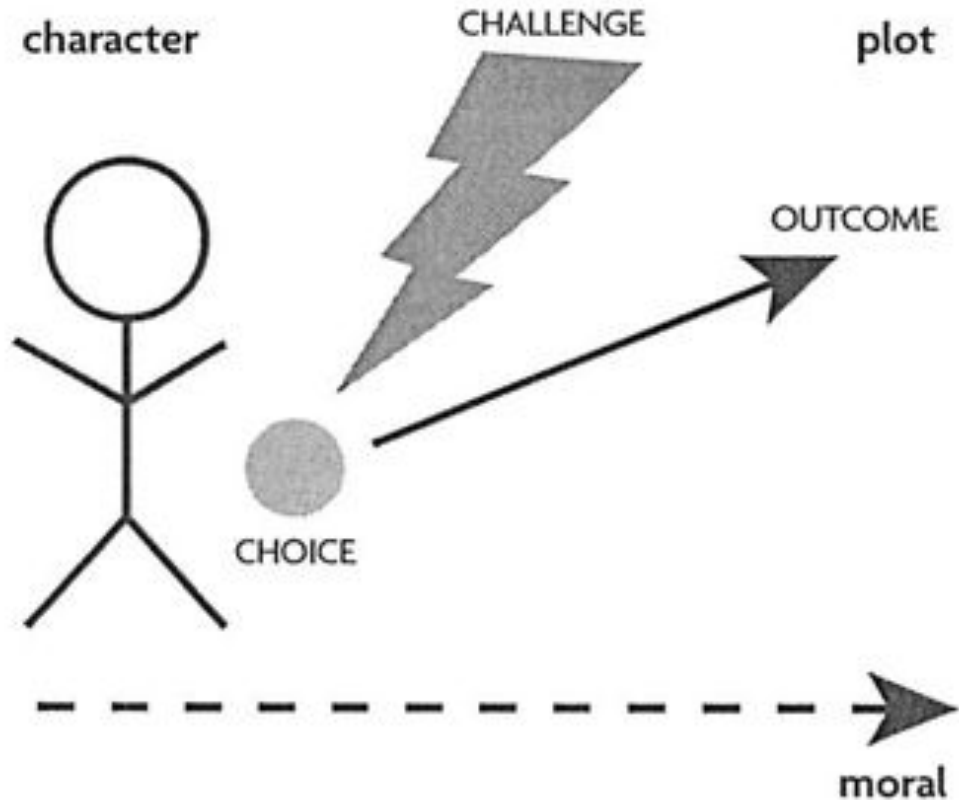
From Marshall Ganz. 2009. What Is Public Narrative: Self, Us & Now



Choice: The decision the protagonist has to make (that they are unprepared for).

Prompts: Why did you make the choice you did? Where did you get the courage – or not? Where did you get the hope – or not? How did it feel?

From Marshall Ganz. 2009. What Is Public Narrative: Self, Us & Now



Outcome: The result of the protagonist's choice. Typically results in a lesson to be learned by others.

Prompts: How did the outcome feel? Why did it feel that way? What did it teach you? What do you want to teach us? How do you want us to feel?

From Marshall Ganz. 2009. What Is Public Narrative: Self, Us & Now

The image features a solid blue background. In the top-left corner, there is a white-outlined triangle pointing downwards, containing several smaller triangles in shades of blue, orange, and red. A similar decorative pattern of overlapping triangles in various colors (purple, orange, yellow, red) is located at the bottom of the image.

**The most important decisions a scholar
makes are what problems to work on.
–James Tobin**



2

Racial Autobiography: Reflect & Create

“Past Self” Organizer

This graphic organizer can help you explore the vital components of this story.

Use the organizer as you see fit to reach the more profound, acute truths living beneath the surface of these stories.

I'll share this now to make a copy for yourself - we'll use this in a moment when we dig in.

Rubric Review Before Reflection

Our rubric's *Adaptive Details*:

- Have I been willing to truly **examine myself** and my experience?
- How do our selected stories reflect our **values**?
- What **emotions** are conjured through the challenges presented?
- What **choices** did we make when faced with those challenges?

*These questions should help us frame how we approach our story.
Another way we'll try to get in the right mindspace to draft these stories...*

Guided Visualization

This is a reciprocal process: your willingness (or ability) to submit to it impacts the outcome.

If you're keen on meditation, this will be right up your alley!

If those sorts of things make you feel awkward - do your best!

Back to the “Past Self” Organizer

Let's take a few minutes to work through the questions on the organizer.

Have your story in mind and use the questions here to explore the **Challenge/Choice/Outcome** of the story.

Feel free to ask any questions that arise!

Time to Create!

We'll now have some time to draft our 'Past Self' portion.

Use your outline, the organizer, and ask me questions if you have them!

Remember the rubric:

- Have I been willing to truly **examine myself** and my experience?
- How do our selected stories reflect our **values**?
- What **emotions** are conjured through the challenges presented?
- What **choices** did we make when faced with those challenges?





Stretch Break!

Take two minutes to step away,
stretch your legs, grab some water
- whatever will replenish you!





3

The Racial Autobiography: Share & Revise

Share Time!

We'll now take some time in small groups to share our stories.

As a listener: take note and ask any **clarifying questions** that occur to you while listening to your partner's story. Also, offer any insights and encouragement you can muster!

We'll take turns sharing our stories and will each take a few minutes to discuss clarifying questions afterward.

Takeaways

What takeaways did the experience of sharing offer you?

