

STAY ENGAGED

EXPERIENCE  
DISCOMFORT

SPEAK YOUR  
TRUTH

EXPECT AND  
ACCEPT  
NON-CLOSURE

We will **know** how whiteness is defined.

We will **understand** whiteness is a dominant identity and with it, brings privileges.

We will **be able to** identify ways that we can center equity in our work, building, and district.

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## Definition of Whiteness

# Whiteness

An all-encompassing centrality, and assumed superiority of people defined over a political, economic, and social system of domination.

~Robin DiAngelo <sup>2</sup>

An “abstraction” that favors people of European descent and pushes Whites to perceive the world in a predetermined pattern of white insider and BIPOC outsidersness.

~ Summary of Dr. Leticia Nieto<sup>3</sup>

## “Color-Blind Attitudes”

- ❖ Traditionally, whites are socialized, often implicitly, to maneuver through the world without awareness of the privileges that accompany their whiteness (Boatright-Horowitz, Frazier, Harps-Logan, & Crockett, 2013).
- ❖ Many whites are not aware of how the associated privileges and power influence their lives as morally neutral, normative, average, and also ideal (McIntosh, 1989, p. 19; see also Hartmann et al., 2009; McIntosh, 2015).
- ❖ Colorblind attitudes have been conceptualized as an unawareness of blatant racial issues, denial of its privilege, and denial of institutional racism and the need to correct it (Neville, Lilly, Duran, Lee, & Browne, 2000).
- ❖ A person who holds these attitudes essentially adopts the perspective “that race should not and does not matter” (Neville et al., 2000, p. 60).

Retrieved from <https://doi.org/10.1093/acrefore/9780190224851.013.195>



# **Developing a more positive white identity by rejecting racism and exploring one's responsibility in addressing it (Helms, 2017):**

1. Contact: A state of denial of the significance and meaning of race
2. Disintegration: The beginnings of a conscious acknowledgement of whiteness and associated privileges, which is often in conflict with one's belief in a meritocracy
3. Reintegration: An idealization of whites and white culture as a means of maintaining white privilege resolving the cognitive dissonance resulting from an earlier state
4. Pseudo-independence: Well-intentioned white allies begin to question white superiority and search for information about others, but still fail to recognize racism in themselves
5. Immersion-Emersion: A state in which there is acknowledgment of whiteness as a source of racism and examination of one's own and other whites' roles in perpetrating and maintaining it
6. Autonomy: An ongoing process to actively learn from other groups and the development of a new white identity in which racism is abandoned.

Helms, J. E. (2017). The challenge of making white visible: Reactions to four white articles. *The Counseling Psychologist*, 45(5), 717–726.

