

Facilitator Agenda: Advancing Racial Justice (the Remix) Day #3

General Materials Needed:		Room Set-up:		
1 Set of Handouts per Person Name Tags and Name Tents Sign-in Sheet Pens and Pencils		Chart Paper Markers Post its Index Cards	Round Tables Projector, Screen and Speakers Carousel stations and reporting stations around the perimeter 50 people	
Key Outcomes for the Day Understanding the indicators of becoming anti-racist Understanding what Allyship Is Applying Learning in a Case Study Format				
Time	Essential Questions	Resources	Instructions, Activity and Debrief (Facilitators)	Outcomes
	What question(s) should this learning section answer?	Charts, handouts, articles, materials, slide	What are you saying, what are they doing, what questions will you use to guide learning and make clear the important points Include an estimate for how long each section of the learning will take	As a result of this section of learning, what will participants know or be able to do?
8:30-8:45 Ellen			15 Mins Greet, Gather & Ground and Entry Activity Welcome, overview of learning goals, overview of days agenda, feedback on feedback and revisit community norms.	
8:45 – 9:45 LaQuita	How do I support racial justice efforts ?	Actor to Ally to Accomplice Chart p. 240	60 Minutes Total –Planning and Prepping for Allyship 20 Mins intro and definitions –We are going to look at some continuums of growth towards becoming anti-racist. The first we are going to look at is the actor to accomplice. In small groups, let’ do some talking and development of “indicators and	Participants will define and then assess where they currently stand as an Actor, Ally or Accomplice.

So You Call
Yourself an Ally
p 246

Pre Attendance
How to be an
Ally if you are a
person of
privilege – p.
54

Pre Attendance
Scaffolded
Resources for
White Allies
P. 79

definitions” for each of the following - Actor, Ally and Accomplice. They will take 10 minutes to develop their definitions.

10 Mins Discussion and Sharing – Facilitator will take input from the room and THEN share the slide to see what the room added to or missed from the pre written definitions on our slide –

Share actor definition – discuss how was this similar or different from your thinking.

Show What does it mean to be an ally? Video

Share Ally definition and discuss how this was similar or different from your thinking.

[Show Using your White Privilege video - what video is this?] Isn't in the slideshow

Share Accomplice Definition – Discuss how this was similar or different from your thinking.

15 mins – intro, exploration, and report out – Find the Actor to Accomplish charts- p. 240 Let's work for 10 minutes on your own, then come together with your triad for about 5 minutes to talk about what you are seeing. - Read the descriptions for Actor, Ally and Accomplish in each of the following categories. Circle the description that best matches where you currently stand- what are you currently doing and THEN Focus on what you might consider doing to move the next column. Give them cues for the 10 minutes on their own and then 5 minutes in small groups. Then open up

7 Mins Whole Group Discussion:
What is surprising?
What do you think is missing?
How might you use this when you return home?