What takeaways (while respecting the privacy of your partner, of course) came from the act of being a listener?



All Great Writers Revise

Now, we'll take a few minutes to revise our stories.

Considerations during revision:

- What do the **clarifying questions** asked by your partner tell you about the story?
- Where did the story **fall flat**, and why?
- Where did it **rise**, and why?

Autobiography Details

Final Draft Due: March 31



Closing Protocol



Equity
Fellows

Session 10

March 2, 2023

Tonight's Agenda

1 What's in a Word

3 Autobiography: Synthesis

3 Plus/Delta

2 Autobiography: Future Self

4 Faculty Training Plan

Equity Fellow Norms

Do here what we are seeking to do in the world

Trust your own work and each other

Consider how you are contributing, mindful of how much you speak and how much you are listening

Work to build alignment, not sell ideas

Try to remain in the present

Operate from a place of passion, not obligation or accountability



01

What's in a Word

What's in a Word

Grouping: Triads

Prompt:

- Choose **a single word** to describe the process of writing your Racial Autobiography. Explain to your triad why you chose the word.



2

**Racial
Autobiography:
Future Self**



If we don't author our story, others will.

--Marshall Ganz

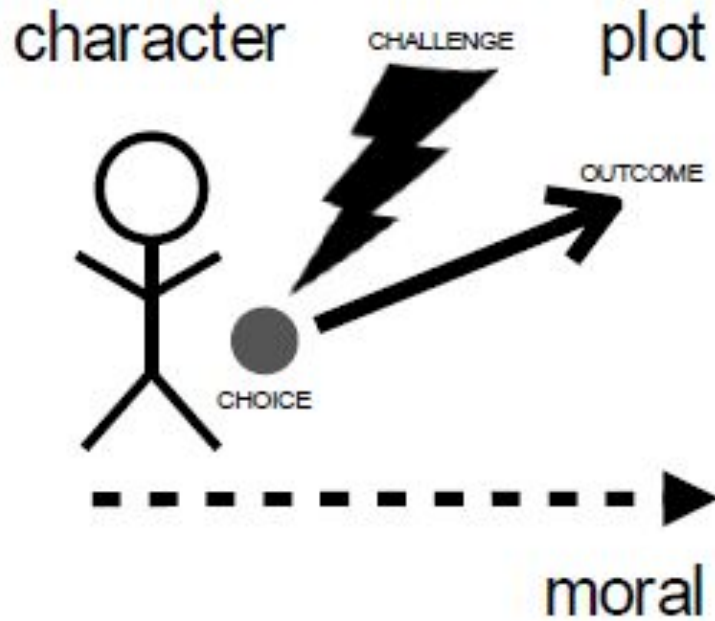


Purpose of writing a “letter” to a future self

As opposed to writing an autobiography that centers oneself as the “hero,” we’re approaching the autobiography from a perpetually reflective perspective.

We want examine our past to understand its impact on our future. We *also* want to set our sights to the future to consider the potential challenges we will face, the choices we will make in the face of those challenges, and the consequences thereof.

Three Key Elements of Public Narrative



“Future Self” Organizer

This graphic organizer can help you delve into the story of a future version of yourself.

Use the organizer as you see fit to explore the challenges, choices, and consequences your future self will experience..

I'll share this now to make a copy for yourself - we'll use this in a moment when we dig in.

Time to Create!

We'll now have some time to draft our 'Future Self' portion.

Use your outline, the organizer, and ask us questions if you have them!

Remember the rubric:

- Have I been willing to truly **examine myself** and my experience?
- What **emotions** are conjured through the challenges presented?
- What **choices** did my future self make when faced with those challenges?



Share Time!

We'll now take some time in triads to share our progress.

Remember our constructivist listening values!

As a listener: take note and ask any **clarifying questions** that occur to you while listening to your partner's story. Also, offer any insights and encouragement you can muster!

We'll take turns sharing and will each take a few minutes to discuss clarifying questions afterward.



3

The Racial Autobiography: Synthesis

Purpose of Writing the Synthesis

Unlike the first two sections, the synthesis is not intended to be a story, narrative, or dialogue. Instead it is meant to serve as a device to make meaning of the autobiography “past” and “future” components.

In writing the synthesis, you have an opportunity to explicitly and intentionally reflect upon your hopes, ambitions, and anxieties related to leading for equity.

Engaging in authentic reflective analysis is an essential element of leading for equity.

Time to Create!

We'll now have some time to draft our 'Synthesis' portion.

Use your outline, the organizer, and ask us questions if you have them!



The image features a solid blue background. In the top-left corner, there is a white-outlined triangle pointing downwards, filled with various colored geometric shapes (red, teal, orange, blue). A similar, more complex pattern of colorful triangles is located at the bottom of the image.

**Each of us has a compelling story to tell.
So tell yours!**

Autobiography Details

Rough Draft Due: February 25

Final Draft Due: March 17

The Self & System of Leadership Practice



Racial Autobiography



Staff Training Plan



Stretch Break!

Take two minutes to step away,
stretch your legs, grab some water
- whatever will replenish you!





4 | Faculty Training Plan

From *Self* to *System*

Systems change feels daunting, I know.

However, problems cannot be **changed** until they are **named**...

...and the first step of naming a problem is **education**.

Likewise, systems aren't reformed by ambivalence; that requires **momentum**.

The Implications of Our Work

Informing Self is the first step - **Changing Systems** is the next.

