

NEA Leaders for JUST SCHOOLS



NATIONAL EDUCATION ASSOCIATION

The National Education Association is the nation's largest professional employee organization, representing more than 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators, and students preparing to become teachers.

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NEA Leadership Competencies Defined

The NEA Leadership Competencies are a vehicle to support continuous learning and are intended to be broadly applicable across the organization for individuals, locals, affiliates, and the NEA. The competencies are very robust and are not meant to be completed over the course of a single event or a single year; they support the notion that leadership development is a journey, not an event.

The competencies serve as a guide and a tool to show what association leaders should know and be able to do over the course of their careers in order to lead thriving, relevant organizations and to lead in their professions. The development of leaders should be embedded into every action, campaign, conference, convening, program, project, and training. The seven competency domains are:



ADVOCACY

Advances the cause of public education through social justice and how it benefits our students and members' professional needs and rights.



COMMUNICATION

Builds an integrated communications strategy that drives the goals of our professions.



GOVERNANCE AND LEADERSHIP

Sets the mission and establishes strategies necessary for a relevant and thriving organization; empowers, motivates, and fosters a pipeline of talent for the future.



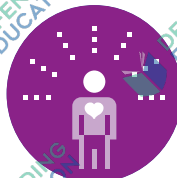
LEADING OUR PROFESSIONS

Advocates for quality inside our professions and promotes our union's role in advancing education transformation and student learning.



ORGANIZING

Mobilizes to influence successful organizing outcomes, strengthen internal and external relationships, and membership capacity; recruit and identify new members and potential leaders into the Association.



SOCIAL EMOTIONAL INTELLIGENCE

Understands the knowledge, skills, attitudes, and behaviors that create healthy identities, manage emotions and achieve personal and collective goals; demonstrates ability to feel and show empathy, establish and maintain supportive relationships, and make responsible, caring decisions.



STRATEGY AND FISCAL HEALTH

Builds the brand and accomplishes the goals of the Association through effective financial management and understanding of fiduciary responsibilities.

NEA Leadership Competency Framework

The NEA Leadership Competency Framework was developed by educators to provide a tool to define and assess current leadership skills, knowledge, and abilities of education leaders. The framework includes the following essential elements:

- ✓ **Seven Competency Domains:** These core leadership skills support career/professional practice and help create effective associations. Each competency includes a definition that explains the overarching purpose, goal, and objectives of the domain.
- ✓ **Key Themes:** Each competency includes multiple themes that convey topic areas and frames the knowledge, skills, and behaviors that further explain the topic.
- ✓ **Progressions:** Progressions convey a brief profile of the leader and their capabilities as they grow. Progressions include Foundational (leading of self), Mobilizing and Power Building (leading others), and Agenda Driving (leading the organization).
- ✓ **Behaviors:** Leaders demonstrate each competency at increasing levels of proficiency through particular behaviors and actions.
- ✓ **Essential Program/Learning Considerations:** This is not intended to be an exhaustive or prescriptive list but instead provides a suggested approach, and, in some cases, examples of what could be included in a training or program to help members develop the knowledge, skills, and abilities outlined in the progression level.



To further explore the framework and each leadership competency domain, check out the NEA Leadership Competency Guide: <https://www.nea.org/sites/default/files/2021-10/NEA%20Leadership%20Competency%20Guide%20%282021%29%20FINAL.pdf>

NEA Leadership Competency Self-Assessments

The NEA Leadership Competency Framework was developed by educators to provide a tool to define and assess current leadership skills, knowledge, and abilities of education leaders.

Materials:

- ✓ Internet-connected device
- ✓ NEA Professional Excellence Portal: neapartnera.learnapon.com/users/sign_in?next=%2Fdashboard
- ✓ Leadership Competencies: nea.org/professional-excellence/leadership-development/leadership-competencies

Handout:

- ✓ Pre-Work: NEA Leadership Competency Self-Assessments

Additional Resources:

- ✓ NEA Leadership Competency Guide: nea.org/sites/default/files/2021-10/NEA%20Leadership%20Competency%20Guide%20%282021%29%20FINAL.pdf

What: Using the NEA Leadership Competency Framework, education leaders are introduced to each of the seven leadership competencies: Advocacy; Communication; Governance and Leadership; Leading Our Professions; Organizing; Social and Emotional Intelligence; and Strategy and Fiscal Health. This is an opportunity to gain an understanding of each competency and identify how they can assist educators in their leadership journey.

Why: NEA's leadership competencies are designed to prepare NEA members to lead relevant, thriving associations and become world-class education leaders in their professions. The competency domains are interconnected. Together, the competency domains present a well-rounded picture of the knowledge, skills, and abilities that the NEA believes will equip educators to lead and create the systemic change in public education.

How:

1. Review the NEA Leadership Competency Framework to gain a better understanding of each of the seven leadership competency domains and how they are interconnected. The framework is a tool for education leaders to define and assess current leadership skills, knowledge, and abilities.
2. Using the Pre-Work: NEA Leadership Competency Self-Assessments handout, complete Section 1: Framework Review to identify how the framework can assist you in your leadership journey. It is through deep understanding of yourself as a leader with the use of the Leadership Competency Framework that you will become aware of the knowledge, skills, and abilities you currently possess and those that require further development.

3. After reviewing the framework and completing Section 1: Framework Review, complete the self-assessment for each leadership competency domain. To log in and launch the self-assessments, complete the following steps:

- a. Sign in to the [NEA Professional Excellence Learning Portal](#). If you do not have an established account, register by clicking on the "Register Now" button below the sign-in area.
- b. Upon entering the portal, click on "Catalog" in the menu at the top of the page.
- c. Click in the search bar, and enter "Leadership Development." All self-assessments should appear in the drop-down results.
- d. Select the competency assessment in which you choose to enroll by clicking on the "Enroll" button.
- e. Click on the "Launch" button to begin the assessment.

Note: You will receive an email confirmation upon registering in the LMS Portal. You will also receive an email confirmation upon enrolling in the assessment(s).

4. As you complete each self-assessment, record your score in the "Current Self-Assessment Score & Date" column of Section 2: Self-Assessments on the Pre-Work: NEA Leadership Competency Self-Assessments handout. This will create a baseline for measuring growth over your time in Leaders for Just Schools.
5. It is important to identify opportunities for growth as you move through the Leaders for Just Schools program. As part of next steps, assess your leadership skills, knowledge, and abilities and begin to identify concrete growth goals. To assist you in this process, visit the [NEA Leadership Competencies on the NEA website](#) and view each leadership competency domain in the Downloads section of the webpage.
6. Keep the Pre-Work: NEA Leadership Competency Self-Assessments handout as a point of reference and return to it toward the end of the school year to assess your growth on the Leadership Competency Framework continuum.

Cultivating Equitable and Just Learning Environments

Thank you for your commitment to students and their education. Your dedication to becoming a leader for just and equitable schools is a key element in creating successful learning environments that are intentionally developed to honor the gifts that all students and educators of every race, ZIP code, background, and ability bring to their learning spaces.

As we engage in creating just and equitable school environments, we are called upon to think about ourselves and our experiences. We must examine how our experiences define who we are, determine how we see the world, and influence how we teach our students. Over the course of the Leaders for Just Schools program, you will be tasked with reflecting on your practices and the policies in place in your schools and districts. We will take a deep dive into understanding equity and its impact on learning environments. We will take a hard look at how bias affects equity. We will identify the “-isms” that exist in our cultural and social systems. We will identify how adhering to the ideals of diversity, cultural competence, and social justice can lead to the creation of just learning environments.

This learning journey will approach awareness of and action toward equitable and socially just learning environments from many levels. Each year of this professional learning journey will culminate in a deeper commitment to turning our knowledge into practices within our educational environments. The first year begins with an examination of who we are and how we form the thoughts and opinions that impact our dispositions and relationships, along with our instructional planning and content delivery. The second year explores the structures and systems in place that perpetuate injustice. Finally, the third and final year identifies ways individuals can work to dismantle these systems and create sustainable just schools.

This work is difficult. We must prepare ourselves—facilitators and participants alike—for the emotional discomfort, the cognitive dissonance, and the raw vulnerability that may surface during this professional learning journey. We need to commit to creating honest, confidential, and brave spaces in which everyone can move forward in their work to create just and equitable learning environments.

Using This Curriculum Guide

This guide includes the following information for the facilitator:

- ✓ **What:** The content to be taught
- ✓ **Why:** The rationale for why it is important
- ✓ **How:** The process taken to interact with the content in a meaningful way

Reference this curriculum guide for further information and guidance on specific content, rationales, suggestions for learning activity time frames, and references to participant resource materials.

To help promote a safe environment for all participants, consider the following for this professional learning experience:

- ✓ Name tags for participants with first name only
- ✓ NEA name tents (norms on one side; name and ESP career family, if applicable, on the other)
- ✓ Conversational-style seating conducive to small-group work
- ✓ A location/room that promotes and protects privacy
- ✓ Calm music to help set the tone and provide mental space for reflection
- ✓ Art or photographs that help to convey the intended message
- ✓ Chart paper on a wall as a 'parking lot' for thoughts and questions to be shared anonymously
- ✓ A learning space that takes into consideration differing abilities, such as sensory preferences, space to allow for maximum mobility and service animals, and visual and hearing impairments

Welcome and Overview

Time Frame: 20 minutes

Materials:

- ✓ Internet-connected device, which will be used throughout the professional learning experience
- ✓ NEA name tents (norms on one side; name and ESP career family, if applicable, on the other)
- ✓ Markers
- ✓ Chart paper to post agenda

Handout:

- ✓ Agenda

Additional Resource:

- ✓ How to Make Accessible, Inclusive Self-Introductions: disabilityphilanthropy.org/resource/how-to-make-accessible-inclusive-self-introductions/

What: This time should be used to introduce the facilitators and acclimate participants to the professional learning experience and the learning space. What is shared in this portion of the curriculum will depend on individual context and need; for example, the layout of the space in relation to participant needs, available technology, and number of participants. It is vital to ensure that participants are cognitively and emotionally prepared to engage in the learning that lies ahead.

