



DEFENDING  
EDUCATION



Advancing equity & racial justice  
Driving transformative change.

West Hartford Public Schools

## Equity + Diversity Council DAY ONE (24-25)

Natalie McCabe Zwerger she/her|ella, Executive Director

Theresa Rangel she/her, Executive Director of Equity Advancement

## WHPS Equity & Diversity Council

We, the members of West Hartford Public Schools, dedicate ourselves to the pursuit of equity. Equitable schools are those that value and honor ALL in our community as unique individuals capable of maximizing their true potential. We make a solemn promise to identify and dismantle all elements of systemic racism and historical inequities. We vow to clear paths, with a relentless duty to those in traditionally marginalized groups. We pledge to partner with ALL families in the service of the success of each child.

The work of the district's Equity and Diversity Council (EDC) supports our commitment to advance equity, honor diversity and foster inclusiveness in all areas of our district's programs, practice and services.



# WHPS Equity & Diversity Council

## Equity and Anti-Racism Vision

We, the members of West Hartford Public Schools, dedicate ourselves to the pursuit of equity. Equitable schools are those that value and honor ALL in our community as unique individuals capable of maximizing their true potential. We make a solemn promise to identify and dismantle all elements of systemic racism and historical inequities. We vow to clear paths, with a relentless duty to those in traditionally marginalized groups. We pledge to partner with ALL families in the service of the success of each child.

## Working Definition of Anti-Racism in Education

To actively and mindfully oppose and dismantle cultural messages, institutional policies, practices and all systems of advantage based on race.

### References

- Adapted from the Bexley Anti-Racism Project, 2020
- Referenced with permission from the National Conference for Community and Justice (NCCJ), Windsor, CT, 2020
- Adapted from the Southern Poverty Law Center- Teaching Tolerance Organization
- Referenced from the Anti-Defamation League (ADL) on Race, Racism and Anti-Bias



## RE-Center Race & Equity in Education Partnered with WHPS



**Natalie McCabe Zwerger**  
shelherlella

### Our mission + vision

RE-Center Race & Equity in Education activates youth and adults to drive transformative change towards racially just schools and communities.

We envision an equitable and just world where all youth have what they need to grow and thrive.

We envision empowered students supported by conscious, critically thinking adults and supportive and safe schools and communities.

We work towards a world in which equity is institutionalized in all school systems.



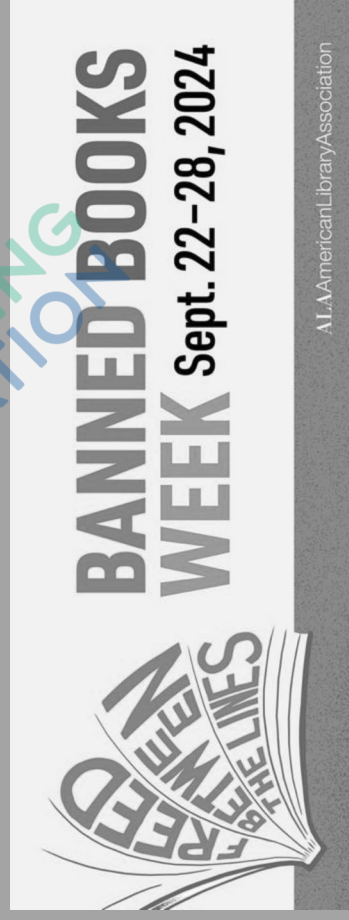
# Check in

Please share your:  
Name, pronouns, and role

+

One banned book that has had a deep impact on you & why

GOOGLE "100 MOST BANNED BOOKS" FOR A LIST



## Natalie's land acknowledgment

This moment is to acknowledge that this learning module was created on traditional unceded land of the *Pequonnock, Paugussett, Schaghticoke, and Wappinger* people. I acknowledge this learning rests on a history of colonization, displacement, settler colonialism, imperialism, and genocide and it is my intention that the fruits of this learning are offered to these Indigenous people, elders, and ancestors, both living and transitioned.

<https://native-land.ca/>

## Ensure your land acknowledgment is not performative.

- Infuse your commitment to restorative practices with the Indigenous roots it is entitled to.
- Read Indigenous authors.
- Know our Indigenous elected officials.
- Redistribute your income to the LANDBACK movement and Indigenous-led organizations.
- Follow the work of the [NDN Collective](#)
- Build your understanding of Indigenous history (living and past) by listening to the podcasts: LANDBACK for the people, Illuminative on Air, American Genocide
- Watch films that contextualize your own historical illiteracy: The Inhabitants, Bad River, Lakota Nation Versus the U.S., Sugarcane
- Familiarize yourself with laws and policies that disproportionately harm Indigenous folk in state and federally recognized tribes and tribes that are not recognized to this moment.



## What is Culturally Responsive-Sustaining Education?

"Culturally responsive-sustaining (CR-S) education is grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning."

([NYSED Culturally Responsive-Sustaining Education Framework, 2019, p.10](#))



## What is required of a culturally responsive-sustaining leader?

1. Affirm racial, linguistic, + cultural identities;
2. Prepare students for rigor + independent learning;
3. Develop students' abilities to connect across lines of difference;
4. Elevate historically marginalized voices; and
5. Empower students as agents of social change.

([NYSED Culturally Responsive-Sustaining Education Framework](#), 2019, p. 11)

## ESSENTIAL QUESTIONS

- How do the youth we serve & their families know & feel we have a deep commitment to equity, inclusivity, & racial justice?
- How do we create & foster a culture of belonging here in WHPS?

## Ask of the Community to Practice CR-S:

- ❖ Use I statements & be declarative.
- ❖ Expect & accept non-closure.
- ❖ W.A.I.T (Why Am I Talking?) & be concise.
- ❖ Hold impact over intent.
  - Be informed by what you are learning about your own identities + their impact.
- ❖ Welcome & experience discomfort. Get curious with yourself.



*ACTIVITY:* We will engage in the Peeling Back the Onion activity to examine how WHO WE ARE impacts HOW WE TEACH, ENGAGE, & RELATE to the youth we serve.

REPEATING EDUCATION



**Privilege:** “The benefits, advantages, and power given due to the social identities shared with the dominant culture.”

*(This book is antiracist by Tiffany Jewell, 2020)*

## **Intersectionality**

“Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.”

**Kimberlé Crenshaw, 2017**



## Compounding privilege

Privileges based on social identities compound advantages just as marginalizations based on social identities compound disadvantages.

“Using statistical modeling, Dr. Howell developed a “neighborhood privilege index” and a “disadvantage index” to interpret the household data, controlling for gender, race, parents’ income, number of moves and other factors often associated with privilege and educational attainment. Her analysis showed that White people are concentrated in more advantaged neighborhoods, and they are most strongly influenced by the privilege of their neighborhood.”

“Without addressing the larger issue of why resources are disproportionately allocated to White communities, we will fail to shrink educational inequities.”

**Junia Howell, 2019**





*ACTIVITY:* We will watch a series of short films to hear from youth & brainstorm how we might center their lived experiences in our equity work.

REBUILDING  
EDUCATION



DEFEATING  
EDUCATION

Beijing 12





"A conversation with LGBTQIA+ High School Students





## **DEBRIEF**

- (1) Which of these offerings from the young people resonated deeply for you and why?
- (2) What building structures and climate issues were invoked for you?
- (3) How might you use these short films to prompt reflection amongst the staff in your building?



## PROBLEM OF PRACTICE

In teams, use this time to begin to brainstorm the problem of practice you may want to focus on this year.

Utilize the brilliance of colleagues in the room.

Document your DRAFT goals . Peep what others are thinking.