			3 Minutes – Share video of 5 things to remember about being an ally and then share the following key ideas - Actor, Ally, Accomplice – it’s a continuum Authenticity comes from actions not announcements.	
9:45-10:45 Ben  Racial Equity Tools • Understanding race to have effective systems for equity • Addressing racism • Identifying your goals, objectives and measurable • Developing mechanisms for successful implementation • Measuring progress and success, celebrating, and • Addressing common questions of practical actions on different racial groups A SET OF QUESTIONS THAT CAUSE THOUGHT BEFORE ACTIONS Actions that Support REE Success • How to form the organization and its leaders • Realistic and ongoing use of the REE • Build shared commitment • A commitment to making changes • Identify a commitment to overcoming obstacles to making changes WE WANT TO BE OPEN TO THINGS DIFFERENT AND STICK TO THEM Exploring the Tools • Anti-Racist Checklist for White Folks p.251 • Racial Equity Impact Assessment p.254 • Racial Equity Tool for Staff p.254 • Racial Equity Audit for Schools p.259 • Continuum for Becoming an Anti-Racist Organization p.266 Salina Anti-Racist Continuum Page 266 Understanding racism and how it works is the first step in becoming an anti-racist. It is a way to BEGIN a conversation in an organization. This exact tool has been used in a number of places – a group of non-profits including the area NEA affiliates used this at one time to develop a stakeholder-wide approach to becoming anti-racist. You are going to take 10 minutes on your own first to look at each column and circle the indicators of where YOUR employer currently is. Then, take the next 15 minutes to talk as a group about what this means – note: the column in which you circle the greatest number of indicators is the column that YOU think the organization is currently operating – others might have a different perspective. Share your findings with your group and be ready for a short share out. Whole Room Discussion What did you find? Do you think that there would be different “ratings” from others in your organization? What might cause those differences? Key Points Racial equity is something that has to be intentionally and proactively planned for, implemented and monitored within an organization. You can not move forward as an organization without honesty and equity meaning where you are. Change happens, intentional change happens with a plan.	How do we plan for this work?	Anti Racist Checklist p. 251 Racial Equity Impact Assessment p. 254 Racial Equity Tool for Staff p.254 Racial equity audit p. 259 Continuum for Becoming an Anti-Racist Organization p. 266	60 Minutes Total Tools to Support Processes for Becoming Anti-racist 15 mins Intro of Tools - (Facilitator note – this section is simply a walkthrough of some frameworks and tools that can support intentional work with groups that are working to become anti-racist) We have focused to this point in this training on foundational concepts and dispositions you will need to do this work when you return. We are going to turn our attention now to tools and process for applying your learning. Let’s look a few tools in this guide you could use to support this work (Facilitator note – just show the slide, give the page number, and then allow folks to scan for a couple of minutes over each tool. Provide just one or two points for each tool) 30 Minutes – Group Work with Continuum for Becoming an Anti-Racist Organization – Take 2 minutes to introduce this tool – it is a way to BEGIN a conversation in an organization. This exact tool has been used in a number of places – a group of non-profits including the area NEA affiliates used this at one time to develop a stakeholder-wide approach to becoming anti-racist. You are going to take 10 minutes on your own first to look at each column and circle the indicators of where YOUR employer currently is. Then, take the next 15 minutes to talk as a group about what this means – note: the column in which you circle the greatest number of indicators is the column that YOU think the organization is currently operating – others might have a different perspective. Share your findings with your group and be ready for a short share out. Whole Room Discussion What did you find? Do you think that there would be different “ratings” from others in your organization? What might cause those differences? 2 Minutes – Key Points	Participants will learn about several tools that can support organizational planning for becoming anti-racist.

			Racial Equity is something that has to be intentionally and explicitly planned for, implemented and monitored within an organization. You cannot move forward as an organization without honestly and openly assessing where you are. Change happens, intentional change happens with a plan.	
10:45-11:00 	BREAK			
11:00-12:30 Natasha    	How do we practice our learning so we can coach our locals through anti-racist work?		90 Minutes -Practicing Becoming Anti-racist - Case Studies in Racial Equity 10 mins Introduction and Content Sharing of what case studies are and the 5 abilities we are working to cultivate - The case method enables us to practice stepping through a process of considering a range of perspectives and angles, to practice seeing the full complexity of school and classroom situations, and as a result to consider a more focused manner in how we might respond. Cases do not have ONE correct answer or obvious solution. We learn to think carefully, to listen to the points made by others and to evaluate those arguments, to review alternative courses of action and their efficacy, and to interpret real-world experience. The case method provides opportunities to bolster our abilities to think, teach, lead, and advocate more equitably and justly. Equity literacy refers to the knowledge and skills we need as educators to be a threat to the existence of bias and inequity in our spheres of influence. It refers to the knowledge and skills that prepare us to root bias and inequity out of our classrooms, schools and communities. Case studies allow us to practice what Paul Gorski of the Due East Educational Equity Collaborative calls the Equity Literacy abilities: The purpose of the 5 abilities is to 1) allow us to apply a strong equity lens to everything we do; and 2) they provide an outline for what the thrust of equity professional learning ought to focus on important abilities:	Participants will practice a case study process.

