

**Critical Reflection on Policy and Committing to a Practice of Racial Consciousness**

Facilitator Tip: Share that laptops are suggested for a portion of this session. Consider inviting participants to share laptops if not all participants have access to one. Alternatively, consider printing resources from Slide 10 of this session in lieu of having participants use laptops.

**Overview of materials included in this session:** *Consider printing handouts and articles to include in a folder for participants to easily access during the session.*

**Session articles/publications:**

- [Teaching for Diversity and Social Justice: a Sourcebook](#) (Adams, Bell and Griffin, 2007; Link to Amazon Accessed November 10, 2018)
- [Great Lakes Equity Center: Critical Reflection on Policy](#) (Great Lakes Equity Center, Accessed November 10, 2018)

**Session website links:**

- [Minority Student Achievement Network Resources for Educators](#) (Minority Student Achievement Network, 2014; Accessed November 10, 2018)
- [Disproportionality and Technical Assistance](#) (The Network. Accessed November 10, 2018)
- [Network Resources](#) (The Network; Accessed November 10, 2018)
- [Wisconsin RTI Center](#) (Wisconsin RtI Center/Wisconsin PBIS Network; Accessed November 10, 2018)
- [University of Wisconsin Green Bay Center for First Nations Studies](#) (Education Center for First Nations Studies - UW-Green Bay; Accessed November 10, 2018)
- [The Association for Multicultural Education](#) (National Association for Multicultural Education; Accessed November 10, 2018)
- [American Indians in Children's Literature](#) (American Indian Children's Literature, 2006; Accessed November 10, 2018)

	<ul style="list-style-type: none"> <li>● <a href="#">25 Websites for Educational Equity</a> (Perspectives on Technology, 2005; Accessed November 10, 2018)</li> <li>● <a href="#">Equity Alliance Arizona State University</a> (The Equity Alliance, 2005; Accessed November 10, 2018)</li> <li>● <a href="#">Great Lakes Equity Center</a> (Great Lakes Equity Center; Accessed November 10, 2018)</li> <li>● <a href="#">Teaching Tolerance</a> (Teaching Tolerance; Accessed November 10, 2018)</li> <li>● <a href="#">National Alliance for Partnerships in Equity</a> (National Alliance for Partnerships in Equity; Accessed November 10, 2018)</li> </ul>
<p><b>Session videos:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Making an Impact</a> (Race Forward, 2014; Accessed November 10, 2018) (13 min)</li> <li>● <a href="#">Lac du Flambeau ENVISION</a> (Balfe, Angie, 2015; Accessed November 10, 2018) (5 min)</li> </ul>	<p><b>Session handouts:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PP Presentation with Space for Notes</a></li> <li>● <a href="#">Handout 1</a></li> <li>● <a href="#">Handout 2</a></li> <li>● <a href="#">Journal Pages</a></li> </ul> <p>To print all handouts and journal pages as one packet, click <a href="#">here</a>. (Note: The PP Presentation will need to be printed separately).</p> <p>*Activate prior learning with <a href="#">Handout 4</a> from the previous session.</p>
<p><b>Coaching Connections:</b></p> <p><a href="#">Practicing Racial Justice Reflection Questions</a>: This document is a series of questions directly derived from Slide 4 of this session. These questions may be useful when engaging in dialogue with educators who have moved from a place of inquiry and personal reflection, to a place of action.</p> <p><a href="#">Continuum of Educator Actions</a>: The continuum found on Slide 6 of this session is converted into a table for individual educators to self-reflect on where their actions currently fall. There is also space for educators to set a goal, with specific actions, to move themselves further up the continuum. A coach may offer this tool to a coachee, but they should not ask for the results of the reflection. A coachee may choose to volunteer their individual goal and ask for the support of their</p>	

coach.

[Reflecting Critically on Policies](#): This document contains the same four questions found on Slide 8 of this session. These questions are valuable when a coach is working with a leader or leadership team to engage in dialogue about policy.

\*\*General coaching note on this session: On Slide 10, participants will be asked to create a “Top 10 List” of resources for equity and social justice. This list could serve as a coaching entry point. You may want to review resources together alongside coachees or simply ask them something interesting they have learned. This will provide multiple opportunities to engage in dialogue.

