

Professional Development

Expectations and Assumptions

Professional development (PD) that builds capacity on the complex, and pervasive understanding of critical equity can be challenging. Topics that unravel the biases deeply ingrained in issues of racism, sexism, classism, and other forms of -ism's require a lifetime of personal, interpersonal, structural and systemic analysis and active engagement. It is intimate, reflective, uncomfortable, and requires brave transformation of self. It relies on one's willingness to be vulnerable, intentional and consistent. It demands that all of us recognize our privileges, positionality, and the social stratification of our constructed identities and their intersectionality. Participation in just about any equity-driven opportunity does not guarantee an individual to become enlightened, critically conscious or devoted to the personal and professional necessity toward social justice and decolonization; however, organizations do have the power and resources to demonstrate their unequivocal commitment to equity through a number of means, and one should be professional learning. It is therefore expected that the PD host supports the learning, and assumes all PD participants will engage in the following community agreements.

Community Agreements

- All voices are respected.
- Anticipate brave spaces for reflection and discomfort.
- Engage and listen to develop understanding.
- Be vulnerable and expect confidentiality.
- Use "I"/"Me" statements.
- Expect and accept non-closure.

About the PD Offerings

For districts that have not offered any professional learning to staff on the topics listed below, a scaffolding approach is recommended, but not required. Although the learning objectives are identified for each session, the PD becomes personalized based on the individual and organizational positionality into the equity journey. As a result of the growth process on equity, audio or video recording is **not allowed**. Each of the below PD offerings are designed to be interactive and embed small group discussions. It is recommended that districts commit to several sessions to continually build capacity, meaningful depth and processing of transformative shifts for each staff member. Each session involves guiding questions that staff can continue to dialogue and apply in their roles following the PD.

PD Audience

These PD sessions are not exclusive to teachers and/or leadership. It is designed, or can be customized, based on the audience. It is highly recommended that all staff participate in equity PDs.

Format

Each session is one hour in length, and can be extended up to 90 minutes.

*During school year 2020-21, all PDs are offered via Zoom only. Dependent on the number of participants at any given time, the district may need to host the virtual session using their Zoom account.

Recommended Order	Title and Learning Objectives
1	Equity 101: An Overview -Develop common language regarding educational equity -Distinguish between diversity and culture -Apply and discuss the cultural proficiency continuum
2	Understanding Implicit Bias -Increased awareness surrounding biases -Engage in structured conversation about implicit bias -Consider ways to reflect and address implicit bias
3	Microaggressions -Initial unpacking of the three major forms of microaggressions -Consider microaggressions in daily interactions and school environments -Discuss ways to disrupt microaggressions
4	Culturally Responsive Practices -Emphasis on the criticalness of culturally responsive pedagogy and practices -Enhance culturally responsive practices as CARE -Connect with colleagues on practical applications of CRP
5	Social Constructs of Self and Positionality -Participants identify and reflect on their own social constructs -Participants consider the initial spheres of influence and impact from cycle and agents of socialization -Reflective conversation of social constructs of self and others to the Wheel of Oppression
6	Spheres of Influence -In-depth understanding and application regarding the Spheres of Influence -Identify its impact in our socialization and that of students -Consider tangible practices that perpetuate cycles of biases
7	Teacher and Classroom Assessment: Discussion and Workshop -Completion and discussion
8	Stereotype Threat and Coded Racial Language -Engage in structured conversation about stereotype threat and how it shows up in schools -Consider typical ways coded racial language is used -Discuss individual circumstances and unique situations while centering marginalized experiences
9	Bystander v. Upstander -Decipher the difference between bystander and upstander -Share the common perceptions of each behavior and action -Apply learned strategies to scenarios
10	Responding to Incidents of Hate/Proactive Solutions -Discuss recent national statistics on incidents of hate in K-12 settings -Consider recommended structures when responding to incidents of bias -Apply suggested strategies to proactive solutions
N/A	Partnership PDs: With community members co-hosting learning opportunities such as Cultural Awareness of Affinity Groups or with student groups and Elevating My Lived Experiences in School
N/A	Structured, theme-based PD to informally (no lecture) discuss a variety of issues, including but not limited to diversity, inclusion, cultural appropriation, racial linguistics, decolonization, anti-racism parenting, paradigms of power and privilege, racial identity and pluralism. This PD is best delivered with selected staff members to aid in facilitated discussions.

N/A

NEW See link for [Anti-Racism Personal Development Series](#).
Please note sessions 2, 3, 5, 7 and 9 listed above are embedded in this series.