Your group is now outfitted with the materials to take what's happened in this room and **create that change in your own buildings.**

This is what will create momentum and buy-in around **systems change** at your building level.

Faculty Training Plan - Purpose

Equity Fellows teams should be actively working to improve their school's capacity to recognize, respond to, and redress biases and inequities within their classrooms, building, and district.

This plan is designed to delineate the actions teams anticipate taking to make progress toward that end.

Whoa, Whoa, Whoa - Where Do We Start?

Why with ANOTHER organizer, of course!

First, we'll complete the Pre-Thinking - this part's easy!

We'll get into building teams and work through the **two Pre-Thinking boxes of the organizer.**

The best place to start is where we've already been, so let's jump in!

Action Planning - DECA High

Session 1:

- Agreements - and WHY
- Initial journal - write it "together"!
- Discussion/reflection

Session 2:

- Module 3: defining race/racism + anti-racism
- Module 4: Implicit bias/microaggressions
- Journal

Session 3:

- Module 5: systems of inequality
- Module 7: Exploring culture
- Journal


Session 4:

- Module 10: unpacking Whiteness
- Module 11: confronting colorblindness & neutrality
- Journal

Staff Activity	Owner	Resources	Implementation Timeline	Barriers
Session One: Foundations and Agreements	Team	Slides	August	Run via Zoom, so engagement is difficult to gauge.
Session Two: Defining Racism and Anti-Racism	Team	Slides	September/October	
Session Three: History of Policing	Team	Slides	November	Some folks may feel attacked or otherwise on the defense because they have allegiances to the police as an organization or members of the police.
Session Four: Racial Identity + The Whiteness Project	Team	Slides	December	An inability to accurately place oneself on the racial identity development due to a lack of self-awareness. White fragility.
Session Five: Implicit Bias	Team	Slides	January	A "how is this relevant to the classroom?" sentiment needs to be prepared for.
Session Six: Insight and Implicit Bias	Team	Slides	February	This is the first meeting where we are using OUR data and looking at OUR responses. Folks may feel attacked or otherwise not have the capacity to see - and confront - their own biases.
Session Seven: Chauvin Verdict & Ma'Khia Bryant	Team	Slides	March	



Components of a Faculty Training Plan

- Activities
 - Owners
 - Resources
 - Implementation Timeline
 - Barriers
- 

Action Planning - DECA High

Goal: “To dismantle systems that target historically marginalized students and replace them with systems that humanize all students.”

Phase One: Staff Training

Phase Two: Equity Audit + Root Cause Analysis

Phase Three: Systems Implementation + Data Review

Action Planning - Your Turn!

Now, we'll get back into our Breakout Rooms and work through the Action Planning section of our organizer.

This is a three step process:

- Define a purpose
- Review materials
- Consider the details

Materials can come from pre-work, from slides, from the Additional Resources listed below, or from other dope stuff you already know of!

The image features a solid blue background. In the top-left corner, there is a white-outlined inverted triangle containing several smaller, overlapping triangles in shades of red, teal, orange, and light blue. A similar decorative pattern of overlapping triangles in purple, orange, yellow, and teal is located at the bottom edge of the slide.

Questions?



Closing Protocol



Equity
Fellows

Session 11

March 16, 2023

Tonight's Agenda

1 Photo Captions

3 The Golden Circle

5 Training Plan: Work Time

2 Autobiography Feedback

4 Training Plan:
Backwards Design

6 Plus/Delta

Equity Fellow Norms

Do here what we are seeking to do in the world

Trust your own work and each other

Consider how you are contributing, mindful of how much you speak and how much you are listening

Work to build alignment, not sell ideas

Try to remain in the present

Operate from a place of passion, not obligation or accountability



1 | Photo Captions

Photo Captions Rules

- We will display a photo on the Nearpod. You'll need to think of a school-related caption.
- **Post your caption on the collaborate board.**
- Like the captions you like the best!

We will do three rounds!









2

Racial Autobiography: Feedback

Due Date

Autobiographies are due March 31

Email a draft by March 17 if you'd like feedback



3

Year End Update: Planning Ahead



4 | The Golden Circle



The Golden Circle Discussion

	System (<i>Window</i>)	Self (<i>Mirror</i>)
Diagnosis (<i>Balcony</i>)	<p>(2) How does your team/ school/district message your what, how and why?</p> <p>As Equity Fellows, how would could you apply the Golden Circle</p>	(1)
Taking Action (<i>Dance Floor</i>)	(3)	(4)



5

Training Plan: Backwards Design

WHY?



The image features a solid blue background. In the top-left corner, there is a white-outlined triangle pointing downwards, filled with various colored geometric shapes (red, teal, orange, purple, and blue). A similar decorative border of colorful geometric shapes runs along the bottom edge of the image.