<b><a href="#">Course Content</a> (Module 1 Unit 5, Slides 1-16)</b>	<b>Facilitator’s Guide (Total Time: ~ 1 hour, 45 min)</b>
<p><b>Activate prior learning</b> (No Slide)</p>          <p><b>Journal Reflection</b> (No Slide)</p>	<p>Activate prior learning from Unit 4 by inviting participants to review the session reflection from the previous session: Moving Away from Deficit-Oriented Family and Community Engagement. (<a href="#">Handout 4</a> from Unit 4, Session 2). (2-3 min)</p> <p><b><u>Journal Reflection</u></b> (3 min) Invite participants to reflect on how they incorporated their learning from the previous session into their work. Participants may do so in a journal, on the <a href="#">Journal Pages</a> handout for this session, or in the eCourse notebook if they are accessing the course online. Invite participants to share responses in pairs or as a small group.</p>


## Slide 1: Unit 5 Overview

UNDERSTANDING RACE IN EDUCATION

Unit 5  
1/16

**Unit 5 Overview:**  
**School and Instructional Leadership — Exploring Habits We Need to Continue Our Practice as Race-conscious Educators**

In this final unit of the module, we are focusing on the habits we need to continue our commitment as race-conscious educators. We will focus on exploring tools to reflect on school or district policies, and identifying resources and next steps to cultivate our continued growth as race-conscious educators.



**Slide 1:** Share this is the final unit of Module 1: Understanding Race in Education. This unit will focus on the habits we need to continue our commitment as race-conscious educators. Emphasize the content from previous sessions will be used as we continue to cultivate our growth as race-conscious educators. (1 min)

## Slide 2: School and Instructional Leadership

School and Instructional Leadership

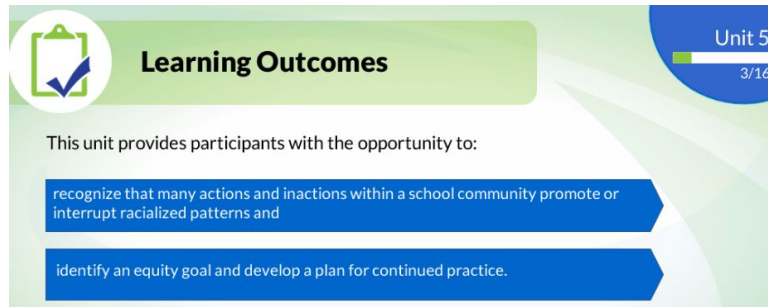
Unit 5  
2/16

In the preceding units of this module, the focus has been on the science of the mind related to race. We explored how separate, but related, concepts of identity salience, stereotype threat, implicit bias, racial anxiety, and deficit thinking affect our instruction and student learning, our relationships with students, and our engagement with families and communities.

The units provided us with an opportunity to consider and practice research-based strategies to interrupt the stereotypes we have, based on race, and retrain our brains to better see and teach our students. In other words, we tried to form new habits of the mind that are aligned with our outward commitment to racial equity in education.

**Slide 2:** Share this unit will build on the preceding units of this module, which focused on the science of the mind related to race. This unit will provide us with opportunities to interrupt stereotypes we have based on race and retrain our brains to better see and teach our students. (1 min)

### Slide 3: Learning Outcomes



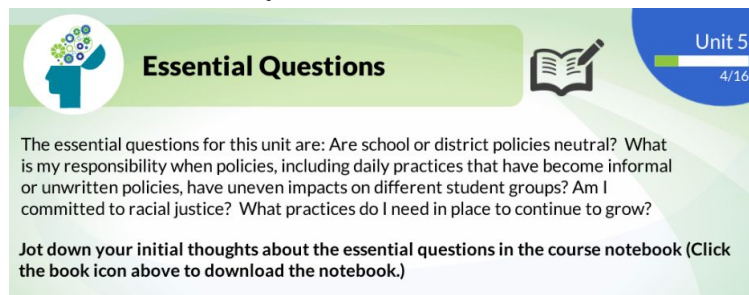
Unit 5  
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**Learning Outcomes**

This unit provides participants with the opportunity to:

- recognize that many actions and inactions within a school community promote or interrupt racialized patterns and
- identify an equity goal and develop a plan for continued practice.

### Slide 4: Essential Questions



Unit 5  
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**Essential Questions**

The essential questions for this unit are: Are school or district policies neutral? What is my responsibility when policies, including daily practices that have become informal or unwritten 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?

Jot down your initial thoughts about the essential questions in the course notebook (Click the book icon above to download the notebook.)

**Slide 3:** Invite participants to read aloud the learning outcomes for Unit 5. (1 min)

**Slide 4:** Share the essential questions of this unit: (3 min)

- Are school or district policies neutral?
- What is my responsibility when policies, including daily practices that have become informal or unwritten 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?

Invite participants to jot down their initial thoughts in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online.