Why: See the 'Introduction to Learning Targets' section that follows for context, as needed. Schools play a critical role in helping to develop strong, healthy communities. The goals, policies, practices, and cultures of schools/districts should reflect inclusion and equity. This will help to create more equitable systems for schools/districts and strengthen communities.

Facilitator Tip: *Make note of the non-classroom teachers that are in the room and ensure you use inclusive language while presenting. For example, instead of "teacher," use "educator." Also, use examples that include multiple job categories, such as secretary, bus driver, custodian, paraprofessionals, education support professionals, speech-language pathologists, etc. Familiarize yourself with the resource How to Make Accessible, Inclusive Self-Introductions. It may be useful to read aloud the Creating Equitable and Just Learning Environments note (see Overview, page 1) following introductions and welcome.*

How:

1. Using the guidance provided in How to Make Accessible, Inclusive Self-Introductions, introduce yourselves and welcome participants.

Facilitator Tip: People without vision impairments take in a lot of visual information in the environment around them. To facilitate access for all, ask participants to provide a brief visual description of themselves. Participants may choose to describe gender identity, race or ethnicity, skin color, hair color and style, facial hair, clothing and jewelry they're wearing, and a short description of their background.

2. Give an overview of the day's agenda. The agenda should also be posted somewhere visible to all participants.
3. Explain to participants why we are here using the language provided below:
"We are here to better understand how NEA leaders can cultivate just and equitable schools for all students. The NEA's vision is a great public school for every student across race, ZIP code, background, and ability. The core values of the Association are centered on this."
4. Present the norms printed on the name tents. Norms should also be written on chart paper in the room for participants to reference throughout the experience. Call participants' attention to the norms and read them aloud to ensure that all members of this learning community are aware of them and have time to think through and discuss them.
 - ✓ **Stay Engaged.** Practice examining racially and other biased systems and processes.
 - ✓ **Speak Your Truth.** Use "I" statements. Be kind and brave.
 - ✓ **Experience Discomfort.** Create space for multiple truths.
 - ✓ **Expect/Accept Non-Closure.** Look for learning and agree to disagree.
 - ✓ **Maintain Confidentiality.** Put relationships first.
 - ✓ **All Participate.** Notice power dynamics in the room.
 - ✓ **Honor Time.** Keep focused on our goals.
5. Survey the participants and ask if there is anything that anyone wants to add to the norms, then spend a few moments building consensus before moving on to the last step of this activity.
6. Ask participants to select one of the learning community norms in which to focus their personal intention today. Ask participants to write down the norm on a sticky note and place it where they can refer to it throughout the day. Ask them to remain mindful of this throughout the day and to revisit the printed norms whenever they feel they need to do so in order to maintain the safe, honest, and confidential environment required for this professional learning experience.

Facilitator Tip: The norms are the foundation from which the learning community is built. Leverage them while dealing with difficult situations. Most sections of the Leaders for Just Schools curriculum include an 'Education Policy Connection' that is meant to serve as both a reference and a resource to help participants connect education policy—particularly, the Every Student Succeeds Act (ESSA)—to this work.

Introduction to Learning Targets and Community Building

Time Frame: 45 minutes

Materials:

- ✓ Notepaper
- ✓ Pen/pencil

Handout:

- ✓ Agenda

What: By the end of this professional learning experience, participants will better understand how to develop leaders who:

- ✓ Understand the connection between equity, just schools, and federal, state, and local policy;
- ✓ Empower students and teach them the skills that are essential to their success;
- ✓ Support all interest holders in achieving their full potential and reinforce the value of their input;
- ✓ Create education systems where all students have an equitable opportunity for excellence; and
- ✓ Understand how to use their voice to advocate for equity and just schools.

Why: It is important that participants understand the learning targets for the curriculum and that they will not only connect with them but also set goals that correlate with them.

The learning contained in this curriculum has strong potential of causing discomfort in participants. This learning can get intense as bias, microaggressions, and systemic inequities are explored. These norms and participants' goal statement should be used to anchor them in the purpose of creating equitable learning environments for every student.

How:

1. Post the learning targets at the front of all spaces used for this professional learning experience and review at the beginning of each day.
2. After reviewing the learning targets, ask participants to take the next three minutes to craft a personal goal statement that reflects what they hope to learn and how they hope to grow by the end of this professional learning experience. Let them know they will revisit this goal statement several times over the next few days.
3. Wait quietly while participants craft their goal statement.

4. Tell the group that as a community of learners, it is important to recognize all have come to this professional learning experience in an effort to create equitable and just learning environments, but each participant may take a different path to get there. Ask if anyone in the group would like to share their goal statement aloud.

5. Spend a few minutes getting to know who is in the room today. Ask participants to journal for three to five minutes using the following prompts:

"What is your 'why' for being here?"

What hopes do you have for outcomes for each day? What outcomes do you hope this program will help you achieve?

What is your desired state when you think about just learning environments? What will just learning environments look like, sound like, and feel like to the students and educators in them?"

6. Once participants have finished journaling, ask them to stand up and find someone in the room they don't know. Have them introduce themselves, say where they are from, their position in public education, and their thoughts on these prompts. After five minutes, have participants repeat this step two more times, each time finding a new partner and sharing. After the third round, have participants move back to their seats and share their thoughts with the person sitting next to them.

7. Reference and review the agenda. Make all necessary efforts to help participants acclimate to the materials and the learning space. Share the following with participants to close this activity:

"You've heard from some of your peers in the room about why they are here today and what their goals and outcomes are. Maybe you heard reasons similar to yours; maybe you heard reasons that differed from your own. You've learned about how each of you are entering this professional learning journey at different places, but you've also heard how everyone is here for one reason: learning how to become a leader for just schools."



Recommended Break

(15 or so minutes, depending on needs)



I.1 NEA Resolutions and Knowledge Building

Time Frame: 60 minutes

Materials:

- ✓ Pen/pencil
- ✓ Highlighter
- ✓ NEA Handbook: nea.org/resource-library/nea-handbook
- ✓ RA at a Glance: nea.org/professional-excellence/conferences-events/annual-meeting-and-representative-assembly/about-ra/ra-at-a-glance

What: This will be an opportunity for facilitators to familiarize participants with the NEA resolutions that exist in the NEA Handbook. The resolutions are the belief statements of the NEA and its members that inform actions taken by the NEA. The activity will also deepen their thinking about the language in the resolutions they are about to see.

Why: This activity will increase participants' awareness of the resolutions adopted at past representative assemblies. Participants should be familiar with these resolutions and the language contained within them as they work to create just schools for all students.

Facilitator Tip: *If participants are not aware of the purpose of the NEA Representative Assembly, share this background information at this time. Reference the NEA Handbook and RA 101 in the materials list for more information.*

How:

1. Explain to participants that NEA's resolutions are the organization's belief statements for public education, from preschool through higher education. They are created and voted upon by members elected to the NEA Representative Assembly. New resolutions are proposed and existing resolutions are edited as needed annually at the Representative Assembly and Annual Meeting. Each resolution (or proposed change) is deliberated by the Representative Assembly, one of the largest deliberative bodies in the world.
2. Ask participants to reference the NEA Handbook, which is included in the materials list. In the table of contents, have participants locate the following resolutions: Educational Opportunity for All; White Supremacy Culture; and Racial Justice.
3. Let participants know that they will be working in groups, and each group will read the three resolutions in order. Encourage them to take notes and highlight, as needed.
4. When it appears groups have finished reading the first resolution, Educational Opportunity for All, tell them they will participate in First Turn/Last Turn. Explain this strategy to participants:

"As you partake in First Turn/Last Turn, one person will have two minutes to state a sentence or two about how they think the resolution fits into the Leaders for Just Schools program and share any questions it provokes. While the first person is talking, remaining participants in the group should only listen and take notes; they should not respond to the person speaking. After the first person is done speaking, each remaining participant should take one minute to respond to what the first person said. There should be no cross-talk during this time. When everyone has had the chance to share, the first person should take one minute to respond to the other members' responses. We will repeat this exercise for each resolution, with a new person starting each time."

5. After three rounds of this activity are complete, come together as a whole group to debrief what was learned and what connections were made to the resolutions.
6. Tell participants that the resolutions they have just read provide the basis for Leaders for Just Schools. Let them know, as they move through the curriculum, they should keep in mind how this program reflects these resolutions.

Education Policy Connection: Education policies and laws, such as ESSA, provide opportunities to identify and address systemic inequities in school districts and even individual schools by requiring that states identify student subgroups in schools, including, at minimum, students from major racial and ethnic groups; students with disabilities; economically disadvantaged students; and emergent multilingual learners. States can add subgroups as needed to identify opportunity gaps, qualify for funding, and provide resources to students and schools.

Educators can take action to advocate for students by (1) ensuring student subgroups identified by states encompass the groups that are most in need of evaluation and tailored support; and (2) ensuring that states, districts, and schools measure what matters most by identifying opportunity indicators, such as access to advanced coursework, access to digital learning opportunities, school attendance rates, and more.



1.2 Defining and Understanding Equity

Time Frame: 30 minutes

Materials:

- ✓ Large paper (construction or chart paper)
- ✓ Sticky notes (as an alternative)
- ✓ Markers

What: All participants will develop a working definition of EQUITY. This activity should be done in smaller groups for time purposes and to ensure equity of voice. This activity is commonly called the Placemat Activity or Common Definition Building Activity. Participants will write their own definitions on the corners of the paper that facilitators have distributed (or on sticky notes that can be placed on the corners of the paper).