**If you want to get somewhere fast, go alone.
If you want to go far, go together.**

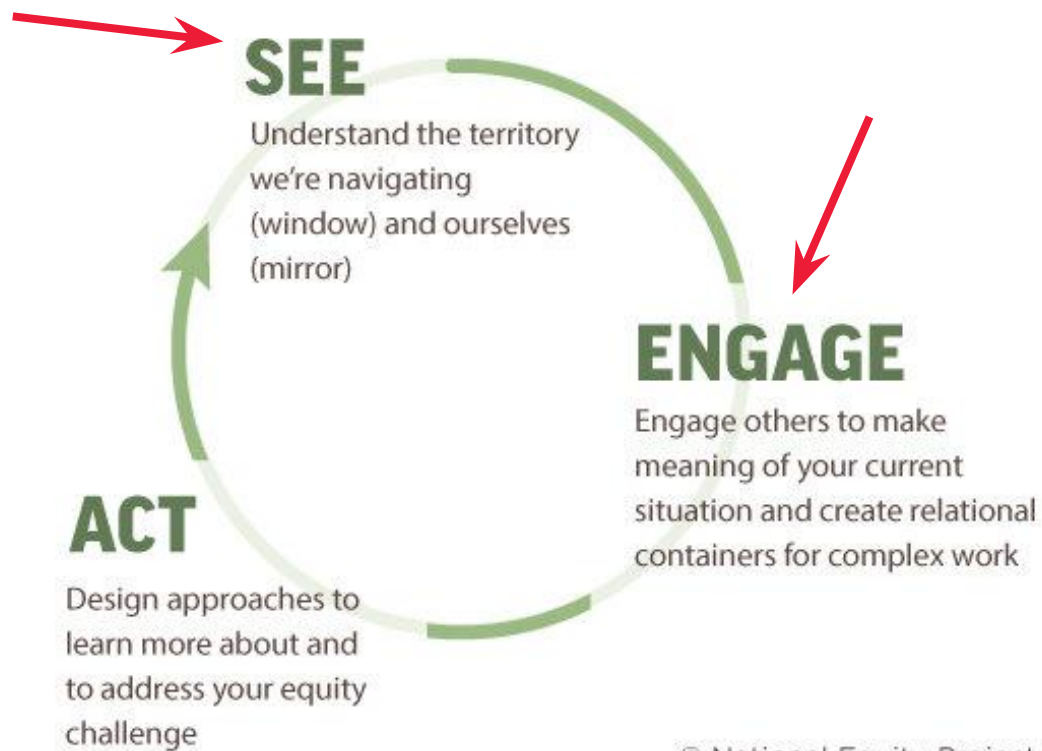
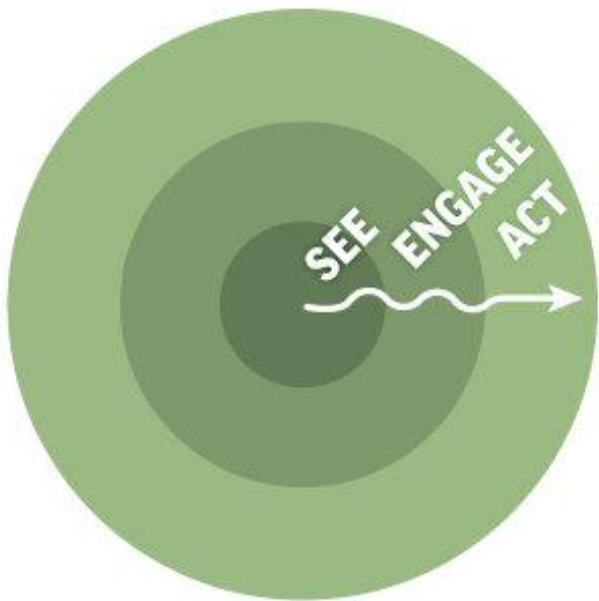
Revisiting a Metaphor



WINDOW
Looking Out
(Insight into System)



MIRROR
Looking In
(Insight into Self)



© National Equity Project

Revisiting the Implications of Our Work

Informing Self if the first step - **Changing Systems** is the next.

Your group is now outfitted with the materials to take what's happened in this room and **create that change in your own buildings**.

This is what will create momentum and buy-in around **systems change** at your building level.



Backwards Design: Desirable Outcomes

Staff members recognize that structural and system racialization are pervasive and schools—as currently constructed—help perpetuate inequitable outcomes.

Staff members recognize that individuals, teams, and communities can make positive strides toward mitigating inequitable outcomes for the students they serve.

Staff members have the tools to create equitable communities in their classrooms and buildings and can create sustainable systems that produce equitable outcomes for all students.



Suggested Topics

Relational Trust

This History of Racialization (including in schools)

Understanding Bias/Microaggressions

Racial Identity Development

Data Walk



Relational Trust

What Is It: Relational trust refers to the way individuals in a school interact with each other around the work of school.

Is It Important: YES! Effectively building relational trust reduces the vulnerability or isolation people may feel. Because everyone in the school is interdependent upon each other to move things forward, being intentional about improving relational trust is essential

Resources:

- Equity Fellows Slide Decks
- EL Education's Strategies

The History of Racialization

What Is It? Diving into the US's History of Racialization is about recognizing the complex history of systemic and structural racism.

Is It Important? No question! Until educators understand the depth and breadth of the inequities in our society (and schools) they have little incentive to embrace the needed change.

Resources:

- Project Ready Module 2
- *White Rage* by Carol Anderson
- *The Color of Law* by Richard Rothstein
- *The Sum of Us* by Heather McGhee

Understanding Bias & Microaggressions

What Is It? All of us have biases—many of which are implicit—that shape how we interact with others in the world. Those biases can lead us to act in ways that are intended to be harmless to us but that have tremendous impact on others. Those acts are called microaggressions.

Is It Important? Without a doubt! Discussing and understanding bias and microaggressions is an important part of understanding the harm that can be done in schools—to colleagues, students, and parents.

Resources:

- Project Ready Module 4
- Kirwan Implicit Bias Training Modules
- Examples of Microaggressions (see slide notes)

Racial Identity Development

What Is It? RID refers to a sense of collective identity people feel based on their perception of a common racial heritage.