### Slide 5: Critical Reflection on Policy



#### Critical Reflection on Policy

In *Teaching for Diversity and Social Justice: a Sourcebook* (second edition), authors Maurianne Adams, Lee Anne Bell, and Pat Griffin revised their continuum of educator actions. They offer that at any given time, educator practice and policy (defined here to include daily decisions, sometimes unconscious, that result in sets of standards or patterns in a classroom or school) is situated along the continuum's eight points.

### Slide 6: Continuum of Educator Actions

**Continuum of Educator Actions**

Unit 5  
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In other words, educators are either actively working toward diversity and social justice or actively working against inclusion and social justice. Hover over the timeline to view the eight points of the continuum.

Actions against inclusion and social justice

Actions for diversity and social justice

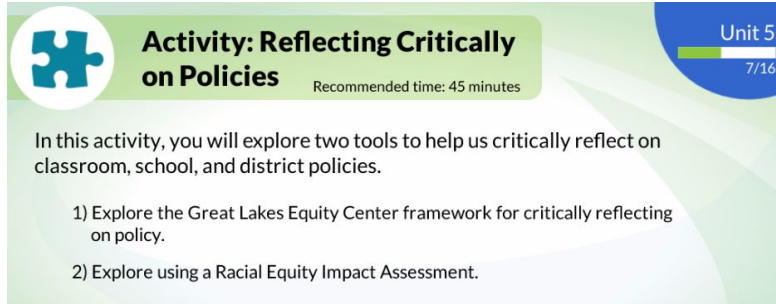
**Slide 5:** Share authors Maurianne Adams, Lee Anne Bell and Pat Griffin have offered a continuum of educator actions. They offer that, at any given time, educator policy and practice is situated along the continuum's eight points, which are listed on the upcoming slide. (1 min)

Invite participants to check out their book, "[Teaching for Diversity and Social Justice: a Sourcebook](#)" (Adams, Bell and Griffin, 2007) to learn more.

**Slide 6:** Hover over each bullet point on the timeline and invite participants to read the information that pops up. After each point has been read, invite participants to silently reflect on where they are on the continuum and to begin to identify action steps from previous content which will continue to move them towards "Actions for Diversity and Social Justice." The eight points of the continuum, from left to right, are: (5-7 min)

- Actively participating
- Denying and ignoring
- Recognizing, no action
- Recognizing, action
- Educating self
- Educating others
- Supporting, Encouraging
- Initiating, Preventing

## Slide 7: Activity: Reflecting Critically on Policies



**Activity: Reflecting Critically on Policies** Recommended time: 45 minutes

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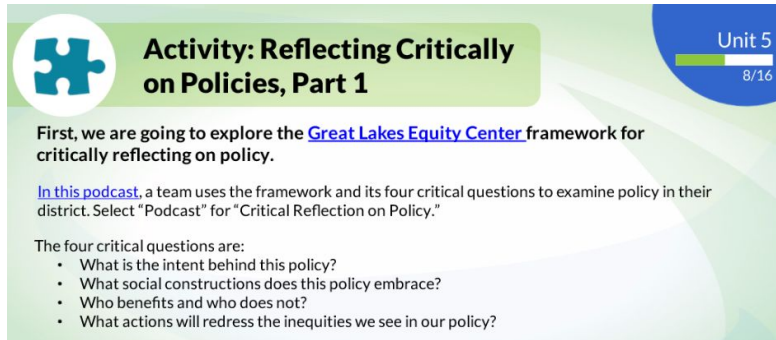
In this activity, you will explore two tools to help us critically reflect on classroom, school, and district policies.

- 1) Explore the Great Lakes Equity Center framework for critically reflecting on policy.
- 2) Explore using a Racial Equity Impact Assessment.

**Slide 7:** Invite participants to explore the following two tools which help us critically reflect on classroom, school, and district policies: (1 min)

- Great Lakes Equity Center Framework
- Racial Equity Impact Assessment

## Slide 8: Activity: Reflecting Critically on Policies, Part 1



**Activity: Reflecting Critically on Policies, Part 1**

Unit 5  
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First, we are going to explore the [Great Lakes Equity Center](#) framework for critically reflecting on policy.

[In this podcast](#), a team uses the framework and its four critical questions to examine policy in their district. Select "Podcast" for "Critical Reflection on Policy."

The four critical questions are:

- What is the intent behind this policy?
- What social constructions does this policy embrace?
- Who benefits and who does not?
- What actions will redress the inequities we see in our policy?


**Slide 8:** Invite participants to review the [Great Lakes Equity Center](#) (Great Lakes Equity Center)

Reading. Share the four critical questions used to examine policy that are part of the Great Lakes Equity Center framework:(30 min)

- What is the intent behind this policy?
- What social constructions does this policy embrace?
- Who benefits and who does not?
- What actions will redress the inequities we see in our policy?