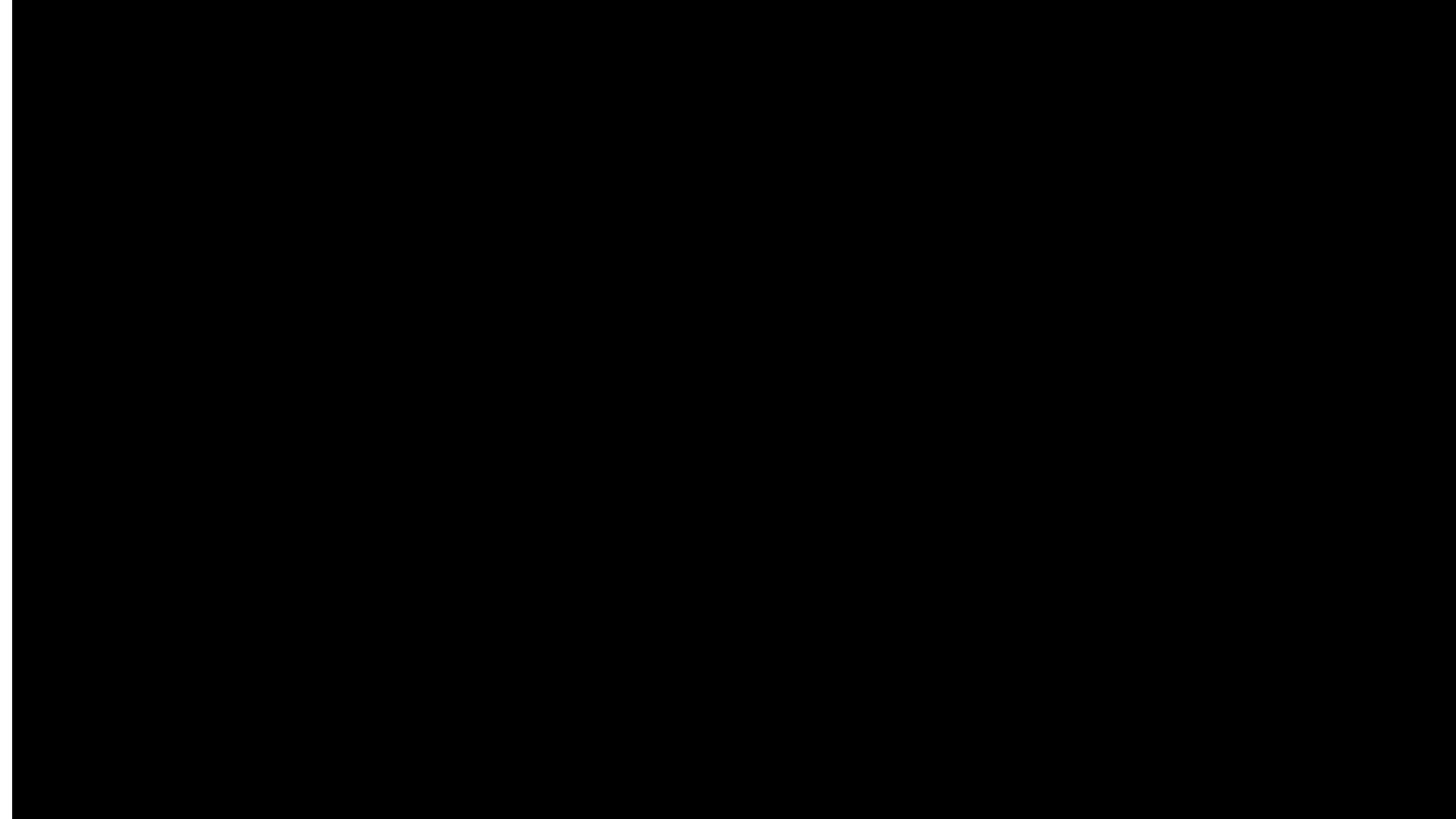
# Discussion

- ★ What stage best describes the majority of your staff?
- ★ What are the implications for leading, teaching and learning in your building?
- ★ How might you facilitate activities with your staff to enhance their racial identity?

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Breakout Rooms





# The Consciousness of Whiteness

## **Universal Perspective -**

“Doesn’t everybody experience life the way that White people have experienced it?”

## **Individualism -**

“I earned this”, making the “effort equals reward”.