Is it Important? No doubt! Helping people recognize that racial identity development is a continuum and that people may be at different places on their journey is an essential realization.

Resources:

- The Whiteness Project
- Summary of Stages of Racial Identity Development

Data Walk

What Is It? Similar to a “Gallery Walk,” a Data Walk is a protocol that allows key stakeholders (staff, parents, community members, etc.) to engage in dialogue around the data within the school community by traveling around a large space at their own pace to review the material, synthesize and discuss.

Is it Important? It really is! This one important way to ensure that everyone is looking at the data and authentically engaging in conversation about what it means.

Resources:

- Annie E. Casey Foundation (see slides notes)

Available Resources

Session Slide Decks

Session Pre-Work

Additional Resources in Ideation Organizer from last session





Stretch Break!

Take two minutes to step away,
stretch your legs, grab some water
- whatever will replenish you!





5

Training Plan: Work Time



Closing Protocol



Equity
Fellows

Session 12

March 30, 2023

Tonight's Agenda

1 Putting It All Together

3 Training Plan Work Time

5 Plus/Delta

2 Discussing Deliverables

4 Closing Quotes



Equity Fellow Norms

Do here what we are seeking to do in the world

Trust your own work and each other

Consider how you are contributing, mindful of how much you speak and how much you are listening

Work to build alignment, not sell ideas


Try to remain in the present

Operate from a place of passion, not obligation or accountability



Don't be afraid to rock the boat.

**If someone falls out, then they
weren't meant to be in your boat.**





1

Putting It All Together

Introducing the World Cafe

What Is It:

A protocol that encourages active listening, shared leadership, and speaking.

Is It Fun?

Yes! But isn't that obvious by now?!?

Why Will We Use This?

Because it's an excellent tool for encouraging large groups to collaborate with people they don't know very well.

World Cafe Details

1. Sit in groups of 3 or 4 & assign one person to be the leader
2. The group will discuss a topic and the leader will capture the main ideas of the group
3. The members of the group—but not the leader—move to the next group
4. The leader summarizes the thoughts of their last group with their new group.
5. The group chooses a new leader (each person will lead once)
6. The entire process repeats

World Cafe Discussion Topics

Prompt 1: What feelings come up for you when you think about leading for equity in your school moving forward?

Prompt 2: What do you hope comes about—personally, professionally, emotionally, etc.—as a result of your work as an Equity Fellow?

Prompt 3: Looking back, what has been the most impactful part of your Equity Fellows experience?

Prompt 4: What is one commitment you are making to lead for equity as you complete your first year?





Deliverables...



Equity Fellows Deliverables

Racial Autobiography: Due Friday (tomorrow!) via email

Staff Training Plan: Due April 30

- April 20 meeting is optional for training plan support



Staff Training Plan Work Time





Quotes for Closing



Introducing Quotes for Closing

What Is It:

An activity that helps participants connect the work they've done to their lives and/or personal beliefs

Is It Fun?

I mean...are we still doing this? YES...for the last time YES!!!!

Why Will We Use This?

Because although our time is coming to an end together, the real work is just beginning. Take time to reflect and commit to act.

Quotes for Closing

Choose one quote that captures your mentality at this moment.

Be prepared to share your quote and your rationale for choosing it with the group.

Capture the quote in a place that you will see it from time to time.



**The opposite of love is not hate, it's
indifference.**

**The opposite of beauty is not ugliness, it's
indifference.**

**The opposite of faith is not heresy, it's
indifference.**

**And the opposite of life is not death, but
indifference between life and death.**

Elie Wiesel





Closing Protocol

Session II Guide | Informing Self | October 6, 2022

Towards a Common Understanding of Race



Session Length

2 Hours

4:30-6:30

Session Agenda

- Windows & Mirrors & the Big Picture (25 min)
- Good Teacher/Bad Teacher (20 min)
- The Danger of a Single Story (20 min)
- Ten Things Everyone Should Know About Race (30 min)
- Defining Key Terms (20 min)
- Closure: Plus/Delta (5 min)

Session Learning Objectives

Fellows will be able to:

- Discuss that “single stories” give us an incomplete and simplistic understanding of others.
- Articulate their commitment to engage in meaningful reflection in relation to their racial identity development.
- Use key definitions of race to reflect upon their own history with race and racialization.

Prework (due for the October 6 session):

- **Required** (Be ready to discuss and/or journal about each of the following):
 - Read [***Get Off the Dance Floor! - Utilize Adaptive Leadership***](#): This article serves as our introduction of self (looking in the mirror) vs system (looking out the window) leadership work.
 - Watch [***The Danger of the Single Story***](#): This TED Talk by novelist Chimamanda Adichie explains how only seeing things from one perspective can be dangerous.
 - Read [***Ten Things Everyone Should Know About Race***](#): These ten facts were extracted from *Race: The Power of An Illusion* (see below) and provide basic, science based facts about race.
- **Additional Resources**
 - Read [***Equity Literacy for All***](#): This article by Paul Gorski introduces the concept of Equity Literacy and provides context for the work of the Equity Fellows.

- Watch Excerpts from *[Race: The Power of An Illusion](#)*: This documentary from California Newsreel aims to provide an answer to what “race” actually is.