## Slide 9: Activity: Reflecting Critically on Policies, Part 2

 **Activity: Reflecting Critically on Policies, Part 2** Unit 5  
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Second, we are going to explore using a Racial Equity Impact Assessment.


A Racial Equity Impact Assessment is a tool to examine how different racial and ethnic groups will likely be affected by a proposed (or implemented) action or decision. Racial Equity Impact Assessments are used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions.

In this video, community members describe using a Racial Equity Impact Assessment with the board and administration of Minneapolis Public Schools.



Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.

## Slide 10: Activity: Committing to a Practice of Racial Consciousness

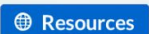
 **Activity: Committing to a Practice of Racial Consciousness** Unit 5  
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Recommended time: approximately 30 minutes.

One of the critical core practices of an equitable leader is “engaging in self-reflection and committing to personal growth.” Here, we are going to plan for reflection and growth after you complete this module.

In this activity, you will explore Facebook pages, websites, and resources related to racial consciousness and racial equity in education. You will identify and share your “Top 10” and subscribe to, “like,” or “follow” new resources.

Spend 30 minutes exploring resources related to race, racial consciousness, and racial equity in education. Click the button below for some suggested books, articles, websites, blogs, and Facebook sites to start your search.



## Slide 9: Show video: [Making an Impact](#) (Race Forward, 2014) (13 minutes)

Share a Racial Equity Impact Assessment is a tool to examine how different racial and ethnic groups will likely be affected by a proposed (or implemented) action or decision. This assessment is used to minimize unanticipated adverse consequences in a variety of contexts, including the analysis of proposed policies, institutional practices, programs, plans and budgetary decisions.

Share in this video community members describe using a Racial Equity Impact Assessment with the board and administration of Minneapolis Public Schools.

## Slide 10: **Activity:** Committing to a Practice of Racial Consciousness (30 min)

\*Note: Participants will need a laptop for this portion.

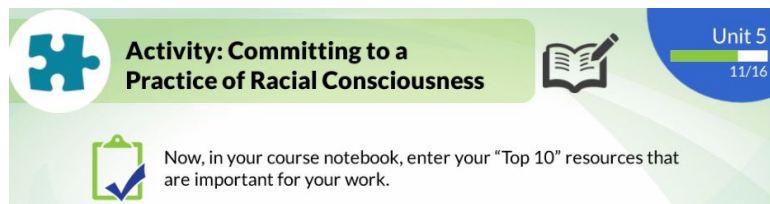
Share the information on Slide 10. Then, invite participants to explore Facebook pages, websites, and resources related to racial consciousness and racial equity in education. Invite participants to identify and share their “Top 10” and to subscribe to, “like” or “follow”, new resources.

It is recommended you provide participants with live links to the resources listed to save time. The links are posted below:

- [Minority Student Achievement Network Resources for Educators](#) (Minority Student Achievement Network, 2014)
- [Disproportionality and Technical Assistance Network Resources](#) (The Network)



**Slide 11: Activity: Committing to a Practice of Racial Consciousness**

The graphic features a green header with a puzzle piece icon on the left and a blue circle with a book icon on the right. The text 'Activity: Committing to a Practice of Racial Consciousness' is centered in the green area. Below the header, a clipboard icon is followed by the text: 'Now, in your course notebook, enter your "Top 10" resources that are important for your work.' In the top right corner, a blue circle contains the text 'Unit 5' and '11/16' below it.

**Activity: Committing to a Practice of Racial Consciousness**

Now, in your course notebook, enter your "Top 10" resources that are important for your work.

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- [Wisconsin RTI Center](#) (Wisconsin Rtl Center/Wisconsin PBIS Network)
- [University of Wisconsin Green Bay Center for First Nations Studies](#) (Education Center for First Nations Studies - UW-Green Bay)
- [The Association for Multicultural Education](#) (National Association for Multicultural Education)
- [American Indians in Children's Literature](#) (American Indian Children's Literature, 2006)
- [25 Websites for Educational Equity](#) (Perspectives on Technology, 2005)
- [Equity Alliance Arizona State University](#) (The Equity Alliance; 2005)
- [Great Lakes Equity Center](#) (Great Lakes Equity Center)
- [Teaching Tolerance](#) (Teaching Tolerance)
- [National Alliance for Partnerships in Equity](#) (National Alliance for Partnerships in Equity)

**Slide 11: Activity:** Committing to a Practice of Racial Consciousness: (3-5 min)

Invite participants to note their top 10 resources on [Handout 1](#), in a journal entry, or in another convenient location for continued access as they continue their growth as race-conscious educators.