2. Respond to Racism When a bias or inequity becomes apparent in a particular instance, do I have the skills and the will to respond? <i>Response in the immediate term</i> 3. Redress Racism Do I have the knowledge and skills to understand how individual patterns of racial inequity are usually related to larger patterns of institutional racism? Do I have the skills and the will to respond? <i>Response in the long term</i> 4. Actively Cultivate Antiracism Do I have the knowledge, skills, and will to apply an antiracist lens to every discussion, every decision? Do I have the skills and the will to respond? <i>Response in the long term</i> 5. Sustain Antiracism Do my programs toward a full antiracist commitment, people who are used to the advantage of some races and opportunities are going to complain and attempt to shut or reverse that program. Do I have the skills and the will to respond? <i>Response in the long term</i> Seven Steps for Case Analysis P. 267 1. Identify the problem or problem posed by the case 2. Gather relevant information 3. Consider the challenge and opportunities 4. Develop a plan of action 5. Implement the plan of action 6. Evaluate the results 7. Reflect on the process			• The ability to recognize even the subtlest bias and inequities. Equity literate people notice even subtle bias in classroom materials, classrooms interactions and school policies and they reject deficit views that associate outcome inequalities (test scores, graduation rates) with students’ “mindsets” or “cultures” rather than disparate levels of access to resources and experiences in and out of school. • The ability to respond to biases and inequities in the immediate term. Equity literate people have facilitation skills and content knowledge needed to interview effectively when biases or inequities arise in classrooms, faculty meetings and other contexts. They also foster conversations with colleagues about bias and inequity concerns at their schools. • The ability to redress biases and inequities in the long term. Equity literate people advocate against inequitable school practices and identify ways to mitigate structural barriers that impede educational engagement. • The abilities to actively cultivate and sustain a bias-free and equitable school environment. Equity literate people express high expectations for all people and demonstrate a willingness to withstand complaints about changes meant to redistribute educational access and opportunity more equitably. 10 Mins intro to - Seven Steps Script and Group Process - These case studies can be viewed through the following perspective – we often have to help the people in our locals problem solve around difficult issues. These cases allow us to practice the coaching, questioning, and problem solving we might use with those people. This is a process to help you practice using your unique insights, your knowledge about public schools, and our expertise with school and classroom dynamics in order to respond as effectively and equitably as possible, to the types of bias and inequities that inevitable crop up our schools. We go through these exercises as a group because it is important to reflect upon why people with different combinations of identities and life experiences might interpret the cases differently. Step 1 – Many biases and inequities students face in school are implicit and unintentional, hidden in day-to-day practices, school traditions, and quiet interactions. It can be especially difficult to recognize the sorts of challenges students or families face when you have never faced those challenges yourself. During this	
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			step, I urge you to read between the lines. Practice recognizing conditions and contexts you might not usually recognize or seeing what you might be conditioned not to see. Begin by naming biases, inequities, or otherwise troublesome conditions that are immediately apparent to you. Once you have a grasp of the more surface level dynamics, dig deeper. Look for less explicit, not so obvious examples of existing or potential bias, inequity, stereotypes or presumptions. Ask yourself : What does the case tell us about school or classroom policy, about instructional or leadership practices, about individuals' attitudes and perspectives that might hint at something deeper than surface-level biases and inequities? Step 2 – The cases have at least a couple of obvious stakeholders who might have different perspectives on what is happening. In every case, we should consider not only the people immediately involved, but also those within earshot and eyesight. Start with the immediate participants and then, at the very least, the ring of constituents around them. Focus on marginalized communities and privileges communities. Then take it one step further. What if something was shared on social media – you have to consider the perspective of someone seeing this on SnapChat. Step 3 – Our next task is to identify potential challenges and opportunities present by the situation. Start with the individuals involved. Remember to use your analysis from Steps 1 and 2 to inform your assessment of challenges and opportunities. Step 4 – Building on the understandings we have gained by talking stock of stakeholders' perspectives and considering possible challenges and opportunities, we begin imagining positive and equitable outcomes. [take time to clarify difference between equity (fair) and equality (same)]. Remember to think both immediate term and long term. What can be resolved right now, on the spot, and what will equity look like once it is resolved? Consider long-term outcomes as well. And finally, be specific – identify very specific, on-the-ground outcomes, how specifically will things be different in the school or classroom if we commit to resolving the issue and all its nuances equitably?	
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Shelly Three Quick Thoughts Is there anything that you said or that you heard that the room needs to hear? 			Step 5 – We begin brainstorming strategies to get us there. Step 6 – We develop longer term strategies often for more substantive change. Record whatever ideas come to mind. Step 7 – During our final step, we craft our brainstorms into specific actions we believe will result in the equitable outcomes we outlined in step 5 – • What would we do in the immediate terms? • What would we do that might a little longer term equity project? • How would we respond to ensure, to the best of our knowledge and power, justice for everybody involved? In summary, the point is not to memorize these steps or to step through them carefully in every instance, rather the ideas is to use them to practice our equity literacy skills by reflecting on classroom and school conditions through a social justice lens. 30 Minutes – Teams will work on assigned cases and be prepared to share their findings. 30 Minutes – Group Reporting and Discussion	
12:30-1:00 Ellen Closing  Our Vision of Now and the Future What will your community look like after we have achieved Racial Justice?  Final Reflections • What is one thing you are going to do tomorrow? • What is one thing you are going to do next month? • What is one thing you might do in six months?  One Word Thinking back to your word, what do you think your group right now? 			30 Minutes Total - Final Closing Circle What will your workplace, locals, community look like after we have achieved Racial Justice? ▪ What is one thing you are going to do “tomorrow”? ▪ What is one thing you are going to do next month? ▪ What is one thing you might do in six months?	
1:00-2:00	Boxed Lunches, Networking, 2:00 PM Adjourn			