Session III Guide | Informing Self | October 20, 2022

Diving into Conversations About Race



Session Length

2 Hours

4:30-6:30

Session Agenda

- Bigger Picture 10 min
- Relational Trust: A Favored Sound 10 min
- 10 Things Everyone Should Know... 30 min
- Defining Key Terms 35 min
- Introduction to the Ladder of Inference 30 min
- Plus/Delta 5 min

Session Learning Objectives

Fellows will be able to:

- Recognize their role in the Equity Fellows project and make personal commitments to engage in authentic equity work.
- Use key definitions of race to reflect upon their own history with race and racialization.
- Analyze systems to identify forms of inequality that impact social, emotional, intellectual, and economic development.

Pework (due for the October 20 session):

- **Required** (Be ready to discuss and/or journal about each of the following):
 - Read [***Ten Things Everyone Should Know About Race***](#): These ten facts were extracted from *Race: The Power of An Illusion* (see below) and provide basic, science based facts about race.
 - Read [***Key Terms for Session 3***](#): Racism is a term that is often thrown around without agreement about the meaning of the word. Please review these slides from our session ahead of time to familiarize yourself with the terms.
- **Additional Resources**
 - Read [***Columbus Day or Indigenous Peoples' Day? How the holiday has been shaped by oppression***](#): This article explores the complicated history of Columbus Day and the rise of Indigenous People's Day as a response.
 - Watch Excerpts from [***Race: The Power of An Illusion***](#): This documentary from California Newsreel aims to provide an answer to what "race" actually is.

- Read ***Equity Literacy for All***: This article by Paul Gorski introduces the concept of Equity Literacy and provides context for the work of the Equity Fellows.

Session 4 Guide | Informing Self | November 3, 2022

A Brief History of Racialization



Session Length

2 Hours

4:30-6:30

Session Agenda

- Revisiting Our Key Vocabulary 15 min
- An Edifying Word 15 min
- History of Racialization Gallery Walk 85 min
- Plus/Delta 5 min

Session Learning Objectives

Fellows will be able to:

- Recognize their role in the Equity Fellows project and make personal commitments to engage in authentic equity work.
- Use key definitions of race to reflect upon their own history with race and racialization.
- Analyze systems to identify forms of inequality that impact social, emotional, intellectual, and economic development.

Pework (due for the November 3 session):

- **Required** (Be ready to discuss and/or journal about each of the following):
 - **Read [What the Data Says About Police Brutality and Racial Bias](#)**: This article highlights the disproportionate likelihood that African Americans will face discriminatory and violence at the hands of the police.
 - **Watch [Housing Segregation in Everything \(NPR Video\)](#)**: This short video explains how redlining and other government policies have impacted health, wealth, schools, and policy in America (caution: this video has explicit language at the beginning).
 - **Read at least one of the following two articles**:
 - **[Redlining in Dayton](#)**: This Dayton Daily News article describes Dayton's history with redlining and the resulting impact on economic inequality in our region.
 - **[Mortgage Loan Denials](#)**: Reveal from the Center for Investigative Reporting found that Black Dayton residents were 2.1 times more likely to be denied a mortgage than their white counterparts.
- **Additional Resources**

- **Read [Ferguson isn't about black rage against cops. It's white rage against progress](#)**: Historian, professor, and author Carol Anderson penned this Op-Ed in response to the unrest in Ferguson in 2014. Her words are particularly relevant at this time.
- **Listen to [Miss Buchanan's Period of Adjustment](#)**: This episode of Malcolm Gladwell's Revisionist History podcast provides important context for the aftermath of the pivotal *Brown v. Board of Education* from the perspective of the Brown family. For more, [C-SPAN captured Linda Brown Thompson's speech](#) about this topic.
- **Listen to [Nice White Parents](#)**: This podcast from the New York Times delves deeply into the history of one New York City middle school to tell the story of how our education system is built and what gets in the way of real improvement.
- **Read [Girlhood Interrupted](#)**: This study from Georgetown explores the erasure of Black girls' childhood. The report provides data demonstrating that Black girls are perceived as less innocent and more adult-like than their white counterparts once they reach school age (i.e. the adultification of Black girls).

Session V Guide | Informing Self | November 17, 2022

Disrupting Our Biased Ways of Thinking



Session Length

2 Hours

4:30-6:30

Session Agenda

- Fish Out of Water 15 min
- The Ladder of Inference 80 min
- Hammond's Backtalk Strategy 20 min
- Plus/Delta 5 min

Prework (due for the November 17 session):

- **Required** (Be ready to discuss and/or journal about each of the following):
 - **Read [Bias Isn't Just A Police Problem, It's A P: reschool Problem](#):** Unfortunately we're all used to hearing about violence against Black adults and even teenagers, but this article discusses that racial bias is evident even in the earliest years of school. Be ready to debrief this article.
 - **Read [The Bias Detective](#):** This article highlights the results of Jennifer Eberhardt's research into unconscious racial bias. Be ready to debrief this article.
- **Additional Resources**
 - **Use the [Charts from the History of Racialization Gallery Walk](#):** As promised, we're attaching the slides and charts from last session's gallery walk. Feel free to use them as you see fit.
 - **Watch [Prejudice and Discrimination](#):** This Crash Course Psychology video provides a brief primer on prejudice, discrimination, implicit bias, etc. Fast moving and information dense, this video will help provide context for our upcoming meeting.
 - **Check Out [Toolkit for "Preserving a More Honest History"](#) from Learning for Justice (Formerly Teaching Tolerance):** Following up on our gallery walk, I'd encourage all of you to check out LFJ's resources for providing a more accurate version of history to augment a school's existing curriculum.