After all individual definitions have been generated and placed on the group paper, all participants will then work together to build a group-generated and agreed-upon definition. Each table group will share their contribution aloud, then all contributions will be used by the facilitator to generate a whole-group definition.

Why: It is important for facilitators to have participants call to mind their own definition of EQUITY and help form a whole-group definition for the purpose of this professional learning experience. It is also important that facilitators don't lead the participants prior to this activity or make assumptions of their prior knowledge.

Facilitator Tip: Check out the definitions provided in the Glossary to help facilitate this activity.

How:

1. Distribute one large piece of paper per group and one marker per participant. Let participants know that they will each need a marker and their own brain for this activity.
2. Have each member of each group take a single corner of the large piece of paper. If you have more than four participants in a group, ask one or two of them to choose a side of the paper. If corners/sides of the large paper don't work or if participants do not yet feel they can be vulnerable, each table group member can write a single definition on a sticky note and those can be placed on the large paper once all participants have crafted what they want to share.
3. Ask each participant to define EQUITY. Provide two or three quiet minutes for them to do this.
4. Once you can tell most participants at each table group have completed the individual portion of this activity, invite them to share their definitions with their table group. Once all definitions have been shared aloud, have them circle key words and phrases that are similar within each of the definitions generated.

by the group. Tell them that once they determine commonalities, they should generate a definition that the table group can agree on. They should write this definition in the middle of the group paper.

5. Once table groups have reached a consensus, invite each group to share their definition aloud.
6. These common definitions can be posted around the room.
7. Read this definition aloud, and note this definition focuses specifically on education and equity:

“Education equity means that each child receives what they need to develop to their full academic and social potential.”

– National Equity Project, 2017

8. Ask the groups if they can agree on this definition or if anything needs to be added.

Facilitator Tip: *Even after the working definition has been generated, be sure to reinforce that there is no one right answer.*

9. When consensus is reached, explain that this will be the working definition for the purpose of this professional learning experience. Continue to make explicit connections to this activity and its purpose and to this definition of EQUITY.

Education Policy Connection: Education policy refers to the collection of laws and rules that govern the operation of education systems. The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965, a landmark piece of federal legislation passed during the Civil Rights era. The ESEA was designed to ensure success for all students and schools. Several requirements enacted under ESSA aim to close achievement gaps and improve equitable education outcomes for all students. The Leaders for Just Schools program, using the tools of education policy such as ESSA, guides participants through a better understanding of what education equity is and how educators can advocate for it. For more information, watch [The Pathway to Educator Voice: youtube.com/watch?v=y14k3tqO3NE&feature=youtu.be](https://www.youtube.com/watch?v=y14k3tqO3NE&feature=youtu.be)



1.3 Beginning the Conversation with Self

Time Frame: 30 minutes

Materials:

- ✓ Notepaper
- ✓ Pen/pencil
- ✓ Sticky notes
- ✓ Chart paper (or wall space)

What: This activity will help build trust and community among participants. These relationships will help to create a safe place for the intense conversations that will naturally occur throughout this professional learning experience.

Why: This activity will ground participants in this learning space and open them to dialogue.

How:

1. Designate six spaces around the room for this activity. This can be done by posting six pieces of chart paper around the room with one of the following headings on each: Disability; Race/Ethnicity; Sexual Orientation/Gender Identity; Language/Dialect; Socioeconomic Status; and Encountering Acts of Injustice. Have the chart paper ready on the wall but cover the categories so that participants can't see them. Label each piece of chart paper with the category and number them 1-6.
2. Let all participants know that they should reflect on the prompts as they are being read aloud and, when asked to respond, to do so anonymously.
3. Ask participants to close their eyes as you read one of the categories and the questions below it. Give participants time to reflect on their experiences and ask them to write a word or phrase that captures their emotions about that time on a sticky note. Once the participants have finished writing, ask them to label the sticky note with number 1. Then, proceed to the next category, have participants respond, and ask them to label that sticky note with number 2. Continue this process for all six categories. Once everyone has completed writing their thoughts, uncover the categories on the chart paper.

When is the first time you remember encountering someone ...?

With a Disability	Of a Different Race	With a Different Sexual Orientation or Gender Identity	Who Spoke a Different Language	Of a Different Socioeconomic Status	Who Was Experiencing an Act of Injustice
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What happened? How did it make you feel?

4. Once the majority of participants have finished writing their word, phrase, or emotion, ask them to post their sticky notes on the designated space. These postings will be used to help keep their notion of multiple perspectives and life experiences in mind as they navigate the intense work of this professional learning experience over the next several days.

Facilitator Tip: *Do not react to what is being shared as participants are writing; only ask the questions.*

5. To debrief this activity, ask participants the following questions:

"How did you feel when you were asked the questions above?

What message did you receive at the time?

How has the message you received impacted you?"

Education Policy Connection: Federal law requires states to be accountable to all students in their pursuit of education equity. States must ensure that schools are accountable to all students regardless of race, ethnicity, home language, socioeconomic status, or disability status. To promote equity for all students, it is important to understand the various backgrounds of the students we serve.



Recommended Lunch

(60 or so minutes, depending on needs)



1.4 Centering Activity

Time Frame: 5 minutes

Materials: Quiet and stillness

At lunch, conversations or exchanges may have occurred that elicit emotions, either positive or negative, which may need to be released for participants to move forward with the following content.

To prepare for this activity, let participants know that they are going to sit quietly for one minute without talking, using technology, or opening their eyes. If possible, dim the lights, set a timer for one minute, and sit quietly with participants as they prepare emotionally, mentally, and physically to tackle the content for the remainder of the day.



1.5 Exploring Bias

Time Frame: 60 minutes

Materials:

- ✓ Video: Peanut Butter, Jelly and Racism: [nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html](https://www.nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html) (2:26)

Handout:

- ✓ 15 Examples of Everyday Bias

Additional Resources:

- ✓ Slurs, Offensive Jokes, and How to Respond: [adl.org/education/educator-resources/lesson-plans/slurs-offensive-jokes-and-how-to-respond](https://www.adl.org/education/educator-resources/lesson-plans/slurs-offensive-jokes-and-how-to-respond)
- ✓ Challenging Biased Language: [adl.org/education/resources/tools-and-strategies/challenging-biased-language](https://www.adl.org/education/resources/tools-and-strategies/challenging-biased-language)
- ✓ Awareness of Implicit Biases: poorvucenter.yale.edu/ImplicitBiasAwareness
- ✓ Strategies and Resources About Implicit Bias: brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/implicit-bias
- ✓ Ableism 101: accessliving.org/newsroom/blog/ableism-101/
- ✓ How to Talk About Disability Sensitively and Avoid Ableist Tropes: [npr.org/2022/08/08/1115682836/how-to-talk-about-disability-sensitively-and-avoid-ableist-tropes](https://www.npr.org/2022/08/08/1115682836/how-to-talk-about-disability-sensitively-and-avoid-ableist-tropes)

What: Participants will watch the video titled "Peanut Butter, Jelly and Racism," then read and discuss some recent examples of everyday bias that have been reported in major media outlets. This will lead participants to understand and recognize implicit and explicit bias and allow them to reflect on ways they have reacted in the past and could react in the future.

Why: People have biases, both conscious and unconscious. It is important that educators and Leaders for Just Schools participants understand and recognize biases and learn their origin, how they impact the learning environment, and how they impact professional environments.

How:

1. Ask participants to take two minutes to write their own definition of bias on a piece of paper.
2. Have participants share their definitions with their table groups. Ask for volunteers to share their definition with the whole group.

3. Read this definition aloud:

"Bias: A particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned."

(Accessed from Dictionary.com: [dictionary.com/browse/bias](https://www.dictionary.com/browse/bias))

4. Show participants the video Peanut Butter, Jelly and Racism.

5. After watching the video, debrief using some or all of the following questions and definitions.

"What is implicit bias?"

Implicit Bias: The unconscious attitudes, stereotypes, and unintentional actions (positive or negative) toward members of a group merely because of their membership in that group. These associations develop over the course of a lifetime, beginning at a very early age through exposure to direct and indirect messages. When people are acting out of their implicit bias, they are not even aware that their actions are biased. In fact, those biases may be in direct conflict with a person's explicit beliefs and values. With implicit bias, the aggressor is usually (1) unaware of what they are doing, (2) not conscious of their bias, and (3) not acting with intent.

What is explicit bias?

Explicit Bias: Usually involves the aggressor being aware of what they are doing, and their actions are (1) voluntary, (2) on purpose, and (3) with intent.

What does implicit bias have to do with peanut butter and jelly?

How is implicit bias different from racism? Does the difference matter?

What does the narrator mean when she says, 'not let you off the hook'?

How is implicit bias like a fog?"

6. Elicit from participants any examples they have noticed or experienced of implicit and explicit bias. If participants do not, or cannot, offer examples, use the following example:

Explicit Bias: A college student says, "I do not want to take a class with that professor because female teachers are overly emotional and terrible professors."

Implicit Bias: Students were asked to rate teachers of an online course, and they never saw the teachers. In the study, some male teachers claimed to be female and vice versa. When students took a class from someone they believed to be male, they rated the teacher significantly higher than the very same teacher when believed to be female.