## PROBLEM OF PRACTICE- SAMPLES

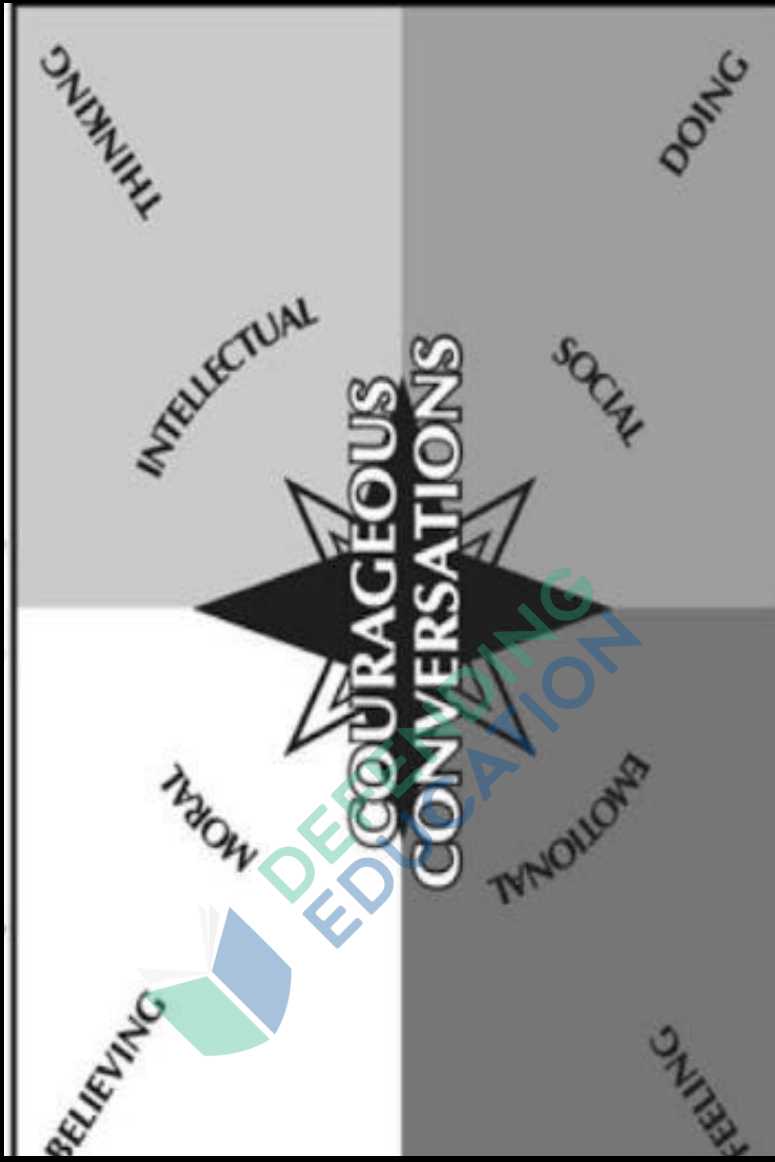
- Building capacity, understanding, and practice of leaders and key influencers
- Growing a catalog of culturally responsive-sustaining academic & behavioral interventions
- Intentional relationship-building with students
- Moving from a punitive to a restorative model
- Curriculum embodying anti-bias, anti-racist practices
- Centering youth in our equity efforts
- Family and community engagement (specific populations or in general)



## Courageous Conversations 4 Agreements

- **Stay Engaged:** Staying engaged means “remaining morally, emotionally, intellectually and socially involved in the dialogue
- **Experience Discomfort:** This norm acknowledges that discomfort is inevitable, especially in dialogue about race and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in society and in our schools. It is through dialogue, even when uncomfortable, the healing and change can begin.
- **Speak Your Truth:** This means being open about thoughts and feelings and not just saying what you think others want to hear.
- **Expect and Accept Non-closure:** This agreement asks participants to hang out in uncertainty and not rush to quick solutions especially in relation to racial understanding, which requires ongoing dialogue

**Courageous Conversations Compass**





**ACTIVITY: We will analyze academic achievement data and demographic data and discuss its impact on our work.**

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## Smarter Balanced Assessment Grades 3-8

### Overall ELA Achievement

	Overall Achievement % at Goal or Above	Achievement SOC % at Goal or Above	Achievement All % at Goal or Above
American Indian	57%		
Asian	68.81%		
Black/African American	41.23%		
Hispanic or Latino	37.21%		
Multi-Racial	77.43%		
Native Hawaiian/PI	40.00%		
White	78.04%		
Overall	65.2%	45.30%	20%



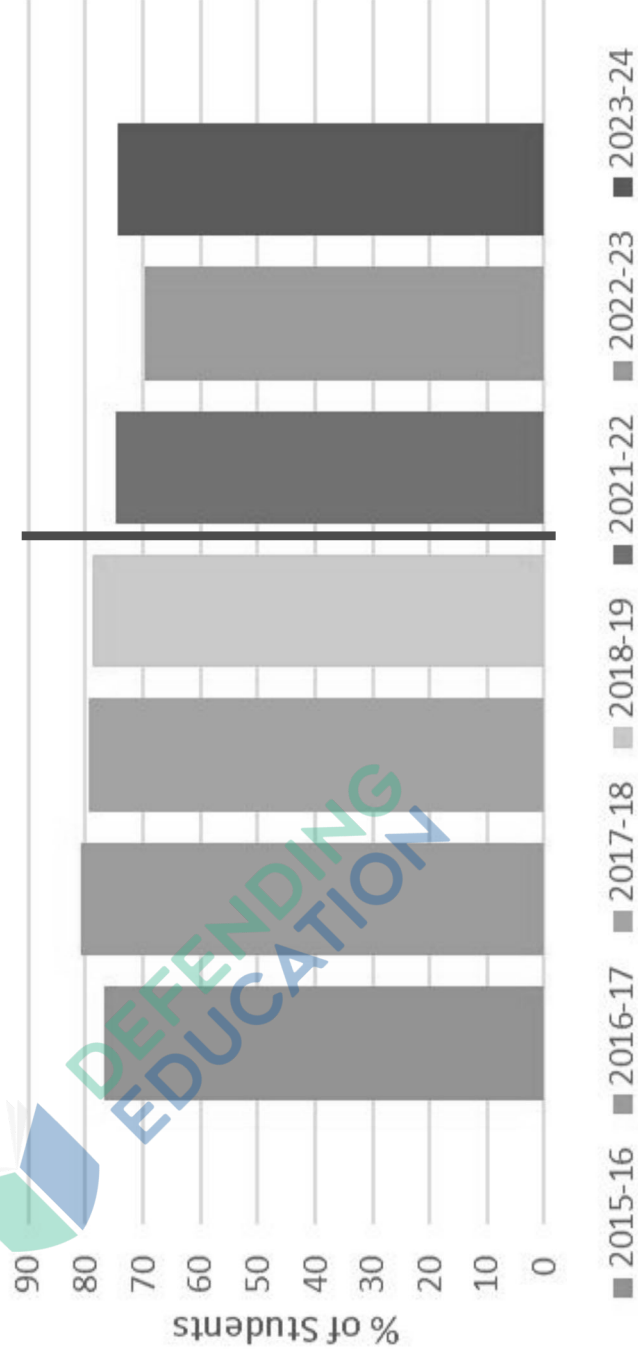
### Overall Math Achievement

	Overall Achievement % at Goal or Above	Achievement SOC % at Goal or Above	Gap % at Goal or Above
American Indian	33.33%		
Asian	71.32%		
Black/African American	33.22%		
Hispanic or Latino	35.27%		
Multi-Racial	74.22%		
Native Hawaiian/PI	60.00%		
White	74.39%		
Overall	62.29%	41.8%	20.46%