Session VI Guide | Informing Self | December 15, 2022

Disrupting Our Biased Ways of Thinking



Session Length

2 Hours

4:30-6:30

Session Agenda

- | | |
|-------------------------------|--------|
| The Ladder of Inference | 45 min |
| ● Hammond's Backtalk Strategy | 20 min |
| ● Consultancy Protocol | 45 min |
| ● Plus/Delta | 5 min |

Prework (due for the December 15 session):

- **Required** (Be ready to discuss and/or journal about each of the following):
 - Read ***Consultancy Protocol***: This document summarizes the protocol we'll use to drive our consultancy protocol during our session.
 - Read ***TED Talk: The Power of Vulnerability***: In this powerful talk, Brene Brown explains the essentiality of vulnerability in living a complete life. The courage to be vulnerable is required to engage in the work of creating schools that treat students with dignity.
- **Additional Resources**
 - Check Out ***Toolkit for "Preserving a More Honest History"*** from **Learning for Justice (Formerly Teaching Tolerance)**: Following up on our gallery walk, I'd encourage all of you to check out LFJ's resources for providing a more accurate version of history to augment a school's existing curriculum.
 - Read This Article About ***Recruiting and Retaining Black Teachers***: The article features an author from Middletown who has been a part of their district's efforts to improve their diversity in their teacher workforce.

Session VII Guide | Informing Self | January 12, 2023

Racial Identity Development



Session Length

2 Hours
4:30-6:30

Session Agenda

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|-------------------------------------|--------|
| ● Afterimages Poem | 20 min |
| ● Racial Identity Development | 20 min |
| ● Whiteness Project | 40 min |
| ● Intro to the Racial Autobiography | 35 min |
| ● Plus/Delta | 5 min |

Session Learning Objectives

Fellows will be able to:

- Identify the unique characteristics of the stages of White Racial Identity Development.
- Reflect upon their current state of racial identity development.

Pework (due for the January 12 session):

- **Required** (Be ready to discuss and/or journal about the following):
 - **Read [Summary of Stages of Racial Identity Development](#)**: This article forms the basis on work we will do in Session 6. It contains a summary of several frameworks researchers have used to describe how individuals within various people groups have approached their racial and ethnic identity. *Read and be ready to discuss.*
 - **Read [Bad Is Stronger Than Good](#)**: This Harvard Business Review article tackles an important concept for leaders to consider: that eliminating negatives is far more important for an organizations' success than enhancing positives.
- **Additional Resources**
 - **Read [White Privilege: Unpacking the Invisible Knapsack](#)**: Peggy McIntosh created the Invisible Knapsack to help provide context for white people struggling to understand the power of white privilege. It provides a powerful self reflective tool for those seeking to gain deeper insight into the different experiences people of color have compared to white people.
 - **Watch [The Roots of Racism](#)**: In 2020, the Dayton Daily News and a collection of Dayton organizations have joined forces to broadcast a series of videos via Facebook on the history of racism within our community. Check out [Part I](#), [Part II](#) and [Part III](#).

Session VIII Guide | Informing Self | February 2, 2023

Racial Identity Development, cont.



Session Length

2 Hours
4:30-6:30

Session Agenda

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|---|--------|
| ● Racial Identity Development | 20 min |
| ● The Stories We Tell | 10 min |
| ● Whiteness Project | 40 min |
| ● The Racial Autobiography & Storytelling | 75 min |
| ● Plus/Delta | 5 min |

Session Learning Objectives

Fellows will be able to:

- Identify the unique characteristics of the stages of Racial Identity Development.
- Reflect upon their current state of racial identity development.

Pework (due for the February 2 session):

- **Required** (Be ready to discuss and/or journal about the following):
 - **Complete the [Mid-Year Equity Fellows Survey](#):** As part of this work, we pull back the ESC asks that we pull back mid-year to have each Fellow to engage in a bit of self-reflection.
 - **Read [Why Every Principal Should Write a Racial Autobiography](#):** As we delve into the essential work of constructing our racial autobiographies, understanding the “why” behind this assignment is paramount. As leaders in your school, taking time to create the autobiography is a critical step toward making your building a more equitable place for all people.
- **In Case You Missed It:**
 - In our February 2 session, we are continuing our work with the stages of racial identity. If you didn’t before our last session, **read this [Summary of Stages of Racial Identity Development](#).**
- **Additional Resources**
 - **Read [Black Racial Identity Development](#):** This literature review provides an excellent overview of Black Racial Identity Development. While we will discuss this in the upcoming session, this reading provides useful background information.
 - **Watch [The Whiteness Project Videos](#):** During session seven, we watched videos related to the whiteness project. As we work to unpack the stages of racial

identity development, these videos provide useful vignettes for observing and identifying the various stages. This link will take you to several that we did not watch together.

- **Watch *Race, Ethnicity, Nationality and Jellybeans***: If we have time (ha!) we'll be watching this one during our session so no need to check it out ahead of time; however, if you want to get ahead check it out. If you've ever struggled to understand the many ways we all are unique, this clever video is here to help. This is a great resource to pass along to others.

Session IX Guide | Informing Self | February 16, 2023

Constructing the Autobiography, cont.



Session Length

2 Hours
4:30-6:30

Session Agenda

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|---------------------------------------|--------|
| ● Harlem | 15 min |
| ● Setting the Stage | 15 min |
| ● Guided Reflection | 10 min |
| ● Creating, Sharing, Revising, Repeat | 75 min |
| ● Plus/Delta | 5 min |

Session Learning Objectives

Fellows will be able to:

- Draw upon memories from key moments that reveal choices and/or challenges that help them more deeply understand their current racial identity development status.