## **Avoidance -**

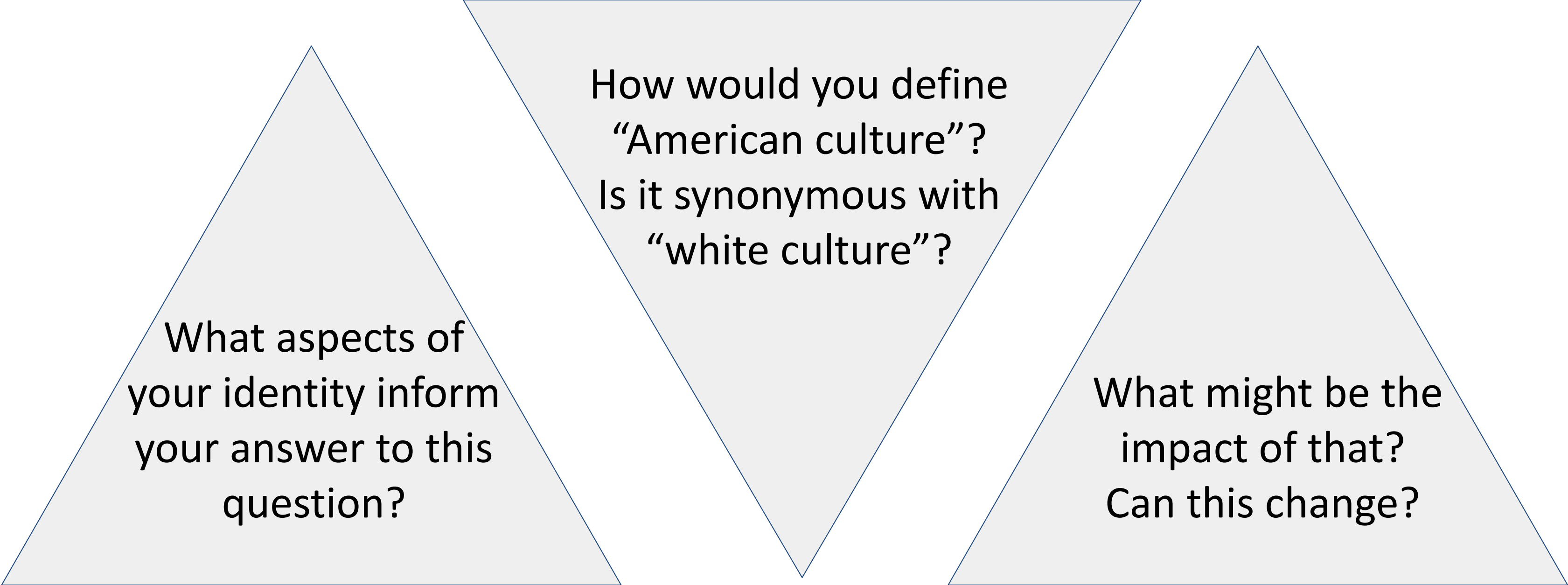
“This isn’t my problem.”

## **Decontextualization -**

“How does this particular situation have anything to do with race?”

(Singleton and Linton, 2006)

# How do you describe your culture?



How would you define  
“American culture”?  
Is it synonymous with  
“white culture”?

What aspects of  
your identity inform  
your answer to this  
question?

What might be the  
impact of that?  
Can this change?