7. Explain that it is not always possible to distinguish between explicit and implicit bias. If implicit bias is unconscious, only the aggressor knows what is going on in their mind, and they may not even be aware of their bias.
8. Ask participants the following:

"From the target's point of view, does it matter whether the bias is implicit or explicit?"
9. If participants do not come to this understanding themselves through the whole-group discussion, explain that the impact of the biased action on the person targeted is what really matters, not the intent of the aggressor. For example, if a white store clerk calls the police because she feels (unreasonably) that an African American man is 'acting suspiciously' no one except the clerk knows what sort of bias might be implicated. But in cases of bias, the impact on that African American man can range from embarrassment to anger to potentially serious consequences, like an arrest or death, even though he is innocent.
10. Make the point for participants that we sometimes focus on distinguishing between implicit and explicit bias, which is helpful in understanding how our minds work and in challenging one's own biases. At the same time, as the target of bias, there is no way of knowing what is in the aggressor's mind or whether their actions were intentional or not. Therefore, while it is important to understand the many complexities of bias, it is more important to consider the impacts of bias, whether implicit or explicit, on targets or others in that identity group.
11. Tell participants that, in the next activity, they will read about different forms of bias related to various social identity groups. The above example (college student) is about sexism, which is prejudice and/or discrimination against people based on their real or perceived sex.
12. Ask participants the following:

"What other forms of bias are there? Create a list on the chart paper, which might include racism, heterosexism, antisemitism, anti-Muslim bias, ableism, ageism, anti-trans bias, anti-immigrant bias, classism, academic bias, etc."
13. Distribute the 1.5 Examples of Everyday Bias handout to each participant. Have participants read the handout aloud or give them 10 minutes to read it silently.
14. After 10 minutes, debrief the whole group using the following questions:

"What are your thoughts and feelings about what you read?"

Did any of the examples stand out for you and if so, why?

Could you relate to any of the examples? How so?

What are some of the differences among the examples?

What patterns do you see in the examples?

Are we seeing more of these incidents lately? Why or why not? How do you know?

What do you think are the impacts of these incidents on the people involved? On People of Color or others in marginalized communities? On our society as a whole?

What do you think the impacts of implicit and explicit bias are on students and educators in public schools?

What can you do about everyday bias when you see it?"

15 To close this activity, read the following to participants:

"There is a long history of discrimination against groups of people based on identity characteristics, such as race, disability, religion, sexual orientation, etc. Many of the protests during the Civil Rights Movement of the 1950s and 1960s focused on discrimination based on identity characteristics (e.g., Montgomery Bus Boycott, Woolworth's Lunch Counter protest) and major civil rights legislation enacted during this time period, specifically addressing public accommodations. Even though there are laws in place, people are not always treated equitably and respectfully. The Black Lives Matter rallies during the summer of 2020 reinforce that people are still fighting the unequal treatment of people that still occurs. A look at the 'bathroom bills' and 'divisive subject' legislation that has passed in many states over the last few years also underscores how everyday bias shows up in state and local governments."



1.6 Understanding “-ISMs”

Time Frame: 15 minutes

Materials:

- ✓ Highlighter
- ✓ Pen/pencil
- ✓ Sticky notes
- ✓ NEA Handbook: nea.org/resource-library/nea-handbook

Handout:

- ✓ 1.6 Understanding “-ISMs”

What: This activity is meant to be a way of creating awareness of the -isms that exist. Facilitators will give participants a few minutes to review the -isms that were called out in the NEA resolutions.

Why: The history of white supremacy and inequitable power have led to the -isms that can plague learning environments in systemic ways. It is easy for people to pick out their oppression, but it can be difficult for educators to identify their privilege, and this activity will explore the impact of such social justice issues.

Facilitator Tip: *Many participants may not be familiar with the term ‘ethnocentrism,’ and this may be one term you want to call their attention to early in the activity.*

How:

1. Ask participants to reference the 1.6 Understanding “-ISMs” handout and the NEA Handbook.
2. Lead the whole group through a review of the terms listed on the 1.6 Understanding “-ISMs” handout. Provide examples of each -ism on the handout. Ask participants which -isms they are passionate about from a social justice perspective.
3. Ask participants to scan the resolutions in the NEA Handbook in the section “Promote and Protect Human and Civil Rights.” Tell participants to make note of how the resolutions address the -isms.
4. Invite participants to ask any questions related to the -isms’ definitions and their inclusion in the NEA resolutions.
5. After all terms and questions have been addressed, ask participants to take a moment to jot down a new piece of learning for them that has occurred as a result of this activity on their handout.



Recommended Break

(15 or so minutes, depending on needs)



1.7 Understanding Microaggressions

Time Frame: 40 minutes

Materials:

- ✓ Sticky notes
- ✓ Pen/pencil
- ✓ Video: If Microaggressions Happened to White People: youtu.be/KPRA4g-3yEk

What: This activity is an opportunity to define microaggressions, discuss how they impact the recipient, and explore ways in which to phrase questions/statements to build strong relationships. In the debrief portion of this activity, emphasis should be placed on ways to respond—whether witnessing or receiving the microaggression—and ways to teach leaders how to continue the conversation.

Why: Participants need to develop an understanding of microaggressions and the intent of statements made versus the impact that they can have on the recipient. It is with high levels of frequency that the actual impact of the statement or question goes unnoticed by the one committing the microaggression. Often, these statements have a cumulative impact on the recipient and can lead to internalized, or even transferred, oppression.

How:

1. Share the definition of microaggression so that all participants are working from a common knowledge base:

Microaggression: A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group.

2. Show the following microaggression phrases to participants to help them better understand the negative impact they can have on the recipient:

“You don’t act like a normal Black person, ya know?”

“So . . . You’re Chinese, right?”

“Dude, I totally forgot you were gay when we played ball earlier.”

“Are you the custodian?”

“You don’t look disabled!”

Use the following prompts to guide the conversation for each phrase:

“What is said?”

How can it be interpreted?

What might be meant?

How can it be restated so that the intent of the message is received?”

3. As a whole group, watch the If Microaggressions Happened to White People video.
 4. Close with ways that the participants as leaders for equitable and just schools can help teach others to respond to microaggressions, whether they are witnessing or receiving this action. Make it explicitly clear to the participants that this should also provide them with some tools to educate, talk to, and work with those who are committing microaggressions and perpetuating oppression and inequities.
 5. Ask the participants to synthesize what they have learned or become aware of as a result of this activity. Ask them to write this on a sticky note and stick it on their goal statement, which will be revisited at the end of the day.
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1.8 Unpacking the Invisible Knapsack

Time Frame: 15 minutes

Materials:

- ✓ Pen/pencil
- ✓ Highlighter

Handout:

- ✓ 1.8 White Privilege: Unpacking the Invisible Knapsack

Additional Resource:

- ✓ Some Notes for Facilitators on Presenting My White Privilege Papers:
nationalseedproject.org/images/documents/peggy/Peggy_McIntosh_Notes_for_Facilitators.pdf

What: Participants will independently highlight 'aha' moments, new learning, or connections they make as they read about white privilege and unpacking the invisible knapsack. Facilitators will lead a discussion and debrief.

Why: This will provide participants with a better understanding of how white privilege impacts systems.

How:

1. Ask participants to read the 1.8 White Privilege: Unpacking the Invisible Knapsack handout independently.
2. Ask them to highlight 'aha' moments, new learning, or connections they make as they read.
3. Let them know that there will be some sharing and debriefing about this reading assignment before closing this activity.

Education Policy Connection: Educators are often best suited to communicate to school leaders and policymakers what students need most because they are closest to them. Identifying daily effects of white privilege in our schools and communities can equip educators with the perspective needed to most effectively advocate on behalf of all students.

Federal law requires plans from not only states but also districts and individual schools that entail needs assessments and identification of resource inequities. This should include addressing the unequal distribution of power in society. Educators have a unique opportunity to participate in powerful conversations and decisions that can break up existing power systems and rebuild them to include all members of the community.



1.9 Revisiting Your Goal Statement

Time Frame: 15 minutes

Materials:

- ✓ Goal statement
- ✓ Sticky notes
- ✓ Pen/pencil

What: This will be time for participants to reflect on the learning from the day and form meaningful connections. Facilitators will want to ensure that the day is revisited briefly and that a tone of, or an environment for, reflection is established to foster connections.

Why: To make learning concrete and permanent, it is important that participants have multiple opportunities to make sense of learning and synthesize it in a meaningful way.

How:

1. Ask participants to get out their goal statement and spend the next five minutes or so reconnecting with them.
2. To help participants get started, provide them with the following prompts:
“What did you learn today that connected with your goal?”
“What questions or wonderings do you have about your goal as a result of today’s learning?”
3. Ask if anyone in the group would like to share their thinking aloud. Remind them that this will be a judgment-free sharing time. Also, tell the group that as a community of learners, it is important to recognize all have come to this professional learning experience in an effort to create equitable and just learning environments, but each participant may take a different path to get there.
4. Thank all of the participants for their hard work today.

CONNECTOR



Facilitator Tip: Help participants reflect and connect back to the important work they have done today. Topics included exploring equity, understanding NEA beliefs, and building knowledge about NEA resolutions. Draw connections to the Building

Blocks of Equity graphic below, and explore how our own experiences and biases impact the affect and relationship we, as educators, are trying to build with all students. As leaders are building improvement plans to ensure equity for all students, they need to not only reflect on challenging situations but also start to build responses to improve the affect of schools and a culture rooted in equity for all.

THE BUILDING BLOCKS OF EQUITY



2.1 Learning Targets

Time Frame: 20 minutes

Materials:

- ✓ Goal statement
- ✓ Pen/pencil
- ✓ Sticky notes

Handout:

- ✓ Agenda

What: By the end of this professional learning experience, participants will better understand how to develop leaders who:

- ✓ Understand the connection between equity, just schools, and federal, state, and local policy;
- ✓ Empower students and teach them the skills that are essential to their success;
- ✓ Support all interest holders in achieving their full potential and reinforce the value of their input;
- ✓ Create education systems where all students have an equitable opportunity for excellence; and
- ✓ Understand how to use their voice to advocate for equity and just schools.