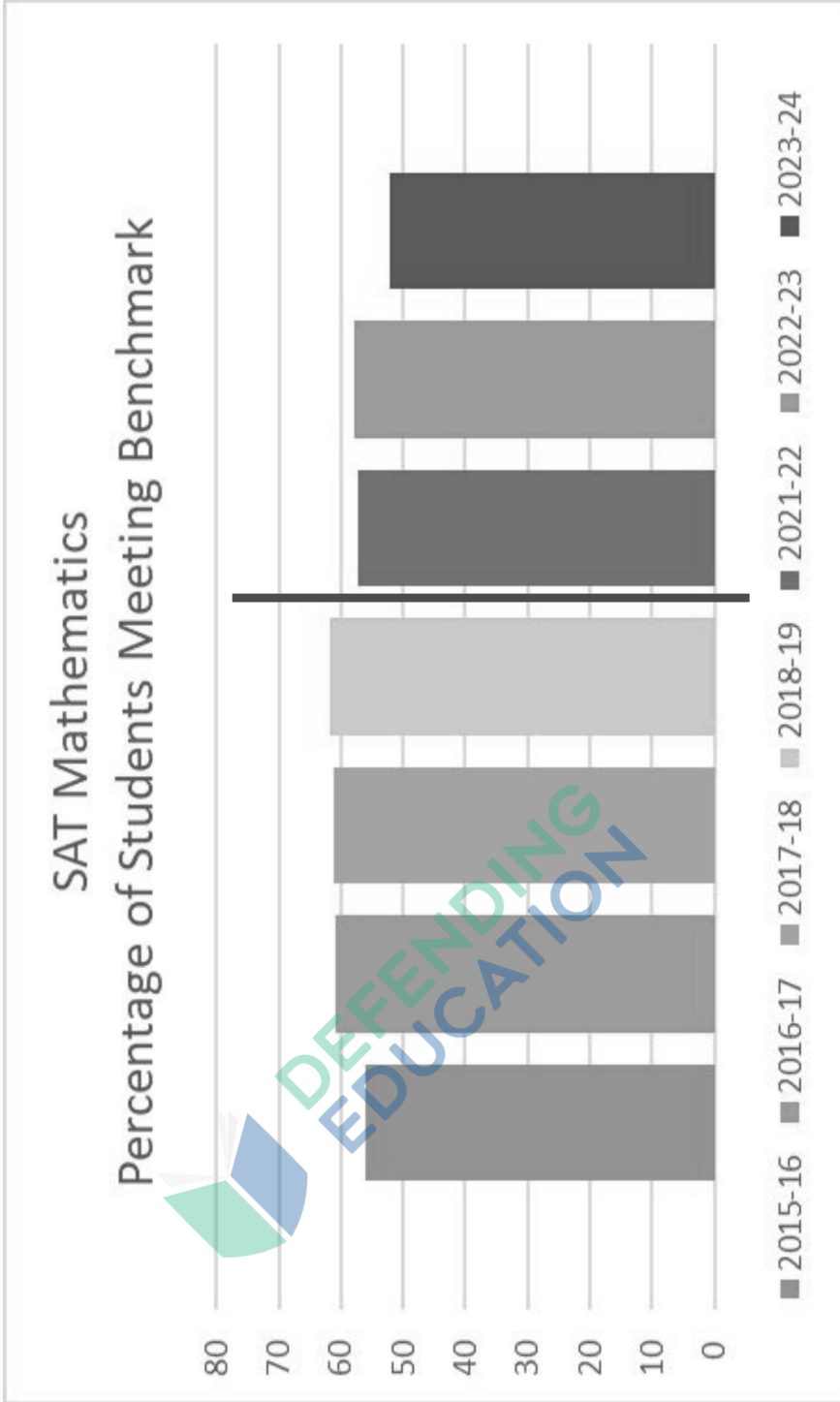
# WHPS Results

## SAT Literacy

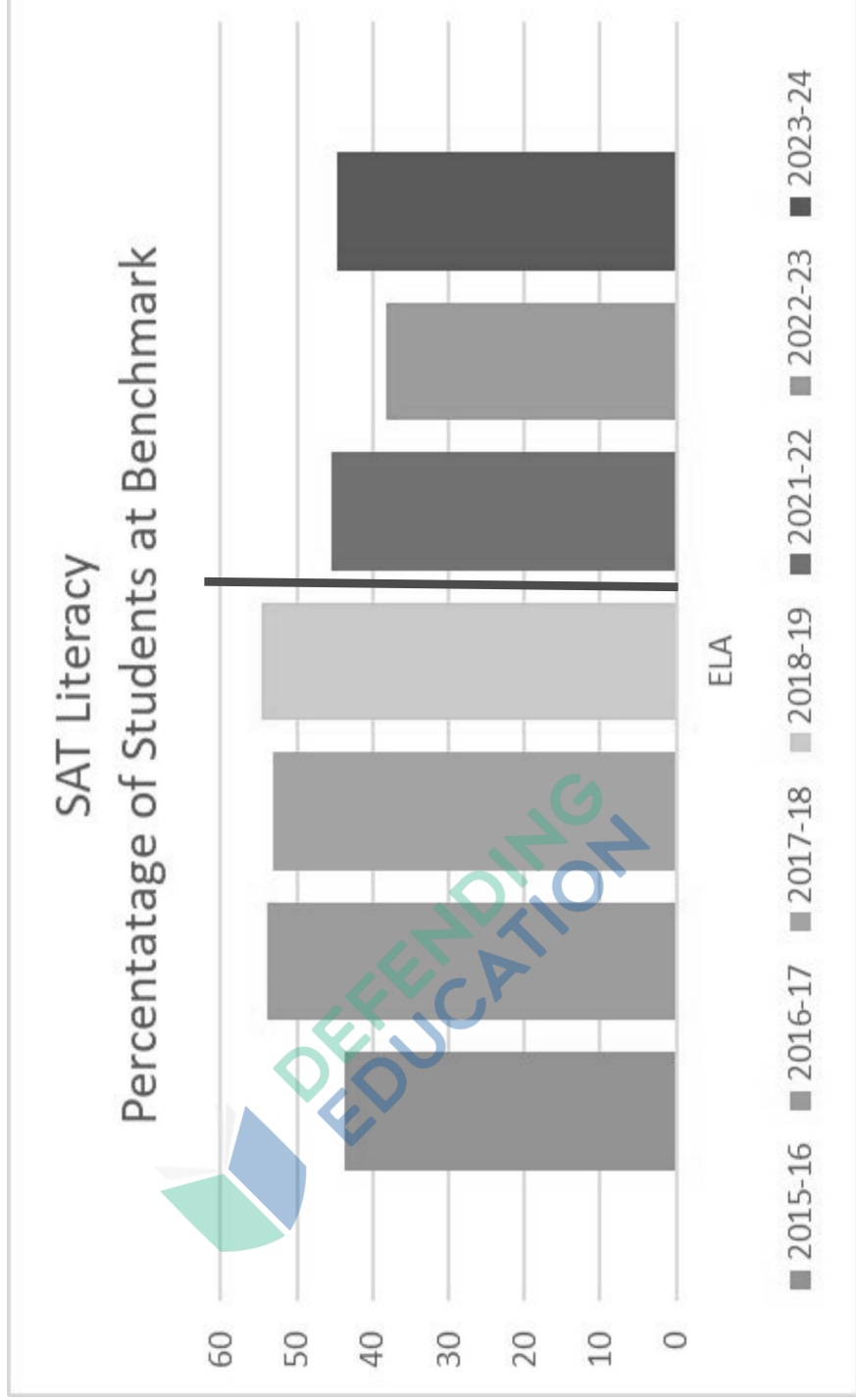
Percentage of Students Meeting Benchmark



# WHPS Results



# High Needs Students Literacy



# High Needs Students Math



## Street data (Safir & Dugan)

Level 1 “satellite data”: broad-brush quantitative measures like test scores, attendance patterns, and graduation rates, as well as indicators like teacher retention, principal attrition, and parent participation rates (p. 56)

Level 2 “map data”: literacy levels gathered through “running records,” rubric scores on common assessments, and surveys that reveal student, parent, or staff perception and satisfaction levels (p. 56)

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## Street data (Safir & Dugan)

Level 3 “street data”: qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brain to discern it. These data are asset based, building on the tenets of culturally responsive education by helping educators look for what’s right in our students, schools, and communities instead of what’s wrong (p. 57)

# Street data (Safir & Dugan)

Examples of street data:

1. Audio feedback interviews
2. Listening campaigns
3. Equity participation tracker
4. Ethnographies
5. Fishbowl
6. Home visits
7. Shadow a student
8. Equity-focused classroom scan
9. Structured meeting observations
10. Student-led community walks (p. 61-64)



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**A particular type of vigilance and coalition building is needed to face entrenched injustice. Calling in the power of ancestral legacies committed to centering racial and social justice across civil rights movements, we accept and own every opportunity to ANTAGONIZE INJUSTICE. Our accountability manifests in the histories we write today as we agitate and unravel systems of oppression, embodying justice and liberation.**

**RE-Center|2024**

## *WORKING SESSION TIME*

Use these 45 minutes to intentionally plan for the problem of practice you want to interrogate this year.