Weekly Concept Traditions



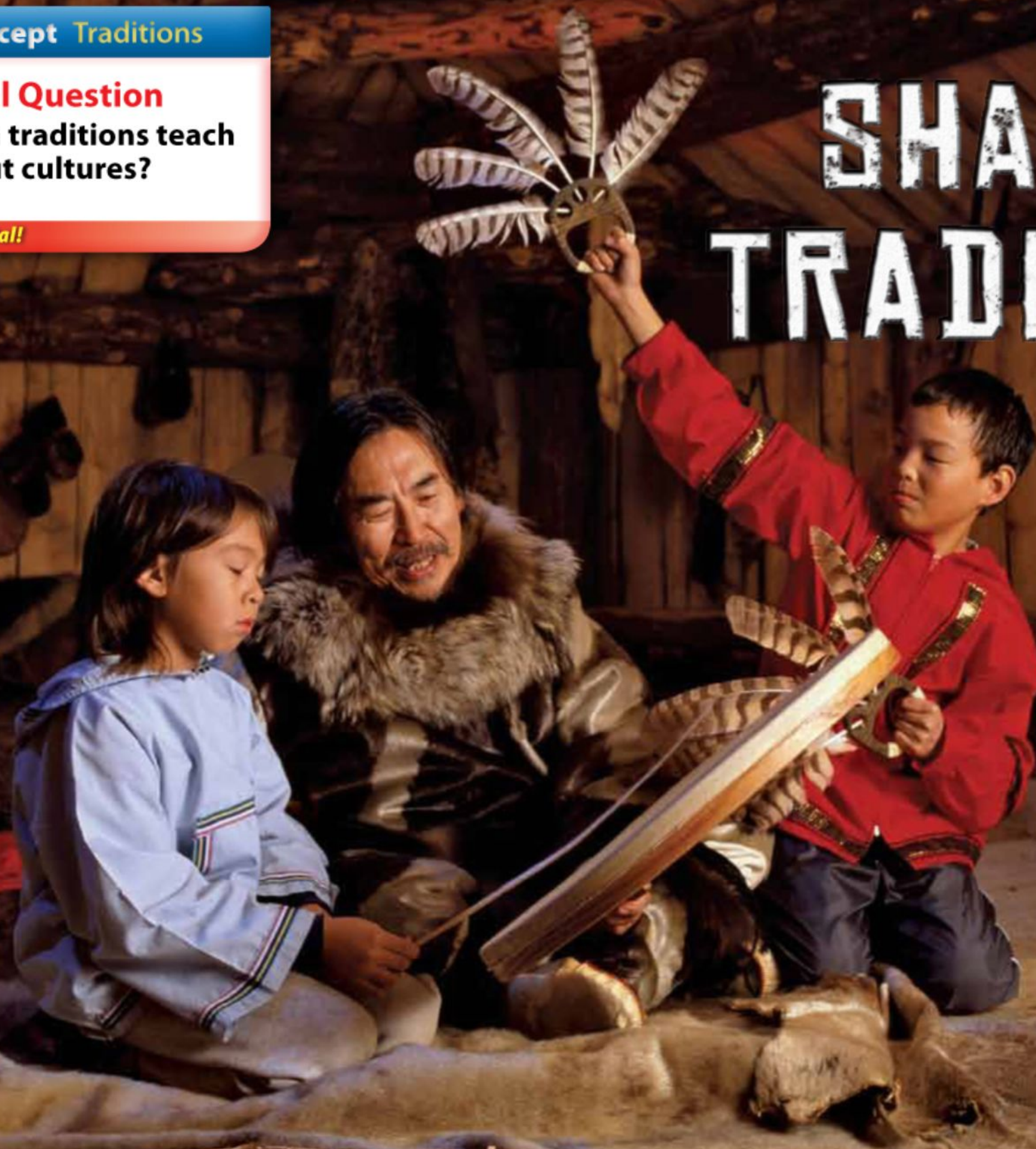
### Essential Question

What can traditions teach you about cultures?



Go Digital!

# SHARING TRADITIONS



AlaskaStock/Masterfile

Felt incredibly unprepared in how to model answering this question for myself and my family.



**What are some ways that whiteness and then other dominant identities are centered in our building and our district ?**

Whiteness



Equity



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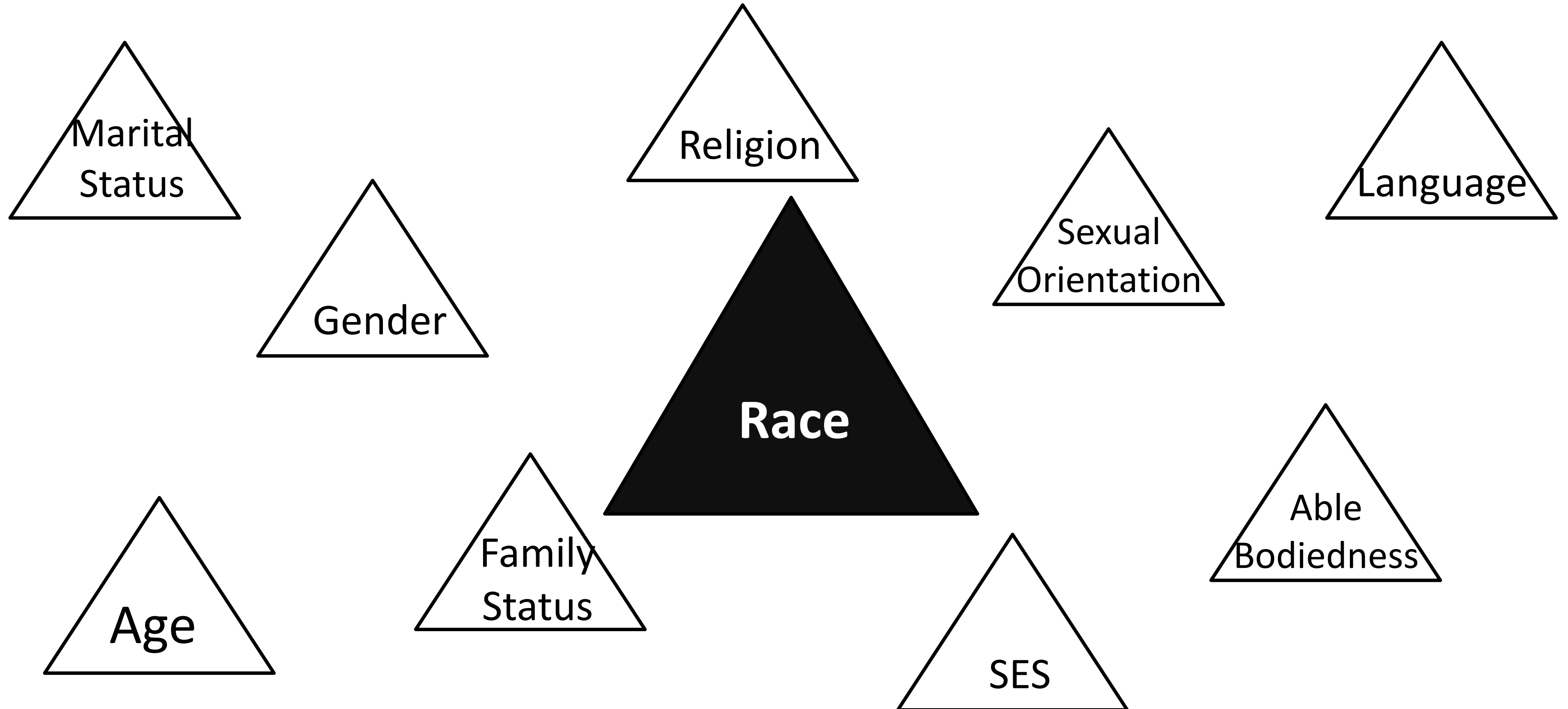
Whiteness