Why: It is important that participants understand the learning targets for the curriculum and that they will not only connect with them but will also set goals that correlate with them. The learning contained in this curriculum has a strong potential of causing discomfort in participants. This learning can get intense as bias, microaggressions, and systemic inequities are explored. The norms and participants' goal statement should be used to anchor them in the purpose of creating equitable learning environments for every student.

Facilitator Tip: *This curriculum can get very heavy, uncomfortable, and emotional for participants. Feel free to add a team-building or grounding activity that will reinforce the idea that we are all in this together. These activities may also help participants open up and dive more fully into the content being explored.*

How:

1. Display the learning targets for everyone to see.
2. Ask participants to get out their goal statement.
3. Invite participants to evaluate what was learned that helped them move toward their goal and what they still need to learn. Then ask them to reflect on the relevancy of

their goal as their thinking might be changing and shifting. They can write directly on their goal statement or amend their goal statement using sticky notes.

4. Ask these prompts to help get thinking started:

“What did you learn on Day 1?

What do you still want to know more about?

How is your thinking or goal beginning to change?”

5. Ask if anyone in the group would like to share their thinking aloud. Let them know that this will be a judgment-free sharing time. Also, tell the group that as a community of learners, it is important to recognize all have come to this professional learning experience in an effort to create equitable and just learning environments, but each participant may take a different path to get there.

6. Reference and review the agenda. Make all necessary efforts to help participants reorient to their materials and the learning space.

7. Review the participant materials that will be used throughout the day.

8. Ask participants to share aloud their synthesis of what they learned in Day 1.



2.2A Exploring Privilege

Time Frame: 45 minutes

Materials:

- ✓ Space to do the activity

Handout:

- ✓ 2.2A Privilege Walk Prompts

What: Facilitators will ask participants to go on a 'Privilege Walk.' Some participants may be resistant to this activity or unable to participate due to physical restrictions. Facilitators can ask those members to participate through thoughtful reflection.

Facilitators will highlight and read aloud 15 to 20 statements from the 2.2A Privilege Walk Prompts handout as part of this kinesthetic activity to help participants identify where privilege may exist.

Why: This will be a chance for participants to understand that privilege impacts the way we view and interact with the world, and it creates advantages that others don't receive.

How:

1. Set up the room, moving tables and chairs to create space for participants to move around.
2. Invite participants to line up in a straight line across the middle of the room. They will need space to move forward and back from this line.
3. Provide participants with an explanation about the activity and how it is intended to educate about privilege. Share the definition of privilege with the whole group:

Privilege: Any societal advantage you hold because your skin color, gender, sexual identity, disability status, age, class, education, language, or religion are accepted and prioritized by dominant culture; it means that there are benefits you enjoy—whether consciously or unconsciously—because of something about you that dominant culture values more than something else.

4. Let participants know that you will read statements aloud and they will step forward or back, depending on the statement.
5. Ask participants to look down or keep their eyes closed until the end of the activity. This will help promote more truthful responses from all participants. Let them know that if they do not feel comfortable acknowledging if a statement applies to them, then all they need to do is not move when it is read. This way their anonymity is protected.

6. Read each statement from the Privilege Walk Prompts handout aloud in a clear voice, pausing after each one. The pause can be as long or as short as is appropriate.

7. When you have finished reading the statements, ask participants to take note of where they are in the room in relation to other participants.

8. In an effort to build community, have participants gather into a circle to debrief and discuss the activity. Ask the following prompts:

"What did you feel like being in the front of the group? In the back? In the middle?"

What were some factors that you have never thought of before this activity?

What statement made you think most?

If you could add a statement, what would it be?

What do you wish people knew about one of the identities, situations, or disadvantages that caused you to take a step back?

How can your understanding of your privileges or marginalizations improve your existing relationships with self and others?

One person's privilege is another person's oppression. How does this activity reinforce this statement?"

9. As you conclude this activity, ask participants to draw connections to the reading of the 1.8 White Privilege: Unpacking the Invisible Knapsack handout from the end of Day 1. Pose the following prompts to stimulate thinking:

"How does this activity connect to what we discussed in Unpacking the Invisible Knapsack?"

In what ways is this activity and text connecting to events you have experienced in your own life?

How does the ESSA plan in your state connect with your understanding of how we can promote equitable and just schools?"

2.2B LJS City Neighborhood

Time Frame: 80 minutes

Materials:

- ✓ One piece of chart paper for each group
- ✓ Colored stickers and/or colored card stock
- ✓ “Play” money
- ✓ Building materials:
 - o Construction paper
 - o Tape
 - o Glue
 - o Markers
 - o Craft sticks
 - o Pipe cleaners
 - o Index cards, etc.
- ✓ Blue or green painter’s tape

Handouts:

- ✓ 2.2B-1 Character Descriptions and Instructions (One sheet, cut along lines)
- ✓ 2.2B-2 Neighborhood Descriptions (One for each member of each neighborhood; cut along lines and provide only to the members of that neighborhood)
- ✓ 2.2B-3 Building Permit Application (15 minimum)
- ✓ 2.2B-4 Neighborhood Plans (One for each member of each neighborhood; cut along lines and provide only to the members of that neighborhood)
- ✓ 2.2B-5 Invitation to Run for School Board (One copy cut into four invitations)

Facilitator Tip: *This activity can be used in addition to, or in place of, Activity 2.2A Privilege Walk. You may need to modify how the simulation is run based on the number of participants you have and the space you are utilizing. For example, if there is only one person facilitating, that person may need to play the part of both the Mayor and the Building Inspector or combine the roles to best facilitate the simulation and the room.*

What: Participants will further explore the concepts of privilege and power via the LJS City Neighborhood activity. As the facilitator of the learning, be sure to read the entire activity and handouts prior to facilitating for your own knowledge. In the simulation, each neighborhood group has a different level of privilege and power in the town. **Do not tell the participants about this before the simulation**

begins. Following the activity, you will discuss the impacts of power, privilege, and oppression and the intersectionality of all three.

Why: People experience privilege and oppression due to a variety of different factors. One way that privilege and oppression can be clearly seen is through examining local politics and looking into what groups have power in local politics and how those groups influence decisions that affect neighborhoods. This activity will help participants explore how privilege and power may work.

Facilitator Tip: *This activity has several components. It is critical that you review the entirety of this activity, including all handouts, before facilitating.*

How:

1. To begin the simulation and conversation, you will need to identify four participants to become 'actors' to portray the townspeople characters. The actors need to be determined before the group colors are assigned. These actors play townspeople who are there to help the Mayor and the Building Inspector. Selected actors will not participate in the game but will help facilitate the activity.

Each townspeople has a different set of tasks to keep the activity moving forward. This is how each actor should portray their townspeople during the game; do not break character. Separate the four participants who will become actors from the rest of the participants, tell them the roles, and ask them who would like to play each role. Then, share the 2.2B-1 Character Descriptions and Instructions handout with the selected actors. The four townspeople roles are the Sheriff, the School Board Chair, the Secretary to the Mayor and Building Inspector, and the Construction Supervisor.

Share pertinent information about timing with the actors. However, do not share more information than is necessary. You want the actors to play the parts as they determine.

Facilitator Tip: *You can ask for one volunteer from each table group, you can ask people to play parts, or you can ask for volunteers from the whole group. Determine the best course based on your knowledge of the participants and the size of the whole group in the learning experience.*

As the facilitator(s), you should serve as the Mayor and Building Inspector roles.

- ✓ The Mayor is the main facilitator and is able to break character, if necessary. The Mayor role favors the Orange Group neighborhood and will often give them things to help their neighborhood. The Mayor doesn't go into the less privileged neighborhoods due to 'safety concerns.'
- ✓ The Building Inspector is more accessible for the more privileged. This role has to approve every building that can be built. These approvals cost anywhere from \$20-\$100 at the discretion of the Building Inspector. The Building Inspector role moves around the room and inspects the different buildings being made. If

they don't meet standards, this role can correct the group and/or fine them for their mistakes. The Building Inspector can also call the Sheriff to arrest or ticket people for 'safety' or building code violations.

2. Once the actors have been identified, spend three or so minutes providing context to the session participants. Share the following with participants:

"The city is growing rapidly. New people are moving into the neighborhoods around the city. Each neighborhood group has been assigned a color. The participants have to build onto their neighborhoods to accommodate the growing population. The neighborhood groups must obtain a building permit for every new building type they need. Once the building permit has been approved, the neighborhood group must obtain the building materials from the Construction Supervisor and then begin constructing the building."

3. At this time, either randomly divide remaining participants into the four neighborhoods by distributing color-coded instructions or colored stickers. Each of the four neighborhoods will be assigned a color: orange, blue, purple, or green. Alternatively, you can assign each table a color and have the participants work in table groups. Make sure every member of each neighborhood group has access to the 2.2B-2 Neighborhood Description handout and the 2.2B-3 Neighborhood Plans handout.

Facilitator Tip: The following is background information for **your knowledge only** on each neighborhood group.

- ✓ The Orange Group is the most privileged in this activity; they will have every advantage possible. They will never be arrested or even hassled by the police. They begin with the most money: \$500. This group gets the most attention from the School Board Chair, and two participants will even become members of the School Board. They never have to wait in line for the Construction Supervisor or wait to see the Mayor, Building Inspector, or Sheriff. They always get their building permits approved no matter how they are filled out. The Sheriff almost never appears in this neighborhood unless called by a neighborhood member to arrest someone from another neighborhood who has entered the Orange neighborhood.
- ✓ The Purple Group is less privileged than the Orange Group, but still very privileged compared to the Blue and Green Groups. They begin with \$450. Their building permits usually have a few correctable mistakes and get approved. They get attention from the School Board Chair, and one participant will become a School Board member. They never have to wait long to see anyone. They typically get multiple warnings from the Sheriff before being arrested or ticketed.
- ✓ The Blue Group has even fewer advantages than the Purple Group. They begin the activity with \$400. They often get their paperwork wrong and are dismissed to go try again. The Sheriff pays this group a good amount of attention. This group is ticketed or arrested more than the first two groups. They get very little attention from the School Board Chair, but one participant will be invited to run to become a School Board member.