Identify your (1) area of focus, (2) data to gather, (3) measures for progress & growth, and (4) plans to implement and assess.

Utilize the brilliance of colleagues in the room.

Deepen your DRAFT goals here.

Be prepared to share out.



## 24-25 EDC Reading

Street Data (required) + Courageous Conversations (optional)

11/12/2024 (SD p. 1-45, CC p. 1-38)

1/7/2025 (SD p. 46-94, CC p. 39-92)

2/4/2025 (SD p. 95-119, CC 93-125)

3/4/2025 (SD p. 120-165, CC p. 126-203)

4/8/2025 (SD p. 166-217, CC p.205-277)



# Natalie's current reads





**Advancing equity & racial justice.  
Driving transformative change.**



**RE-Center activates youth and adults to drive transformative change towards racially just schools and communities.**

**[www.RE-Center.org](http://www.RE-Center.org)**



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# Thank You



Advancing equity & racial justice.  
Driving transformative change.



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Advancing equity & racial justice  
Driving transformative change.

West Hartford Public Schools

## Equity + Diversity Council DAY TWO (24-25)

Natalie McCabe Zwinger she/her/ella, Executive Director

## Wisdom circle

1. Our body: what wisdom or insight is your body offering you right now?  
How would you like to respond to this wisdom?
2. Our mind: name some of the contributions you most want to make to this community.
3. Our heart: what do you need more of right now?
4. Our spirit: what do you want to create from what you are learning today?

*Wisdom of the circle: A restorative circle practitioner's deck (Cathleen Antoine-Abiala & Erin Dunlevy, 2024)*

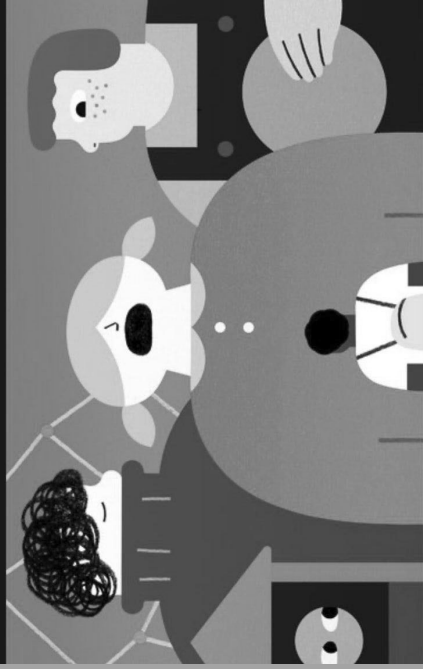
Opinion

OPINION

# 'Only White People,' Said the Little Girl

By Topher Sanders

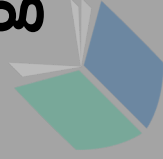
Oct. 13, 2016



Jing Wei

MAPLEWOOD, N.J. — Few things are more awesome than listening to kids playing on the playground. There's magic in that mix of laughter and exhausted breaths — giggle, pant, giggle.

## 'Only white people,' said the little girl by: Topher Sanders

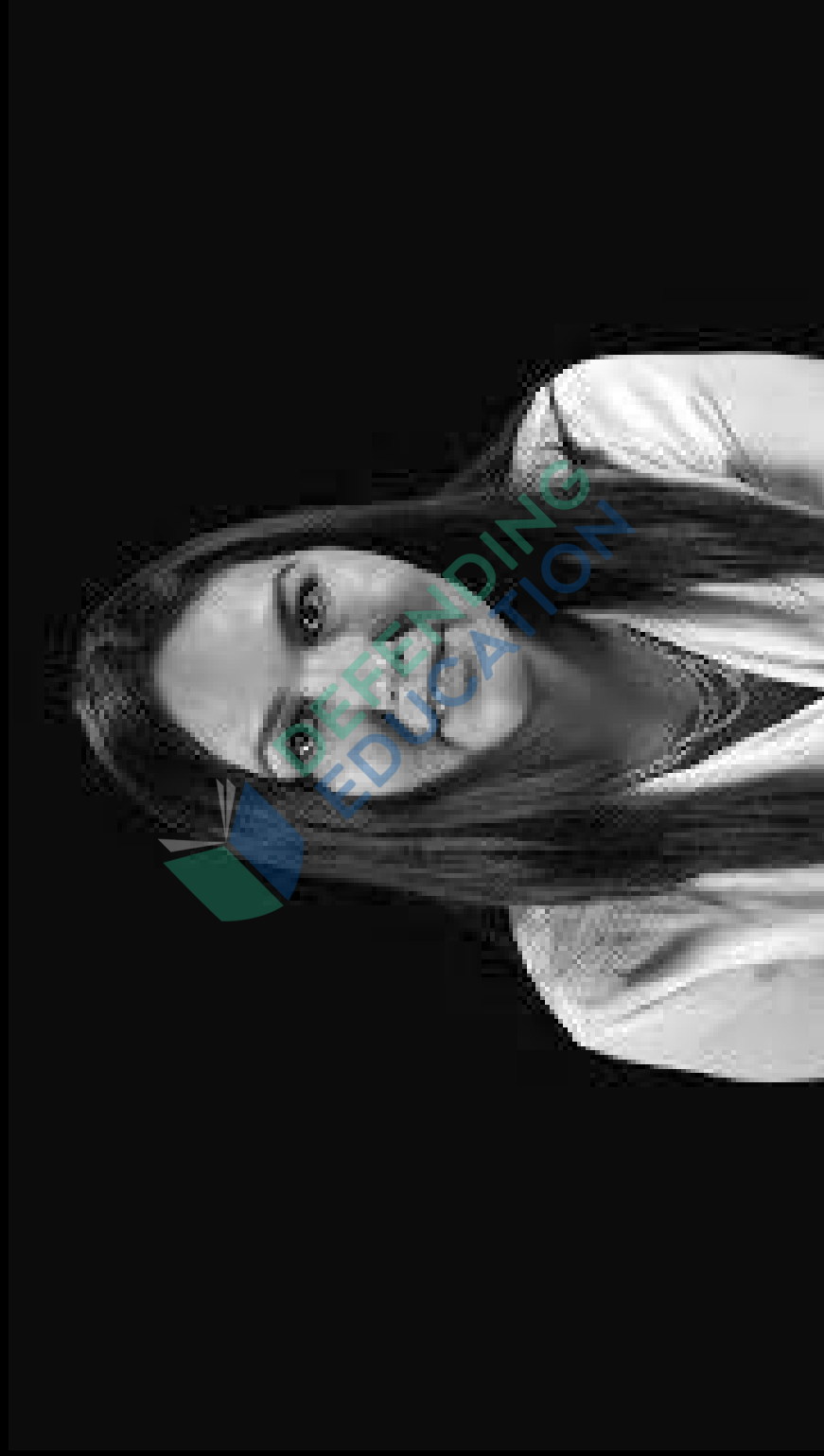


1. Read the article.
2. Analyze the harm.

*Harms create needs. Needs create obligations. Obligations incite actions.*

3. How do you relate this article to the ways you intervene in moments of injustice?

## A conversation with Native Americans on race



One word: Thanksgiving



*How might we demonstrate a deeper understanding of Indigeneity?*

*How might our land acknowledgment become more robust and meaningful?*

*What is an actionable step you will take?*

*The recent context: A U.S. gov't apology to Indigenous peoples*

NATIONAL

## **Biden apologizes for government's role in running Native American boarding schools**

OCTOBER 26, 2024 · 8:28 AM ET

HEARD ON WEEKEND EDITION SATURDAY

By Gabriel Pietrorazio



3:37

+ PLAYLIST



Calling it "a blot on American history," president Biden formally apologized Friday in Arizona for the federal government's role in running boarding schools where thousands of Native American children endured abuse, neglect and eradication of their tribal identities.