Prework (due for the February 16 session):

- **Required** (Be ready to discuss and/or journal about the following):
 - **Finish [Completing Your Racial Autobiography Graphic Organizer](#): All fellows *MUST* have their graphic organizer complete before the start of our next session.**
 - **Review [The Racial Autobiography "Rubric"](#)**: Review the "rubric" we'll be using to give you feedback.
- **Additional Resources**
 - **Additional Resources**
 - **Read [Black History Month: Teaching the Complete History](#)**: As we fly through Black History Month, teachers across the country will work to pay more attention to Black history and culture. This article from Learning for Justice (formerly Teaching Tolerance) encourages educators to recognize that "only teaching a Black history steeped in trauma and struggle provides a very narrow view of Blackness and perpetuates the false notion of Black people's inferiority." How can you ensure that your students receive a more rich Black History Month experience this year?
 - **Read [The Importance of Paying Attention to Details](#)**: This article from CNN Style explains how art historian Amy Herman encourages professionals to use visual intelligence to "strengthen perception skills and challenge inherent biases." As we work to dig into our past, our ability to pay attention to seemingly insignificant details can be essential.

Session X Guide | Informing Self | March 2, 2023

The Racial Autobiography & Introduction to Faculty Training Plan



Session Length

2 Hours
4:30-6:30

Session Agenda

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|----------------------------------|--------|
| ● What's In a Word | 15 min |
| ● Future Self & Synthesis | 35 min |
| ● Synthesis | 35 min |
| ● Intro to Faculty Training Plan | 30 min |
| ● Plus/Delta | 5 min |

Session Learning Objectives

Fellows will be able to:

- Draw upon memories from key moments that reveal choices and/or challenges that help them more deeply understand their current racial identity development status.
- Articulate their role in facilitating equity training within their school community.
- Identify resources available to them that can be used to support the development of a faculty training plan.

Prework (due for the March 2 session):

- **Required** (Be ready to discuss and/or journal about the following):
 - ***Continue Writing Letter to Past Self:*** My expectation is that all Fellows are investing time writing the Letter to Past Self. Feel free to reach out to me if you have any questions or hit a snare in the writing process.
- **Additional Resources**
 - ***Read [Avoiding Racial Equity Detours](#).*** As we shift from examining ourselves and move into the start of our work with understanding systems in schools, Paul Gorski outlines common pitfalls to avoid and proposes principles to use when approaching systems work.
 - ***Read [Does More Rigorous Middle School Math Coursework Change Students' College Readiness?](#)*** "When courses are assigned through subjective systems based on teacher or counselor recommendations, inequitable access can result, with qualified black and Hispanic students less likely to be placed into advanced courses than their similarly qualified white counterparts."

Session 11 Guide | Informing Self | March 16, 2023

Working on the Faculty Training Plan

Session Length

2 Hours
4:30-6:30



Session Agenda

- Photo Captions 15 min
- Autobiography: Questions & Thoughts 10 min
- Training Plan: Backwards Design 30 min
- Training Plan: Work Time 60 min
- Plus/Delta 5 min

Session Learning Objectives

Fellows will be able to:

- Articulate their role in facilitating equity training within their school community.
- Identify resources available to them that can be used to support the development of a faculty training plan.
- Create a scope and sequence of equity trainings to develop the capacity to lead for the faculty and staff within their school community.

Prework (due for the March 16 session):

- **Required**
 - ***Continue to craft your Racial Autobiography:*** Your autobiography is due by March 31. Feel free to submit a draft by March 17 if you'd like feedback ahead of the due date.
- **Additional Resources**
 - ***Skim the Following Resources:*** Both of them are resources to help you continue to build your capacity for developing your school team's knowledge of and commitment to address structural and systemic inequalities.
 - ***Anne E Casey's Race Equity and Inclusion Action Guide:*** This resource provides practical steps for addressing inequities within specific organizations.
 - ***REI's The Groundwater Approach:*** This resource uses a groundwater metaphor to help explain the inequalities we see in our schools and the larger society.
 - ***Watch ThinkTV's Documentary Redlining: Mapping Inequality in Dayton & Springfield:*** Our PBS station created this documentary to tell the story of redlining in our city through the voices of many of our communities leaders.

Session XII Guide | Informing Self | March 30, 2023

Putting It All Together

Session Length

2 Hours
4:30-6:30



Session Agenda

- | | |
|----------------------------|--------|
| ● Putting It All Together | 30 min |
| ● Consultancy (Lay) | 60 min |
| ● Training Plan: Work Time | 15 min |
| ● Quotes for Closing | 10 min |
| ● Plus/Delta | 5 min |

Session Learning Objectives

Fellows will be able to:

- Articulate their role in facilitating equity training within their school community.
- Identify resources available to them that can be used to support the development of a faculty training plan.
- Create a scope and sequence of equity training to develop the capacity to lead for the faculty and staff within their school community.

Prework (due for the March 30 session):

- *Prepare to submit your racial autobiography (Due March 31, 2023)*
- *Continue working on your faculty training plan (Due April 28, 2023).*

Additional Resources:

- **Read [Trust in Schools: A Core Resource for School Reform](#):** This article talks about relational trust, a topic we've touched on throughout our time together. As you build out your faculty training plan, be mindful of the importance of building trust with your colleagues.