✓ *The Green Group is arrested or ticketed more than any other group. They begin with \$350. They get a great deal of attention from the Sheriff. Their building permits are often deemed wrong and ripped up (even if everything is correct). They are assigned more fees than any other group. The School Board Chair can't be bothered with this group because they aren't as important as the Orange and Purple groups, and they never will be.*

4. Once the groups have been formed, provide each of them an area on the floor. Place painter's tape on the floor to distinguish between the four neighborhoods. It will make the most impact to have the floor divided in a way that models the way the neighborhoods are set up.

Facilitator Tip: *It is recommended that you set up the designated areas on the floor in advance of this activity.*

5. For the next three or so minutes, introduce participants to the characters who will participate in the simulation: the Sheriff, the School Board Chair, the Secretary to the Mayor and Building Inspector, and the Construction Supervisor. Do not tell them anything more than the character names.
6. Designate an area of the room as the jail. Ensure everyone knows the location of the jail.

7. Once the participants have moved to their assigned neighborhood, provide each neighborhood with one piece of chart paper and some markers. Ask them to begin drawing a 'map' with features of their neighborhoods on their paper. They should draw the features mentioned in the neighborhood descriptions noted on the 2.2B-2 Neighborhood Descriptions handout, like rivers, roads, bridges, etc.

Allow participants to work on their neighborhood drawings for approximately 15 minutes. During this time, distribute three copies of the 2.2B-3 Building Permit Application handout to each neighborhood. The Building Inspector will ask neighborhoods to begin completing the Building Permit Applications according to what is stated on the 2.2B-4 Neighborhood Plans handout. Extra building permits should be kept with the Secretary to the Mayor and Building Inspector and picked up when needed from the Secretary.

8. Next, tell the Sheriff to start 'patrolling' the city and, as the Building Inspector, announce the first completed 2.2B-3 Building Permit Application handouts, which should be given to the Secretary to the Mayor and Building Inspector. Inform the Secretary to the Mayor and Building Inspector that they are responsible for deciding what gets approved and what doesn't. The Secretary will have extra building permits.

9. Announce that the neighborhoods with approved building permits can purchase supplies from the Construction Supervisor. Tell the Construction Supervisor that they are responsible for deciding prices for each community.

10. Tell the School Board Chair to begin passing out the 2.2B-5 Invitation to Run for School Board handout. Let the School Board Chair know they have complete discretion as to who gets invited to run for the School Board.
11. As the Mayor and Building Inspector, spend about 10 minutes walking around and 'networking' with each neighborhood. You should spend the most time in the privileged neighborhoods.

After 10 minutes have passed, ask (as the Building Inspector) for the second round of completed 2.2B-3 Building Permit Application handouts to be brought to the Secretary. Inform the groups that, at this time, they should spend five or so minutes making rezoning requests to the Mayor. Again, let the Secretary know they will make decisions on who gets approved and who doesn't as well as who gets to see the Mayor.
12. After the second round of 2.2B-3 Building Permit Application handouts are brought to the Secretary, tell the Secretary to begin announcing rezoning decisions; disadvantaged neighborhoods should begin to lose area. As the Mayor, you will have sole discretion to approve or deny the rezoning requests.
13. As the Building Inspector, tell the Green and Blue Groups that buildings under construction in their areas are not up to code and charge these neighborhood fines.
14. Next, tell the School Board Chair to spend five or so minutes announcing and introducing the new school board members based on responses to the 2.2B-5 Invitation to Run for School Board handout. The School Board Chair should indicate the neighborhood/group in which each member belongs. Reference the group descriptions listed in the Facilitator Tip above for the numbers of school board members that should be selected from each group.
15. After the school board announcement is complete, end the simulation and debrief using the following prompts. Dedicate approximately 20 minutes to close this activity.

"What are your initial reactions to the activity?

What were some of the barriers to creating the community you wanted?

What neighborhoods had the advantage? What neighborhoods were disadvantaged? How do you know?

What were the other groups going through? Did you notice anything?

What does it feel like to be in the Green Group? Orange Group? Blue Group? Purple Group?

Besides the disadvantages apparent in the activity, what other disadvantages might members of the Blue and Green Groups have?

Besides the advantages and privileges apparent in the activity, what other advantages might the members of the Orange and Purple Groups have?

How does this relate to things that happen in real life?

How does this activity relate to what you are learning in Leaders for Just Schools?"

This simulation is adapted from "Archie Bunker's Neighborhood" from the Student Engagement Center at Randolph-Mason College. Retrieved from rmc.edu/wp-content/uploads/2023/09/archie-bunker-39-s-neighborhood.pdf. Their simulation was adapted from edchange.org.



2.3 Statements That Silence the Dialogue

Time Frame: 45 minutes

Materials:

- ✓ Pen/pencil
- ✓ Sticky notes

Handout:

- ✓ 2.3 Statements That Silence the Dialogue

What: In conversations that occur naturally in life, people can use phrases or make assumptions that silence the conversation. The goal of this activity is to equip participants with the language and tools needed to lead others by setting a positive example. The statements used in this activity have been adapted from *Becoming a Social Justice Leader* by Phil Hunsberger, Billie Mayo, and Anthony Neal.

Why: It is critical that leaders have the tools to redirect, break misconceptions, educate, and find ways to continue conversations with others in the most positive way possible to create and sustain just learning environments.

How:

1. Ask participants to reference the 2.3 Statements That Silence the Dialogue handout.
2. Give participants two or three minutes to reflect on the phrases listed in the two-column chart. There may be some immediate reactions triggered by these statements, and participants may need time to read them more than once.
3. Ask participants to note how these statements stop the dialogue.
4. Have participants turn to a partner and spend four or five minutes sharing why they think these statements might silence the dialogue.
5. Ask participants to move into groups of four to six participants (or table groups). Instruct them to place a sticky note on each statement and write responses or ways to redirect and educate others who are using these phrases without understanding the way in which they are received, regardless of the intention of the speaker.

"As leaders, brainstorm ways you can respond to these phrases to redirect, break misconceptions, and continue conversations with others who may not realize the impact of these statements."

6. Bring the group back together as you see the majority of groups finishing. Pose the following question for the group to reflect on as a way of closing this activity:

"As leaders, how can we educate those we work with to increase conversations about equity in our schools, preschool through higher education, and educational systems?"

Education Policy Connection: Proactive engagement with interest holders—from parents to school leaders to foster families to emergent multilingual learners—is critical to inform state and local plans. Federal law requires each state to submit a plan that explains how they will administer and implement federal programs and how they will gather and use input from interest holders to guide statewide and local decision-making. In engaging with all interest holders, it is important to be aware of statements that would silence the dialogue or inhibit interest holders from having a voice.



Recommended Break

(15 or so minutes, depending on needs)



2.4 Systemic Oppression

Time Frame: 45 minutes

Materials:

- ✓ Highlighter
- ✓ Pen/pencil
- ✓ Sticky notes

Handouts:

- ✓ 2.2 Privilege Walk Prompts
- ✓ 2.4 Timeline of Public Education in the United States

What: This activity will help participants examine internalized and transferred oppression. It will connect historical events to the statements explored in the Privilege Walk and how these events have perpetuated systemic oppression that transfers into our schools and classrooms.

Facilitator Tip: Distribute copies of the 2.2 Privilege Walk Prompts handout just prior to starting this activity.

Why: We have all experienced hurt or been harmed by some form of oppression at one point (or multiple points) in our lives, and many people have experienced the harmful effects of systemic oppression. It is important that leaders help peers better understand the ways in which systemic oppression occurs.

How:

1. Share the definition of oppression with participants:

Oppression: The one-way systemic mistreatment of a defined group of people, with that mistreatment reinforced and supported by society where one group systematically enjoys privileges while the other group or groups systematically experience disadvantage.

2. Now share the definitions of internalized, institutional, and transferred oppression with participants:

Internalized Oppression: Acting out of oppression on oneself; people believe the messages they receive and, because of the oppression, act harmfully toward themselves.

Institutional Oppression: Systems, laws, and customs that reinforce and perpetuate the privileges and disadvantages of groups.

Transferred Oppression: Prejudicial actions toward someone in one's own group (or, in the case of racism, a person of color in another ethnic group).

3. Ask participants to reference the 2.4 Timeline of Public Education in the United States handout.

4. Ask table groups or groups of four to six to gather and try to match them to historical actions that may have caused them.

5. To close this activity, ask participants the following question:

“In what ways did the historical connections to the Privilege Walk prompts shift your thinking or expand your knowledge about privilege and oppression?”

Education Policy Connection: Systemic oppression has prevented certain groups of people from succeeding. To improve outcomes for underserved students, federal education initiatives have supported states in their efforts to ensure quality teaching in every classroom; raise standards for all students; and build systems to improve instruction. We must acknowledge the barriers that prevent some subgroups of students from accessing the full range of educational opportunities to reach their dreams.



2.5 Six-Circle Model of Technical and Relational Inequities

Time Frame: 45 minutes

Materials:

- ✓ Pen/pencil
- ✓ Highlighter
- ✓ Sticky notes
- ✓ Paper for group drawings

Handout:

- ✓ 2.5 Wheatley's Six Circles: Leading for Equity

Additional Resource:

- ✓ Learning On the Go: Six-Circle Model: [youtube.com/watch?v=_Oa5oLK7Vs4](https://www.youtube.com/watch?v=_Oa5oLK7Vs4) (1:08)

What: This activity is an introduction to the six-circle model of technical and relational inequities in systems (from the work of Zuiback, Wheatley, and Dalmau). This model will help participants better realize the factors that cause, correct, or prevent technical and relational inequities. It will also explore the relationship between technical and relational inequities and the impact they have on systemic equity or inequity. Participants should leave this activity being able to summarize the model and contextualize it to their own individual learning.