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## Beautiful read aloud

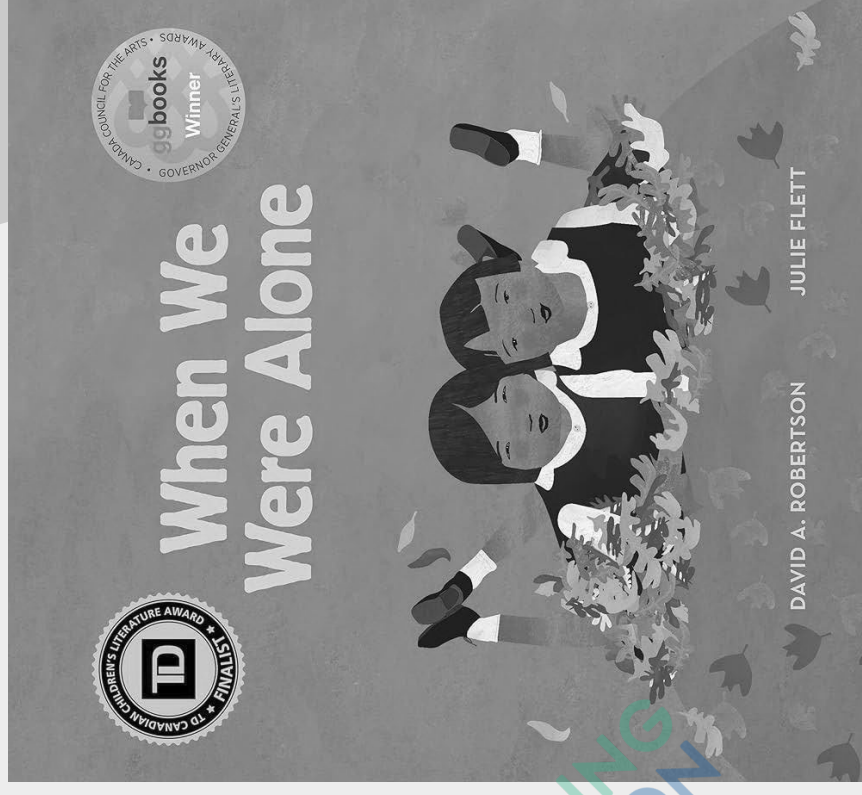
- Opens a conversation on cultural erasure, specifically highlighting linguistic erasure.
- Increases understanding of Indigenous peoples and residential schools.
- Makes the conversation about honoring multilingualism and culture pragmatic.

Suggested use: Offer the read aloud during professional learning, then ask folk to discuss the following questions:

*What feelings surfaced for you reading this text?*

*What understandings did you develop about linguistic injustice?*

*How are you actively honoring multilingualism and its intersections with race, ethnicity, and culture?*



**“Once you are aware, you are responsible.”**

**~Jillian McRae**

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**Wisdom Circuit**  
***Discussions Centering Street Data p. 1-45***

In small groups, you will discuss either:

- 1) Chapter 1
- 2) Chapter 2

Share-out Questions

1. Top level summary and takeaways
2. Any quotes to share from the chapter
3. How is the learning transferable to our work in your space?
4. What support would you need to be actionable?

## Ask of the Community to Practice CR-S:

- ❖ Use I statements & be declarative.
- ❖ Expect & accept non-closure.
- ❖ W.A.I.T (Why Am I Talking?, Why Aren't I Talking?) & be concise.
- ❖ Hold impact over intent.
  - Be informed by what you are learning about your own identities + their impact.
- ❖ Welcome & experience discomfort. Get curious with yourself.

# Practices that advance equity + racial justice (1)



## The BOE:

- Has an equity policy in action
- Offers resolutions on socio political events
- Regularly + proactively speaks about equity at Board meetings
- Publicly acknowledges improvements + areas of growth in data including statistics on the impact of recruitment, hiring, retention, leadership development for BIPOC staff
- Has shifted to look more like the students demographically
- Regularly hosts community conversations and town halls on equity-related issues to model courageous + brave dialogue
- Offers authentic land acknowledgement in partnership with local Indigenous community members + demonstrates knowledge of local Indigenous history (living + ancestral)

McCabe Zwerger, Seymour | 2021

## Practices that advance equity + racial justice (2)



Leaders at the building + district level:

- Look more like the students, constituents, or communities served and impacted demographically
- Ensure the school, district, or organization is known for increasing representation in terms of race, gender, sexuality, socioeconomic, etc. using an anti-bias, anti-racist, structured hiring process
- Model inclusive language
- Evidence retention of BIPOC and other staff from historically excluded groups
- Engage in deep data analysis that demonstrates impacts starting after year 3 of the work via concrete, measurable and historically disparate data points
- Model shared language + commitment
- Leverage the Indigenous practice of restorative justice as a community building approach

McCabe Zwerger, Seymour | 2021

## Practices that advance equity + racial justice (3)



### Leaders and staff:

- Are engaged in equity-centered + justice-literacy building professional learning regularly
- Staff have persistent opportunities to engage with + implement research-based practices from which you can draw direct connections to shifts in outcomes + lived experiences
- Clarity of shared wisdom guides whose work informs how and what we teach
- Staff are surveyed regularly as are students, constituents, or communities served and impacted
- At least the last 2 years of hiring reflect significant positive progress toward diversification goals. Retention continues to improve annually, specifically of BIPOC staff + folk from other historically excluded groups.

# Singleton's essential questions

1. What is it that leaders in schools & beyond should know and be able to do to narrow racial disparities?
2. How will leaders in schools & beyond know when they are experiencing success in their efforts to narrow racial disparities?
3. What do leaders in schools & beyond do as they discover what they don't yet know and are not yet able to do to eliminate racial disparities? (Courageous Conversations p. 15)

## Courageous conversation questions

- Why do racial disparities exist?
- What is the origin of the racial disparity?
- What factors have allowed these disparities to persist for so many years? (Courageous Conversations p. 30)



## What is required of a culturally responsive-sustaining leader?

1. Affirm racial, linguistic, + cultural identities;
2. Prepare students for rigor + independent learning;
3. Develop students' abilities to connect across lines of difference;
4. Elevate historically marginalized voices; and
5. Empower students as agents of social change.

([NYSED Culturally Responsive-Sustaining Education Framework](#), 2019, p. 11)



## **WORKING SESSION TIME**

Intentionally plan for the problem of practice you want to interrogate this year.



Identify your:

- (1) area of focus,
- (2) data to gather,
- (3) measures for progress & growth, and
- (4) plans to implement and assess.

Deepen your DRAFT goals

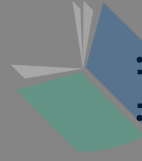
Be prepared to share out.

## Your draft Problems of Practice (so far)

- 1) Centering youth in our equity efforts. 2) Staff Understanding thinking and needs of misbehavior/neurodivergent
- Creating authentic relationships with students
- Building capacity, understanding, and practice of leaders and key influencers, focusing on reflecting, identifying, and focusing specifically on implicit bias/focusing on a restorative model
- Hiring diverse staff, starting the process of understand CRE teaching practices starting with pillar one and two: academic excellence and cultural competence.
- Creating post-graduate opportunities that are aligned with student interests and desires
- 1.) Centering youth in our equity efforts 2.) a listening tour with students/ listening to what the students need 3.) Incorporating practices of belonging and inclusive conversations in the school day 4.) having administrators, counselors, teachers, and students at the table to have conversation
- 1) Systems knowledge regarding programming for students with diverse needs, 2) Creating a sense of belonging amongst STAFF that crosses grade level/departmental "boundaries"
- Growing a catalog of culturally responsive-sustaining academic & behavioral interventions
- Family and Community Engagement
- Building capacity, understanding, and practice of leaders and key influencers.
- Deepening home school partnerships and related engagement



## **CONSIDER**



- Your building demographics (student and staff)
  - Any recent history of leadership changes
  - tenure of your staff
- previous exposure to foundational concepts of CRSE, implicit bias, ABAR teaching, SEL, etc.
- other commitments you have where you might apply an equity lens (Welcoming Schools, Restorative practices, etc)

# Case Study

There is a 3rd grade class coming back from a field trip on the school bus. There are 25 students, 3 teachers, 4 parents, and the bus driver. A trio of police cars suddenly whizzes by the bus with the sirens blaring and lights flashing. 2 Black boys immediately raise their hands up in the air. A group of 4 children (2 Latinx, 1 Asian, 1 white) begin laughing at the Black boys and 1 Latino boy says to the Black boys, “well they are coming to get you 2! What did you do now?” Many of the students on the bus begin laughing. 2 of the teachers immediately shut down the behavior. 1 of the parents who is Afrolatina and a member of the PTA leadership appears very uncomfortable but remains quiet.

