Readiness Guide for PEFA eCourse

Each module in the PEFA eCourse is divided into units. However, as noted above, this Facilitator's Guide further divides Module 1 units into 1-1.5 hour professional development sessions, organized by topic. This is to account for typical time allotment for professional development. Consider combining or dividing sessions based on your or your staff's schedule, needs and readiness.

Below is a readiness guide for each session, which includes: each session's topic, questions about the topic addressed in that session, and where in the Facilitator's Guide each session can be found. Please review this guide to help determine your personal/school/district's current knowledge and understanding of the information included in each session. If you need support with answering the questions addressed in a session, we suggest you complete the session yourself before facilitating it with others.

Note: As noted in the PEFA eCourse introduction, it is important there is a common understanding of the meaning of key terms referenced throughout the eCourse. To assist with this, key terms referenced in the eCourse are listed below by session. Definitions can be found within the PEFA eCourse glossary (linked at the top right hand corner of the PEFA eCourse) and in the glossary included in this Facilitator's Guide.

Welcome Module

Topic	Essential Questions	Key terminology in Session	Session to Implement
Welcome	What is PEFA? What is the purpose of the PEFA eCourse?	● achievement gap	Welcome Session (~25-30 min)

| | What are the disparities between white students and students of color in Wisconsin, and how pervasive are they?

What are the modules that are a part of the PEFA eCourse?

What are the main focus areas of PEFA? | | *Consider combining this session with Unit 1: Let's Start, as both are only about 30 minutes* |

Module 1: Understanding Race in Education

Unit 1: Let's Start (~45 min total)			
Topic	**Essential Questions**	**Key Terminology in Session**	**Session to Implement**
Session 1: Let's Start: Becoming a Race Conscious Educator	Do unconscious biases affect my teaching and my students' learning and outcomes? If so, in what ways?

What new habits or tools will help "retrain" my brain, refine my practice, and reduce achievement gaps? | ● unconscious bias | Unit 1, Session 1 (Slides 1-13, ~45 min) |

Unit 2: Effective Instruction (~5.5 hours total)			
Topic	**Essential Questions**	**Key Terminology in Session**	**Session to Implement**
Session 1: Understanding Racial Identity and Identity Salience	Do unconscious biases affect my teaching and my students' learning and outcomes? If so, in what ways? What new habits or tools will help "retrain" my brain, refine my practice, and reduce achievement gaps?	● identity markers ● racial identity ● identity salience ● critical consciousness	Unit 2, Session 1 (Slides 1-11; ~1 hour, 15 min)
Session 2: Developing Critical Consciousness and Identity Salience	Do unconscious biases affect my teaching and my students' learning and outcomes? If so, in what ways? What new habits or tools will help "retrain" my brain, refine my practice, and reduce achievement gaps?	● critical consciousness ● identity salience	Unit 2, Session 2 (Slides 11-17; ~ 1 hour)

Session 3: Reducing Stereotype Threat	Do unconscious biases affect my teaching and my students' learning and outcomes? If so, in what ways? What new habits or tools will help "retrain" my brain, refine my practice, and reduce achievement gaps?	● stereotype threat	Unit 2, Session 3 (Slides 18-22; ~1.5 hours)
Session 4: The Power of High Expectations	Do unconscious biases affect my teaching and my students' learning and outcomes? If so, in what ways? What new habits or tools will help "retrain" my brain, refine my practice, and reduce achievement gaps?		Unit 2, Session 4 (Slides 23-31, ~2 hours)

Unit 3: Student-Teacher Relationships (~4 hours total)			
Topic	**Questions About Topic**	**Key Terminology in Session**	**Session to Implement**
Session 1: Understanding and Recognizing Implicit Racial Bias	Do you have implicit racial bias? Does implicit racial bias affect your relationship with students? Does color blindness contribute or detract from authentic student-teacher relationships?	• implicit bias • implicit racial bias	Unit 3, Session 1 (Slides 1-10, ~1.5 hours)
Session 2: Microaggressions and Reducing Implicit Bias	Do you have implicit racial bias? Does implicit racial bias affect your relationship with students? Does color blindness contribute or detract from authentic student-teacher relationships?	• racial microaggressions	Unit 3, Session 2 (Slides 11-17; ~1.5 hours)

Session 3: Color Blindness	Do you have implicit racial bias?	● color blindness	Unit 3, Session 3 (Slides 18-25; ~45 min-1 hour)
	Does implicit racial bias affect your relationship with students?		
	Does color blindness contribute or detract from authentic student-teacher relationships?		

Unit 4: Family and Community Engagement (~2.5 hours total)			
Topic	**Questions About Topic**	**Key Terminology in Session**	**Session to Implement**
Session 1: Unit Overview and Exploring Racial Anxiety	Do I have racial anxiety? How can reducing racial anxiety affect my relationships with families and communities? Do I have deficit thinking regarding the families who are part of my school community? How can reducing deficit thinking affect my relationships with families and communities?	● racial anxiety	Unit 4, Session 1 (Slides 1-7, ~ 1 hour, 15 min)
Session 2: Asset-Based Family and Community Engagement	Do I have racial anxiety? How can reducing racial anxiety affect my relationships with families and communities? Do I have deficit thinking regarding the families who are part of my school community? How can reducing deficit thinking affect my relationships with families and communities?	● deficit thinking ● asset-based engagement	Unit 4, Session 2 (Slides 8-17, ~1 hour, 15 min)

Unit 5: School and Instructional Leadership (~1 hour, 45 min total)			
Topic	**Questions About Topic**	**Key Terminology in Session**	**Session to Implement**
Session 1: Critical Reflection on Policy and Committing to a Practice of Racial Consciousness	Are school and district policies neutral? What is my responsibility when policies, including daily practices that have become informal or written policies, have uneven impacts on different student groups? Am I committed to racial justice? What practices do I need in place to continue to grow?	● racial justice	Unit 5, Session 1 (Slides 1-16, ~ 1 hour, 45 min)