Why: Often, we look to check boxes to say something is done ('above the green line' work) in an effort to create equitable and just schools. Progress may be made toward the desired result of creating equitable learning environments, but this progress may be superficial when working only on the technical aspects of school/systemic equity. Focusing on the soft skills 'below the green line' will have a large impact on the actual development of equitable learning environments. As Margaret Wheatley said, "We need processes to help us reweave connections, to discover shared interests, to listen to one another's stories and dreams. We need processes that invite us to participate, that honor our creativity and commitment to the organization."

How:

1. Show participants the six-circle model.
2. Have participants read the 2.5 Wheatley's Six Circles: Leading for Equity handout. Then, lead a discussion to ensure participants understand the factors that cause, correct, or prevent technical and relational inequities. Explain that items below the green line are the soft skills (relationships, cultural relevancy,

communication) that will help those above the green line (policies, procedures, organizational structures).

3. Ask participants to partner up or get into small groups to create a visual to show how phrases and sentences from the resolutions work with the aspects above the green line.
4. Have participants view the visuals created by others. Ask them to add additional examples of the variable to the visual on sticky notes as a way of expanding one another's thinking and representation they have created.
5. Ask participants to provide examples of 'above the green line' and 'below the green line' strategies in the following learning communities: school food service, school media centers, school mental health teams (counselors, social workers, aides), classroom teachers, and paraprofessionals.

Facilitator Tip: *Display visuals with examples posted throughout the professional learning experience to refer back to and reference in conversations.*

Education Policy Connection: Collaborating on various state and local plans provides opportunities to disrupt some of the historical patterns that routinely prevent interest holders—including educators—from weighing in on decisions that directly affect their everyday lives in schools. The ability to recognize and call out policies and processes that systemically exclude people will empower more interest holders to become involved in education policy implementation. Existing federal law calls for 'meaningful collaboration' with educators, families, and even students at the local and state levels. The ability to ensure that the technical and relational inequities in schools are addressed is critical to ensuring that education policy implementation is successful in all schools.



Recommended Lunch

(60 or so minutes, depending on needs)



2.6 Centering Activity

Time Frame: 5 minute

Materials: Quiet and stillness

At lunch, conversations or exchanges may have occurred that elicit emotions, either positive or negative, which may need to be released for participants to move forward with the following content.

To prepare for this activity, let participants know that they are going to sit quietly for one minute without talking, using technology, or opening their eyes. If possible, dim the lights, set a timer for one minute, and sit quietly with participants as they prepare emotionally, mentally, and physically to tackle the content for the remainder of the day.



2.7 Responding to Challenging Situations

Time Frame: 45 minutes

Materials:

- ✓ Notepaper
- ✓ Pen/pencil

Handout:

- ✓ 2.7 Scenarios for Responding to Challenging Situations

What: This activity will provide participants with a chance to role play and talk through statements—often made with no malice or ill intention—that can create barriers and difficult situations. As leaders for just schools, facilitators and participants must understand how to navigate or talk through these situations. As participants hear these scenarios, facilitators will ask them to identify their immediate gut reaction to what they have heard without talking to other participants. Facilitators will then elicit responses to these scenarios aloud in an effort to bring awareness to how these scenarios/statements can be offensive and why, then brainstorm ways in which questions can be asked and comments/compliments can be made without offending the recipient. This activity can get intense and can be difficult, but the goal of this activity will be to make sure participants walk away with tools to support others and an awareness of how inquiries or offenses occur, even when intentions are good.

Why: Leaders for just schools need to be able to respond to challenging conversations in a way that educates, informs, and helps to create more equitable and just learning environments.

How:

1. Using the 2.7 Scenarios for Responding to Challenging Situations handout, assign one scenario to each group. After reading each scenario, ask each group to discuss why their assigned statement is offensive and how a leader could respond to help educate and redirect others who may be peers. Then, invite groups to share with the whole group.
2. As educators, it is important for participants to understand how ESSA can support the equity work being done. Encourage educators to locate their state ESSA plan (reports.ecs.org/comparisons/states-school-accountability-systems-2021) and visit nea.org/resource-library/essa-engagement-conversation-starters-educators for more information about ESSA and how it supports equity in schools/districts across the country.

“The Every Student Succeeds Act (ESSA) gives educators more say in our schools as well as a seat at the table to determine what really

matters to student success. We must make sure our voices are heard and make the most of the opportunity to impact policy and practice to support students.”

3. Share these key ESSA points with all participants. Prompt them to make note of these points and reflect on how they come through in their own school/district ESSA plans:

- ✓ ESSA requires that schools identified for improvement develop school plans in consultation with educators.
- ✓ Educators will have the opportunity to examine school assets and needs across multiple criteria.
- ✓ The school improvement process provides educators the opening to advocate for the schools students deserve.
- ✓ Educator involvement ensures school plans are student-centered and informed by best practices.

4. As a debrief, invite the group to share aloud any ‘aha’ moments or new awareness they have as a result of this activity.



2.8 Building Strong and Healthy Relationships with Students

Time Frame: 40 minutes

Materials:

- ✓ Pen/pencil
- ✓ Notepaper
- ✓ Optional video: The Power of Building Relationships in Schools: [youtube.com/watch?v=kzvm1m8zq5g](https://www.youtube.com/watch?v=kzvm1m8zq5g) (3:40)

Handouts:

- ✓ 2.8A Give One, Get One: Relationship-Building Tips and Strategies
- ✓ 2.8B Building Relationships with Students
- ✓ 2.8C Five Tips for Better Relationships with Students

Additional Resources:

- ✓ Creating Inclusive College Classrooms: crlt.umich.edu/gsis/p3_1
- ✓ Inclusive Teaching Strategies: poorvucenter.yale.edu/InclusiveTeachingStrategies
- ✓ Relationship-Building Strategies for the Classroom: osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Relationship_Building_Toolkit.pdf

What: By knowing and understanding students, we can better adapt instruction and leadership to meet their needs. Through this work, leaders will help peers discover strategies, techniques, and tips to better know their students and build an environment where students feel valued, welcome, included, and safe.

Why: Leaders need to be able to help cultivate strong relationships with students to build trust, understanding, empathy, and support that will promote achievement. Students who have experienced trauma need to feel safe. Students have limited time with their educators, and educators need to find ways to connect with them and show interest in their lives outside of school. By building effective relationship strategies and making time for self-reflection, educators can think through what may be driving students' actions and what may be the best response in various situations.

How:

1. Ask participants to take the next three minutes to reflect quietly and write down their thoughts on the following prompt:

"What external factors might impact students in their school learning environment, in the school cafeteria, or on the bus?"

2. After the participants have had time to reflect, take 10 to 15 minutes and ask participants to share aloud some of their responses.
3. Explain to participants that they will have a chance to gather strategies that will build positive relationships and support for their students and help mitigate the external factors that impact students and learning environments.
4. Ask participants to get out the 2.8A Give One, Get One: Relationship-Building Tips and Strategies handout.
5. Invite participants to fill in any six boxes with strategies that they have found effective and positive when it comes to building strong and equitable relationships with students. Give them about 10 minutes to complete this step of the activity.
6. Once the participants are finished developing their own strategies, ask them to circulate the room over the next 15 to 20 minutes, gathering new strategies that the other educators have found effective to fill in all 12 boxes on the handout.
7. Ask participants to return to their seats and invite a whole-group debrief. Ask them to share aloud any strategies they heard that may benefit all participants.
8. Additional/optional debrief: Ask participants to read through the 2.8B Building Relationships with Students and 2.8C Five Tips for Better Relationships with Students handouts. Give them about 5 to 10 minutes to review the handouts, then present them with the following prompts:
 - “Do you think we all have limitless potential?
 - What are some of the factors that influence our perceptions of our own potential?
 - How might these thoughts impact our students?”
9. Optional extension for this activity: The short video—The Power of Building Relationships in Schools—allows time for reflection and thought.

Education Policy Connection. By addressing microaggressions and underlying systems of oppression, we can improve relationships with our students, families and communities. These connections provide more equitable educational opportunities and education outcomes for all students. Federal law requires states to include at least one indicator of school quality or student success that is not related to academic achievement, and many states use school climate as their measure under this provision.



2.9 Revisiting Your Goal Statement

Time Frame: 15 minutes

Materials:

- ✓ Goal statement
- ✓ Sticky notes
- ✓ Pen/pencil

What: This will be time for participants to reflect on the learning from the day and form meaningful connections. Facilitators will want to ensure that the day is revisited briefly and that a tone of, or an environment for, reflection is established to foster connections.

Why: To make learning concrete and permanent, it is important that participants have multiple opportunities to make sense of learning and synthesize it in a meaningful way.

How:

1. Ask participants to get out their goal statement and spend the next five minutes or so reconnecting with them.
2. To help participants get started, provide them with the following prompts:
 - “What did you learn today that connected with your goal?”
 - “What questions or wonderings do you have about your goal as a result of today’s learning?”
3. Ask if anyone in the group would like to share their thinking aloud. Remind them that this will be a judgment-free sharing time. Also, tell the group that as a community of learners, it is important to recognize all have come to this professional learning experience in an effort to create equitable and just learning environments, but each participant may take a different path to get there.
4. Thank all of the participants for their hard work today.