# Case Study: Analysis

- (1) Where was there harm? Who was harmed and how?
- (2) What, if anything, would you do on the bus?
- (3) What, if anything, would you do back at school?
- (4) How, if at all, would you communicate (and to whom) what occurred?  
What would you say?

# Case Study: Navigating harm

Harms create needs. Needs create obligations. Obligations incite actions.

Who was harmed directly? Indirectly? Who did not even recognize the harm and needs to both be alerted that there was harm and needs support in navigating it?

How do you navigate the harm?

Consider yourself, the interpersonal, the institutional (building) and structural (policies, practices, external factors at play).

# Case Study: Communication plan

- (1) State the context.
- (2) Invoke your grounding in  this work: district values, mission, anti-racist and/or DEI commitment, equity policy
- (3) Offer resources including space to talk and emotive AND actual resources to address harm.

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# Equity lens

An equity lens is one through which decisions and actions are made:

- 1) centering the value of equity,
- 2) mitigating the influence of bias, &
- 3) elevating the experiences, needs, and voices of folx from historically excluded identities (McCabe Zwerger, 2022).

# Examination of data by building

**Take a look through your building data. Jot notes of any questions or curiosities you hold. Consider how this data might inform your work.**



# Data Analysis Protocol

- What does the data tell us?
- What does the data **NOT** tell us?
- What more do we want to know?

# Data Takeaways

- **What more do we want to explore?**
- **What recommendations do we have for district leadership? Building leadership? The counseling department?**

## Courageous Conversations Got Passion? Activity p. 36

- (1) What is a non-school activity I am passionate about?
- (2) What is it that I feel and that you would see as I engage in the activity I am passionate about?
- (3) What is my personal definition of equity/anti-racism? What is our collective definition of equity/anti-racism?
- (4) When I am engaged in equity/anti-racism work, what do I feel, and what do you see? What qualities and characteristics are exhibited by school leaders who are engaging in equity/anti-racism work? In what ways do I personally exhibit these qualities and characteristics of equity/anti-racist leadership?

# Working session wind down

In groups of 3-4, debrief the totality of our learning today as it relates to the actionable steps you will take prior to our next meeting on January 7, 2025.

Be prepared to share out to the whole group.

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## 24-25 EDC Reading

Street Data (required) + Courageous Conversations (optional)



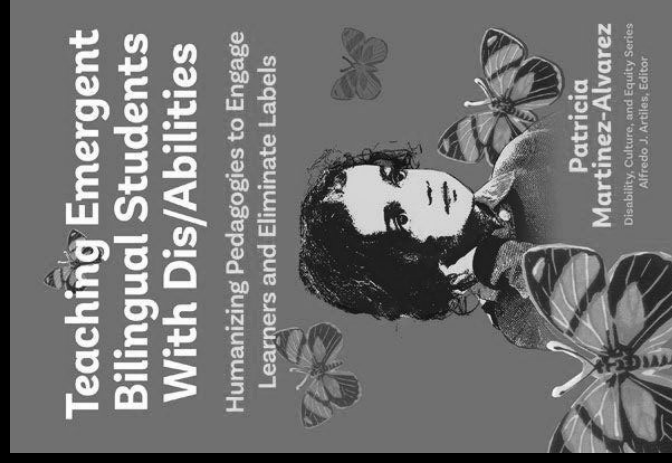
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West Hartford Public Schools

## Equity + Diversity Council DAY THREE (24-25)

Natalie McCabe Zwinger she/her/ella, Executive Director



## What is required of a culturally responsive-sustaining leader?

1. Affirm racial, linguistic, + cultural identities;
2. Prepare students for rigor + independent learning;
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([NYSED Culturally Responsive-Sustaining Education Framework](#), 2019, p. 11)

## Warm-up

**Round 1:** How would you describe the EDC to others in the district?



## Warm-up



Round 2: How might others be able to tell you serve on the EDC?

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## Warm-up

**Round 3:** Describe what actions you have taken in your role in between EDC meetings to date and what your next immediate plans are.

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## Warm-up DEBRIEF

What was surprising about that activity?

What was affirming?

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## Collab time for EDC lead + admin by school (30 minutes)



Use this time to:

1. Review your building data and complete [this google form](#) as a grounding check in on your work thus far.
2. Review Natalie + Theresa's comments/thoughts on your goals.
3. Update your notes with meetings you have had, commentary on how the activities you have done are going, links to resources that your colleagues can view.
4. Plan for January-June including when you will meet and how you will influence your building as leaders of this work.
5. Consult with Natalie and/or Theresa.

## Consult time with colleagues (30 minutes)

Use this time to:

1. Share your plans with colleagues from another building.
2. Offer suggestions and ideas for your colleagues.
3. Consult with Natalie and/or Theresa.

*Keep your focus on actionable steps that will directly impact students, families, and colleagues through the lens of equity and inclusion.*

## Whole group debrief and check-in (20 minutes)



1. What is one area of progress you have made in advancing equity and inclusion in your building?
2. What is a remaining challenge for you and your plan to overcome it?
3. What additional supports do you need to be impactful?

## Belonging resources



For thinking about belonging (this is a great article) and these are great questions for measuring a sense of belonging.

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## Courageous conversations Ch. 3 & 4: Highlights

Understanding race & racism p. 39-58

Definition of equity p. 59

Definition of anti-racism p. 60

**ACTIVITY: Equity terms exercise p. 63-65**

Stages of racial consciousness p. 76-80

Four agreements of courageous conversations p. 80-87

**ACTIVITY: Four agreements of courageous conversations exercise  
p. 87-89**



# Case Study Debrief Questions

What would you do or say in response to this?

How might our equity policy or plan be implicated?

Which terms that we have discussed are coming up for you?  
(equity, educational equity, racial justice, systemic racism, inclusion, diversity, etc)

# Case Study 1

We are persistently seeing that 7th grade Black boys are referred and ultimately suspended for our most subjective infraction categories like disrupting instruction, insubordination, defiance, and inappropriate behavior. When we pull sample referrals there is little to no contextual information and often a range of behaviors for each of these infractions. The administrative team is trying to creatively address these trends. When the 7th grade team convenes, there are 2 teachers who are adamant that it has nothing to do with race. They repeatedly offer that these students are “making it hard for their peers to learn.”

## Case Study 2

Your building is about to host the third staff PD on equity and there is one team of teachers who have not been participatory at all. They grumble coming to the PDs, are often in the bathroom during group work time, and clearly on their laptops working on other things during the learning. You walk by a table where 5 of them are seated and overhear, “Here we go again. The woke mob is pushing more down our throats. Remember the good ‘ole days when we could just teach kids and didn’t have to worry about color and pronouns and all this? Let’s get back there.”

## Case Study 3

“Students refer to a trans student by the wrong pronoun, because they [the students] are not aware of their preferred pronouns. Other than modeling the pronouns they prefer, I am often not sure whether I should correct them [the students], particularly when it is in front of the class.”



## What to consider

- Is fear holding me back from intervening?
- Who am I centering in my response?
- How am I building trust and relationship with this student or family member?
- Who are my people? Where are my spaces to unpack difficult or provocative topics?
- How am I working on my shadow spots?

McCabe Zwerger + McRae, 2024





## **Responsive language**

- “There are limits to my capacity, experience and understanding...”
- “I apologize for harming you. I am working to more deeply understand how I can avoid causing this harm again.”
- “I will not put the labor of my education on you.”

McCabe Zwerger + McRae, 2024



## INDIVIDUAL-LEVEL RACISM

### INTERNALIZED RACISM

The private racial beliefs held by individuals.

#### EXAMPLE

Prejudice, internalized oppression and internalized privilege

### INTERPERSONAL RACISM

How we act upon our racial beliefs when we interact with others.