Equity



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Whiteness



Equity





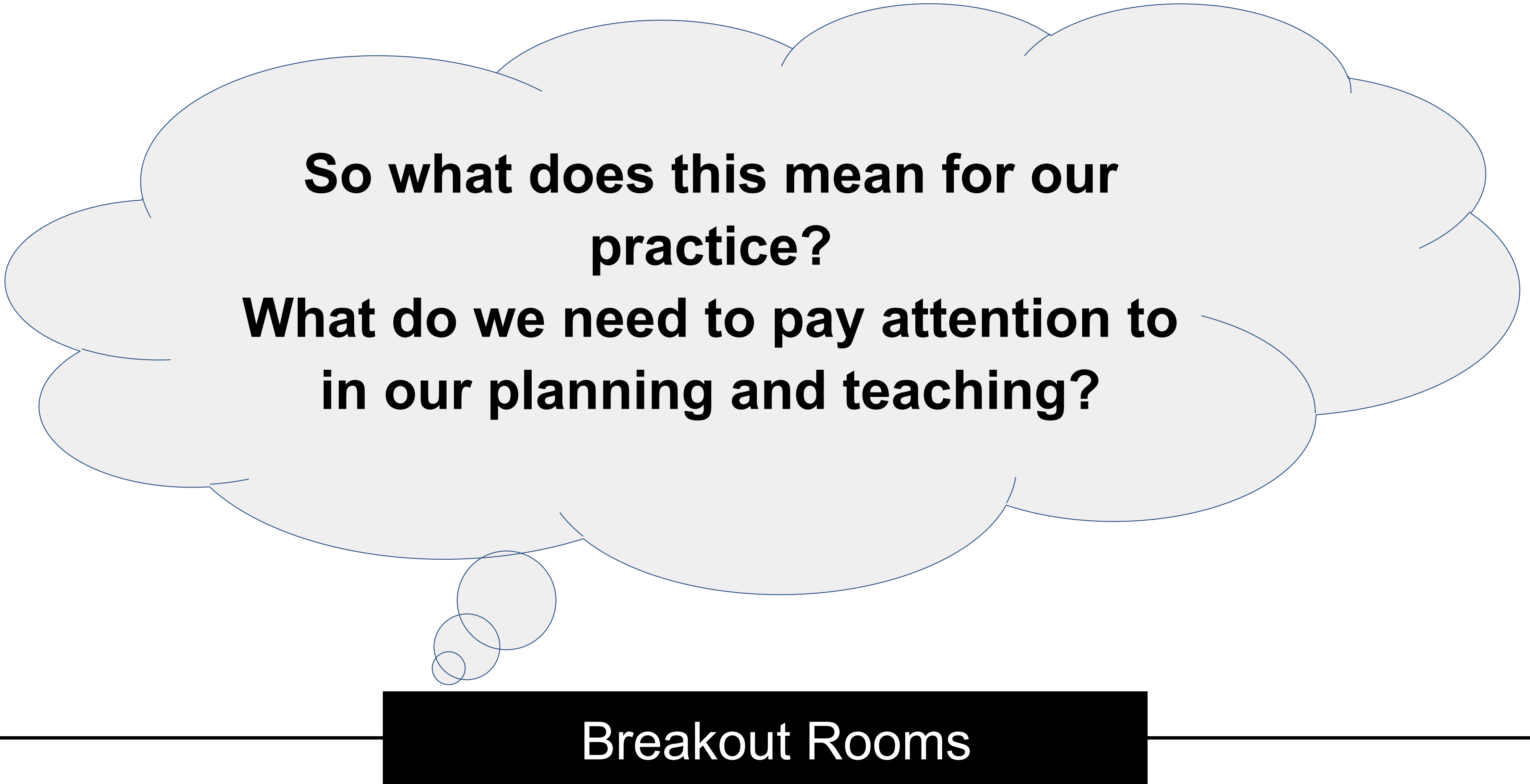
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Whiteness