## Slide 12: Our Stories: Lac du Flambeau (LdF) School



### Our Stories: Lac du Flambeau (LdF) School

Unit 5

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In the fall of 2012 Ron Grams, principal of The Lac du Flambeau (LdF) School, met with Doreen Wawronowicz, Ojibwe language and culture teacher, and Carol Amour, former teacher at the LdF School and former curriculum director at the Indian Community School in Milwaukee. He expressed his concern that the needs of several middle school students were not being met and that they were at risk. He challenged them to design a program to meet the needs of these students.

The two women began their work by assembling and reading a "library" of work done by indigenous scholars on culturally responsive education. They talked with elders in their community and colleagues with extensive experience in the field of culturally responsive education.

## Slide 13: Our Stories, Continued



### Our Stories, Continued

Unit 5

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In this video, hear students, members of the Lac du Flambeau Band of Lake Superior Chippewa Indians, and Lac du Flambeau educators talk about the resulting program, Envision.



View the link [here](#).

Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.

**Slide 12:** Share the information on Slide 12, noting that *Our Stories* captures best practices being implemented in Wisconsin. (1 min)

**Slide 13: Show Video:** [Lac du Flambeau ENVISION](#) (Balfe, Angie, 2015) (5 min)

Invite participants to think-pair-share about something that impacted them or they noticed or wondered as they watched the video.

## Slide 14: Our Stories: Schools That Can Milwaukee



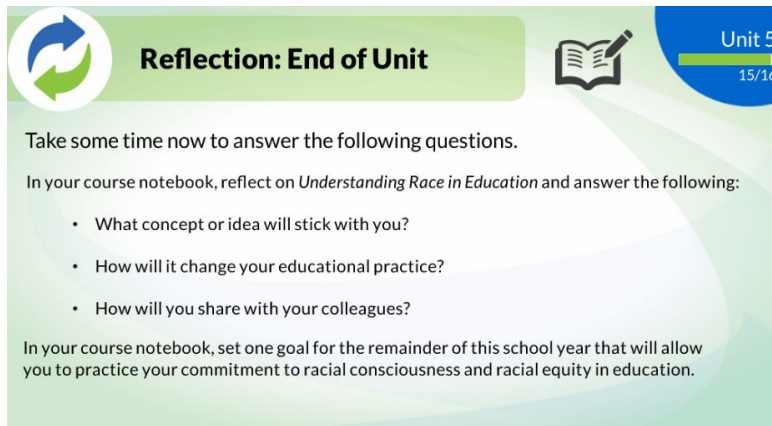
**Our Stories: Schools That Can Milwaukee**

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Schools that Can Milwaukee is a nonprofit organization that works with public schools, public charter schools, and private schools. The organization focuses on three transformative pathways: expand high-quality schools, develop high-potential schools into high-quality schools, and recruit talent and innovation for Milwaukee.

Transforming Milwaukee Schools

## Slide 15: Reflection: End of Unit



**Reflection: End of Unit**

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15/16

Take some time now to answer the following questions.

In your course notebook, reflect on *Understanding Race in Education* and answer the following:

- What concept or idea will stick with you?
- How will it change your educational practice?
- How will you share with your colleagues?

In your course notebook, set one goal for the remainder of this school year that will allow you to practice your commitment to racial consciousness and racial equity in education.

**Slide 14:** Share the information on Slide 14, noting that *Schools that Can Milwaukee* is an example of a Wisconsin school partnership striving to create more equitable outcomes for all students. (1 min)

### **Slide 15: Session Reflection:** End of Unit (3-5 min)

Invite participants to reflect on this session and consider how they will incorporate their learning in their work moving forward. Consider inviting participants to complete [Handout 2](#) from this session to do so, and to think-pair-share their responses.

Encourage participants to share additional reflections from this session, or previous sessions, in a journal, on the [Journal Pages handout](#) for this session, or in the eCourse notebook if they are accessing the course online.

**Slide 16: Congratulations!**



**Congratulations!**

Great job! You have completed the Understanding Race in Education module.

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**Slide 16: Congratulations! (2 min)**

Thank participants for their hard work and commitment in completing this module. Invite participants to continue their learning by participating in Module 2: Exploring the Data, and Module 3: Implementing the Strategies either on their own, or as a group.

Remind participants that these learning outcomes are a part of an ongoing journey; and that, as is true for all of this work, they require consistent, intentional consideration. Encourage participants to continue to engage with one another on how they are incorporating their learning into their work as educators.

Note: To continue to cultivate their growth as equitable educators, invite participants to check out the resources listed [here](#).