#### EXAMPLE

Bias, bigotry, hate speech and violence

## SYSTEMIC-LEVEL RACISM

### INSTITUTIONAL RACISM

Racial inequities within institutions and systems of power.

#### EXAMPLE

School systems that provide unequal opportunities for people of different races

### STRUCTURAL RACISM

Racial bias across institutions and society.

#### EXAMPLE

The racial wealth gap reflects the cumulative effects of racial inequities.

Race Forward: The Center for Racial Justice Innovation (2014). *Moving the race conversation forward: How the media covers barriers to productive racial discourse Part 1*. Retrieved from

<https://www.raceforward.org/research/reports/moving-race-conversation-forward>

# Working session wind down

In groups of 3-4, debrief the totality of our learning today as it relates to the actionable steps you will take prior to our next meetings on:

2/4 ELEMENTARY ONLY

3/4 SECONDARY ONLY

Be prepared to share out to the whole group.



## 24-25 EDC Reading

Street Data (required) + Courageous Conversations (optional)



1/7/2025 (SD p. 46-94, CC p. 39-92)

2/4/2025 (SD p. 95-119, CC 93-125)

3/4/2025 (SD p. 120-165, CC p. 126-203)

4/8/2025 (SD p. 166-217, CC p. 205-277)





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## Equity + Diversity Council DAY FOUR (24-25)

Natalie McCabe Zwinger she/her|ella, Executive Director

## Warm-up

In small groups, describe your work advancing equity & inclusion WITHOUT using these words: *equity, diversity, inclusion, justice, liberation, equality, belonging, marginalized, discrimination, implicit bias, civil rights, anti-bias, anti-racist, social emotional learning, & culturally responsive education.*

Each group needs chart paper and must write as much as they can in 10 minutes. We will then gallery walk for 5 minutes.

## Warm-up DEBRIEF

Take a gallery walk of what your colleagues brainstormed.

*What do you notice?*

*What do you wonder?*

*How does this help you solidify the actions you want to take in your building now through June?*

## Coaching UP: Maintaining action + focus through June

In groups of 2-3, discuss the following. Have one person jot takeaways so we can cross-pollinate our discussions.

- (1) How, if at all, do you believe the past 6 weeks have impacted the work of advancing equity in WHPS?
- (2) What additional support do you feel you need now?
- (3) What are specific strategies you use to push thinking when there are barriers, challenges, or questions about this work?

**Lifting this work at secondary is hard.**

**We are accountable to tell a story of our purpose, intention, and implementation of efforts to make our schools more equitable and inclusive.**



## Collab time for EDC lead + admin by school

Use this time to:



1. Update your plan

2. Work on the [EDC Recap](#), a shared document where we have a description of what we do here and how that impacts our students and community.
3. Plan for now-June including when you will meet and how you will influence your building as leaders of this work.

***Consult with Natalie and Theresa at your designated time.***

## Street data Chapters 5-7: Highlights



- ❑ Agency Framework p. 101
  
- ❑ Agency p. 102: ‘is the idea that people have the capacity to take action, craft, and carry out plans, and make informed decisions based on a growing base of knowledge. In the special ecology of the classroom, agency is about connection to self, peers, adults, the community beyond the classroom, and ultimately the world. Agency doesn’t emerge in a vacuum, nor does it flourish in a traditional classroom where the teacher is positioned as content expert dishing out knowledge. It emerges in a learning space where power is distributed, knowledge is democratized, diverse perspectives are welcomed, and children are intellectually and emotionally nourished.’





## Street data Chapters 5-7: Highlights

- ❑ Agency Framework p. 101
  
- ❑ Four domains in relationship to agency:
  - ❑ **Identity:** My ways of being, learning, and knowing are valued here.
  - ❑ **Belonging:** I see myself, and I am seen and loved.
  - ❑ **Mastery:** I can build knowledge and demonstrate understanding.
  - ❑ **Efficacy:** I can make a difference.
  
- ❑ Measuring agency survey with elementary versions of questions p. 104-106

## Street data Chapters 5-7: Highlights

- ❑ “Design learning experiences that allow students to begin to discover their own ideas.” p. 112-113
  - ❑ “What matters to you about this content/project, and why?” (identity)
  - ❑ “What is getting in the way of your learning/engagement, and how can I best support you?” (belonging)
  - ❑ “What is the evidence for the claim you’re making?” (mastery)
  - ❑ “What ideas do you want to contribute to this discussion/project? What action do you want to take?” (efficacy)

 <p><b>Honor &amp; Integrity</b></p>	<ul style="list-style-type: none"> <li>• Acts in a fair and equitable manner in all circumstances</li> <li>• Is truthful in words and actions</li> <li>• Reflects on words and actions and takes responsibility to repair and restore relationships with individuals or the community when necessary</li> <li>• Considers the needs of others in decision-making; weighs the impact of taking action on others</li> </ul> <p>SEL Framework: Self-Awareness</p>
 <p><b>Respect for Self &amp; Others</b></p>	<ul style="list-style-type: none"> <li>• Acknowledges self as a worthy person with strengths and areas of growth</li> <li>• Nurtures one's mind, body, spirit, and emotional health</li> <li>• Values and honors ALL in our community as unique individuals</li> <li>• Recognizes that diversity of opinions and perspectives is healthy</li> </ul> <p>SEL Framework: Social-Awareness</p>
 <p><b>Curiosity &amp; Love of Learning</b></p>	<ul style="list-style-type: none"> <li>• Poses meaningful questions about the world and its people and seeks to learn more</li> <li>• Asks questions and seeks answers</li> <li>• Reads, investigates, connects with others, tinkers, inquires, explores and proposes solutions to problems related to areas of interest</li> <li>• Understands the value and power of learning</li> </ul> <p>SEL Framework: Decision Making</p>
 <p><b>Determination &amp; Self-Efficacy</b></p>	<ul style="list-style-type: none"> <li>• Develops an understanding of personal strengths and areas of growth</li> <li>• Sets goals and creates a plan, manages effort time and resources</li> <li>• Takes intellectual risks; sees failure as opportunity</li> <li>• Maintains focus and a commitment to growth when encountering challenges</li> <li>• Seeks advice and support</li> </ul> <p>SEL Framework: Self-Management</p>

 <p><b>Collaboration</b></p>	<ul style="list-style-type: none"> <li>• Identifies personal perspective and the perspective of others</li> <li>• Develops strategies to work with a partner or small group to complete a task</li> <li>• Utilizes the contributions of others to approach a task in a different way</li> <li>• Is flexible and adaptable</li> </ul>
 <p><b>Effective Communication</b></p>	<ul style="list-style-type: none"> <li>• Articulates thoughts through writing, speaking, visual representations or physical gestures</li> <li>• Listens closely and receives information to accurately represent the ideas of others</li> <li>• Uses a wide range of tools to communicate information to a variety of audiences</li> <li>• Gives and receives feedback in a respectful manner</li> <li>• Uses appropriate non-verbal communication skills</li> </ul>
 <p><b>Inquiry &amp; Critical Thinking</b></p>	<ul style="list-style-type: none"> <li>• Develops substantive questions to guide inquiry</li> <li>• Analyzes and synthesizes existing knowledge in an area of inquiry</li> <li>• Applies research and reasoning skills to investigate an area of interest</li> <li>• Seeks to understand differing world views</li> <li>• Reconsiders and revises analysis where reflection suggests change is warranted</li> </ul>
 <p><b>Problem Solving &amp; Creativity</b></p>	<ul style="list-style-type: none"> <li>• Identifies and articulates a meaningful problem</li> <li>• Identifies opportunities for innovative approaches to solve problems</li> <li>• Proposes potential solutions to existing problems using knowledge and creativity</li> <li>• Weighs the strengths and weaknesses of various solutions and develops a course of action</li> </ul>



## Street data Chapters 5-7: Highlights

Six Key Aspects of Social Justice Pedagogy (Source: June Jordan School for Equity) p. 139-140



**Warm demander:** develop your students as human beings first

**Safe classroom community:** protect your students in a potentially dangerous world

**Students as intellectuals:** develop your students as a community of warrior scholars

**Teacher as coach:** let your students do the work

**Knowledge of students:** start where your students are, not where you want or imagine them to be

**Social justice curriculum:** teach a curriculum that helps students understand the real world

## ♥Collective heartstorm ♥

- ❑ What Qs would we ask parents with a captive audience at PT conferences?
- ❑ What is an alternative name for 'equity' dips?
- ❑ What are some personal equity audit tools?