Equity





**So what does this mean for our  
practice?**

**What do we need to pay attention to  
in our planning and teaching?**

**Breakout Rooms**

The Lincoln Board of Education is committed to educational equity for students, staff, and patrons of the Lincoln Public Schools. Educational equity means all Lincoln Public Schools **students have meaningful access to the educational resources** they need to achieve at a high level at the right moment, at the right level, and with the right intensity. Educational equity means **high expectations for learning and student achievement** for all students. Educational equity allows students to **discover and explore their passions and make meaningful connections** within the context of their postsecondary interests and aspirations. Equity requires that these **opportunities are provided** and outcomes exist for all students regardless of their socio-economic status, race, national origin, ethnic background, culture, religion, sex, pregnancy, childbirth or related medical condition, sexual orientation, gender, transgender, age, disability, mental, physical or linguistic ability or other protected status.

## LPS DEFINITION OF EQUITY

# LPS Focus for Equitable Practices

- Meaningful access to educational resources
  - High expectations for learning
- Allow scholars to discover and explore their passion
  - Opportunities are provided

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FOUR AREAS



Standing still is never an option so long as inequities remain embedded in the very fabric of the culture.

— *Tim Wise* —

AZ QUOTES



A photograph of Justice Ruth Bader Ginsburg standing in a wood-paneled room, wearing her black judicial robes with a white lace collar. Her hands are clasped in front of her. The background features dark wood paneling and a large circular seal on the wall.

**“Real change, enduring change,  
happens one step at a time.”**

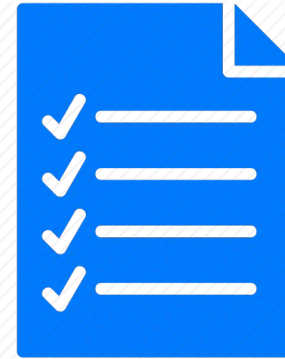
**Justice Ruth Bader Ginsberg  
1933-2020**

# Resources

Lincoln Public Schools

Whiteness

February 2021



[Whiteness in Organizations: From  
White Supremacy to Allyship](https://www.youtube.com/watch?v=Dwlx3KQer54)<sup>hh</sup>

[https://www.youtube.com/watch?v  
=Dwlx3KQer54](https://www.youtube.com/watch?v=Dwlx3KQer54)

# Resources

January 2021

# Midwest and Plains Equity Center



@GreatLakesEAC



Facebook - greatlakesequity



greatlakesequity.org



# References

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Singleton, G.E. & Linton, C. (2006). *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, CA: Corwin Press.