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# Working session wind down

In groups of 2-3, debrief the totality of our learning today as it relates to the actionable steps you will take prior to our next & last meeting on 4/8.

Review the EDC Recap and what your colleagues offered.

**Group consult with Natalie & Theresa: Wolcott, Morley, Norfeldt**

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## 24-25 EDC Reading

Street Data (required) + Courageous Conversations (optional)



1/7/2025 (SD p. 46-94, CC p. 39-92)

2/4/2025 (SD p. 95-119, CC 93-125)

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## Equity + Diversity Council DAY FIVE (24-25)

Natalie McCabe Zwinger she/her/ella, Executive Director

## **How racial equity leaders eliminate systemic racial disparities Ch. 11 Courageous Conversations begins with this quote**

*“Adolescents of color really begin to think about their identities during adolescence. That’s an important time to explore racial and ethnic identity. While White youth are also exploring their identity at this time, they usually aren’t exploring the racial aspects of that identity. So, it’s not uncommon to find adolescents of color actively exploring identity, which manifests itself in styles of dress, patterns of speech, music, and who they hang out with in the corridors of their schools.*

*All of this is happening in the presence of white teachers who have no personal history with that type of identity exploration, nor have they given much thought to their own identities, even in midlife. If one person is having an experience that another has not shared or even thought about, it’s easy to see where there can be misunderstanding and conflict. This is particularly true when adults respond by telling youngsters not to do the things associated with their identity exploration: Don’t wear those clothes, don’t listen to that music, don’t talk that way, don’t sit together in the cafeteria.”*

**Beverly Daniel Tatum (as cited in Sparks, 2004, p. 49) found in Courageous Conversations p. 235**

## Highlights from Courageous Conversations

Invisibility v. hypervisibility p. 236

A vision of equity p. 254

Stereotype threat p. 240

E-teams p. 259





## Share out by school (5 minutes each)

- What was your goal for this year + how did you progress toward it?
- How did you (or will you) leverage street data to inform your efforts?
- How did this EDC learning support your efforts?
- What is your greatest challenge in this work?
- How do (or will) your students feel the impact of your efforts daily in their classroom learning & relationships?
- Looking to next year, what is the goal you are targeting that builds on your work this year?



# Leading for Equity

## April 8, 2025

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Building Based Problems of Practice Explored



In 2025-2026, how will your students feel the impact of your efforts daily in their classroom learning & relationships?

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Micky Scottbey Jones

Together we will create *brave space*.  
Because there is no such thing as a “safe space” —  
We exist in the real world.  
We all carry scars and we have all caused wounds.  
In this space  
We seek to turn down the volume of the outside world,  
We amplify voices that fight to be heard elsewhere,  
We call each other to more truth and love.  
We have the right to start somewhere and continue to grow.  
We have the responsibility to examine what we think we know.  
We will not be perfect.  
This space will not be perfect.  
It will not always be what we wish it to be.  
But  
It will be our *brave space together*,  
and  
We will work on *it side by side*.

## 2024-2025 EDC Year in Review

This year the work of the EDC centered an investment in learning, coaching, & development for an EDC for each building and their admin. The intention was to identify problems of practice to explore how we deepen our equity efforts, collaborate in a shared space, and use street data to get us closer to impacting students.

*DAY 1: We centered our purpose. We learned how to ensure land acknowledgements are not performative. We explored how who we are impacts how we teach in the Peeling Back the Onion Activity. We defined CRSE., privilege, intersectionality, and compounding privilege. We leveraged the voices of youth to center how their experiences must inform our work. We critically examined disparities in district data. We brainstormed problems of practice for our buildings.*

## 2024-2025 EDC Year in Review

*DAY 2: We explored the power of circle practice. We discussed what intervening looks like using the article, “Only white people” by Topher Sanders. We complexified how Indigeneity lives in our work by discussing how Indigenous folk experience Thanksgiving. We contextualized this in the offering of an apology by the President for the U.S. role in residential boarding schools. We defined street data and discussed equity traps and tropes. We discussed practices that advance equity and racial justice districtwide. We began to discuss having courageous conversations. We defined an equity lens after examining a case study scenario. We critically examined disparities in district data by building.*

*DAY 3: We discussed 10 ways to collect street data, the equity transformation cycle, storientation, and the various mindsets for examining data. We discussed how we talk about the work of the EDC to others in the district as well as how we can be accountable to do the work in between meetings. We collaborated across buildings to discuss our use of street data in addressing our problem of practice. We explored the Courageous Conversations compass. We examined several case study scenarios to apply our learning.*

## 2024-2025 EDC Year in Review

*DAY 4: We discussed the “what” of our work while avoiding all of the buzzwords that are currently under attack. We explored ways of “managing up” for EDC leads working with admin. We reviewed data from school teams. Each school had consultation time with our facilitators and working session time by building. We discussed the agency framework and the 6 aspects of social justice pedagogy. We developed an EDC Recap to house how we discuss our work with folks outside of the space.*

*DAY 5: We closed out our examination of Street Data and Courageous Conversation discussing invisibility and hypervisibility, stereotype threat, a vision of equity, and equity teams. We shared our work on our problems of practice by building.. We are reviewing what we did this year and looking ahead to next year. We are reflecting on our impact. We are also drafting some recommendations for the Superintendent and BOE for structural changes necessary to advance this work.*

**Thinking about the street data you examined this year, discuss these questions on p. 176**

- What is the student (or adult) experience revealed to you?
- What are the student's (or adult's) strengths, assets, and sources, of cultural wealth?
- What is getting in the way of the learner's well-being, cognitive growth, and agency?
- How might racism and white supremacy culture be at play here?

## Street Data

- **Empathy interviews** p. 177: “help us listen for how a person feels and perceives the equity challenge we are trying to address as well as access their creative thinking around how to approach it.”
- **Equity learning walks** p. 184-185: “is an informal series of classroom observations with an explicit equity lens.”
- **Student-informed curriculum** p. 188
- **Student-driven PD** p. 189
- **Student-led conferences** p. 190-191: center student voice and share power.
- **Deep listening** p. 205: “When we practice deep listening, we tune into the message beneath the words, paying close attention to the speaker’s nonverbal signals and affirming [their] capacity to grow and find a sense of agency.”

## What to expect in 2025-2026

- ❑ Full day EDC Meetings across buildings 4x during the year. Disproportionalities in data are examined to inform the building work.
- ❑ Assigned coach per building for accountability and support (Theresa, Amanda, Shaena) works with the EDC Lead and admin to navigate their problem of practice.
- ❑ School visits occur in each building at least 2x during the year.
- ❑ Group book study is ongoing.
- ❑ Equity CSIs are held 6x during the year for an hour each offered at the timing and pacing decided by each building.
- ❑ District EDI meets 4x during the year.
- ❑ EDC meets with students and families 2x during the year.
- ❑ The collection, analysis, and use of street data continues.
- ❑ Buildings establish their own EDCs/Culture Climate Committees if they have not already.
- ❑ Buildings establish a student changemaker component of their work if they haven't already.
- ❑ Summer opportunity for EDC members to work with The Office of Equity Advancement on CSI content.

## **EDC recommendations to the Superintendent and BOE**

*Part of the power of this EDC is your pulse on lifting equity work in buildings in the face of structural barriers.*



*Take a few minutes to discuss what barriers you have encountered in small groups.*

*We will then formulate some recommendations we want to offer to the Superintendent and BOE.*

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## Planning 2025-2026

- (1) What 2025-2026 goal might build upon the foundation you laid this year?
- (2) How will your building EDC deepen their work? If you do not have a building EDC, how will you grow the work beyond yourself?
- (3) How will you work with the Climate Committee?
- (4) How will your building EDI deepen or inform your work? (Please note if you do not have an EDI).
- (5) How will your student changemaker space deepen their work? If you do not have student changemaker work yet, how will you grow and develop it?