CONNECTOR



Facilitator Tip: Help participants reflect and connect back to the important work they have done today. Topics included understanding privilege, oppression, -isms, and microaggressions. It is also important to draw participants’ attention back to the work they did on challenging conversations. Participants have had time to be

introspective about these issues, which can stymie relationships with peers and can negatively impact culture. After exploring these issues, participants will have the knowledge to examine ways to build strong relationships that improve systems and school affect and develop the just culture that they are seeking to create. Setting and conveying high expectations for all students is a critical aspect to developing equitable and just schools.

3.1 Learning Targets

Time Frame: 20 minutes

Materials:

- ✓ Goal statement
- ✓ Pen/pencil
- ✓ Sticky notes

Handout:

- ✓ Agenda

What: By the end of this professional learning experience, participants will better understand how to develop leaders who:

- ✓ Understand the connection between equity, just schools, and federal, state, and local policy;
- ✓ Empower students and teach them the skills that are essential to their success;
- ✓ Support all interest holders in achieving their full potential and reinforce the value of their input;
- ✓ Create education systems where all students have an equitable opportunity for excellence; and
- ✓ Understand how to use their voice to advocate for equity and just schools.

Why: It is important that participants understand the learning targets for the training and that they will not only connect with them but will also set goals that correlate with them. The learning contained in this curriculum has a strong potential of causing discomfort in participants. This learning can get intense as bias, microaggressions, and systemic inequities are explored. The norms and participants' goal statement should be used to anchor them in the purpose of creating equitable learning environments for every student.

Facilitator Tip: *This curriculum can get very heavy, uncomfortable, and emotional for participants. Feel free to add a team-building or grounding activity that will reinforce the idea that we are all in this together. These activities may also help participants open up and dive more fully into the content being explored.*

How:

1. Display the learning targets for everyone to see.
2. Just like on Day 2, ask participants to get out their goal statement.
3. Invite participants to evaluate what they learned that helped them move toward their goal and what they still need to learn. Then ask them to reflect on the relevancy of their goal as their thinking might be changing and shifting. They can write directly on their goal statement or amend their goal statement using sticky notes.

4. Ask these prompts to help get thinking started:

“What did you learn on Day 1 and Day 2?

What do you still want to know more about?

How is your thinking or goal beginning to change?”

5. Ask if anyone in the group would like to share their thinking aloud. Let them know that this will be a judgment-free sharing time. Also, tell the group that as a community of learners, it is important to recognize all have come to this professional learning experience in an effort to create equitable and just learning environments, but each participant may take a different path to get there.

6. Reference and review the agenda. Make all necessary efforts to help participants reorient to their materials and the learning space.

7. Review the participant materials that will be used throughout the day.

8. Ask participants to share aloud their synthesis of what was learned on Day 1 and Day 2.



3.2 Creating Equitable Learning Environments to Establish Safe Schools and Classrooms

Time Frame: 45 minutes

Materials:

- ✓ Pen/pencil
- ✓ Highlighter
- ✓ Chart paper
- ✓ Markers
- ✓ Sticky notes
- ✓ Great Public Schools Indicators:
nea.org/student-success/great-public-schools/what-students-deserve

Handouts:

- ✓ 3.2A Scenarios for Creating Equitable and Safe Learning Environments
- ✓ 3.2B Questions to Consider When Creating Equitable Learning Environments

Additional Resources:

- ✓ NEA Teaching Children from Poverty and Trauma:
nea.org/sites/default/files/2020-07/NEAPovertyTraumaHandbook.pdf
- ✓ Invisible/Non-Apparent Disabilities: nea.org/invisibledisabilities

What: The scenarios in the handout and the strategies that participants create will help all participants think about how they can establish a classroom where all students feel safe, valued, and empowered. This activity will also draw from the collective expertise in the room and may allow educators to enhance what they are already doing.

Why: Students will feel empowered when they are valued and have a say or choice in what they are learning. In a classroom where students are valued, lesson plans and classroom activities are accessible and intentionally designed to promote discourse and conversation.

Facilitator Tip: Use NEA's GPS Indicators, specifically Conditions of Teaching and Learning, as a resource to get the conversation started around what is considered necessary for a just school that provides opportunities for all students.

How:

1. Use NEA's GPS Indicators, specifically Conditions of Teaching and Learning, as a resource to get the conversation started around what is considered necessary for a just school that provides opportunities for all students.
2. Ask participants to take out the 3.2A Scenarios for Creating Equitable and Safe Learning Environments handout.

3. Assign one scenario to each group to read and discuss responses to questions at the bottom of the 3.2A Scenarios for Creating Equitable and Safe Learning Environments handout. Instruct participants to brainstorm answers and strategies that could be beneficial while staying mindful of social justice and equity.
4. Tell participants to take the next 10 minutes and reflect on this activity and their education practice by answering the questions on the 3.2B Questions to Consider When Creating Equitable Learning Environments handout.
5. Explain to participants that this is a tool they can use when working in their own school and system. These questions are designed to keep equity and social justice at the forefront of thinking and planning.
6. Conclude by telling participants they can use the GPS Indicators to help them consider what is necessary for a just school that provides opportunities for all students.

Education Policy Connection: Schools receiving certain federal funds must outline how they plan to reduce instances of bullying, harassment, and the overuse of disciplinary practices that compromise student health and safety or remove students from the classroom.

Federal law currently requires schools to identify disproportionality in student discipline and publicly report information on school quality, climate, and safety through school report cards. Educators must work to change practices that improve school quality, climate, and safety, particularly for those students who have disproportionate negative outcomes in these areas.



Recommended Break

(15 or so minutes, depending on needs)



3.3 Zero-Tolerance or Restorative-Based Learning Environments

Time Frame: 60 minutes

Materials:

- ✓ Pen/pencil
- ✓ Highlighter
- ✓ Restorative Practices: A Guide for Educators: neaedjustice.org/wp-content/uploads/2017/09/restorative-practices-guide.pdf

Handouts:

- ✓ 3.3A Just Schools Sort
- ✓ 3.3B Restorative Practices Graphic

Additional Resources:

- ✓ Bringing Restorative Practices to Your School: edutopia.org/article/bringing-restorative-practices-to-your-school-laura-mcclure
- ✓ University of San Diego Center for Restorative Justice: sandiego.edu/soles/centers-and-institutes/restorative-justice/
- ✓ How One University Went All-In on Restorative Justice: chronicle.com/article/how-one-university-went-all-in-on-restorative-justice/
- ✓ The Collaborative Center for Restorative Practices in Higher Education: iirp.edu/collaborative-center/overview
- ✓ A First Look: Students' Access to Educational Opportunities in U.S. Public Schools: www2.ed.gov/about/offices/list/ocr/docs/crdc-educational-opportunities-report.pdf

What: Through this activity, participants will have a chance to distinguish the difference between the punitive practices of zero tolerance and the relationship-building focus of restorative practices.

Why: Equitable and just practices have a direct impact on developing relationships of trust and understanding with and among students. When working to ensure learning environments are equitable and just, it is important that educators develop ways of restoring relationships with all interest holders and understand the impact that punitive practices can have on equity.

Facilitator Tip: Prepare for this activity by cutting out the cards from the 3.3A Just Schools Sort handout. Use one handout per group; each group will receive a deck of cards.

How:

1. Recalling the discussion on the external factors that impact students and learning environments, introduce participants to this activity by sharing the following:

"Instructional and disciplinary practices have a direct impact on the development of relationships with students based on trust and understanding."

2. Distribute the cards from the 3.3A Just Schools Sort handout to table groups or groups of four to six participants. Give the groups about five minutes to sort their cards into two groups: zero tolerance and restorative practices. Participants may identify a third 'middle' pile to identify when the cards can be both. This is a natural part of processing and the paradigm shift that comes with new thinking about this work.
3. After the sort, ask the groups to identify similarities or patterns within the cards that they placed in each pile.
4. As you move participants to the next part of the activity, instruct them not to move their cards.
5. Display the 'A Tale of Two Schools' graphic from the 3.3B Restorative Practices Graphic handout.
6. Ask participants to reference Restorative Practices: A Guide for Educators and locate the following sections: I. Background; II. What Are Restorative Practices?; and III. Why Restorative Practices? (pages 1-5).
7. Tell participants to divide up the reading, based on the size of the group that worked on the sort together. Allow about five minutes for reading and then ask the participants to take the next four minutes debriefing what they read with their group.
8. After the debrief, ask participants to go back to their sort and decide what, if anything, they want to change. Ask them to think about why they would want to move cards in the sort.
9. After groups have had time for a small-group discussion, bring everyone back together for a whole-group debrief. Discuss the ways in which these practices could be or are being implemented in participants' settings. Make sure to emphasize that restorative practices require school- and district-wide commitments and time.

Education Policy Connection: Federal law requires states to include at least one indicator of school quality or student success to measure the extent to which all students are supported and provided with equitable educational opportunities. Additionally, all states are required to include rates of in-school and out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, and incidences of school violence (including bullying and harassment) on their state report cards. Educators must examine discipline practices and policies within their classrooms, schools, and districts to determine if some students are disproportionately denied access to educational opportunities.



Recommended Lunch

(60 or so minutes, depending on needs)



3.4 Centering Activity

Time Frame: 5 minutes

Materials: Quiet and stillness

At lunch, conversations or exchanges may have occurred that elicit emotions, either positive or negative, which may need to be released for participants to move forward with the following content.

To prepare for this activity, let participants know that they are going to sit quietly for one minute without talking, using technology, or opening their eyes. If possible, dim the lights, set a timer for one minute, and sit quietly with participants as you prepare emotionally, mentally, and physically to tackle the content for the remainder of the day.

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3.5 Equitable Practices in Action

Time Frame: 60 minutes

Materials:

- ✓ Notepaper
- ✓ Pen/pencil
- ✓ Video: Fall-Hamilton Elementary: Transitioning to Trauma-Informed Practices to Support Learning: edutopia.org/video/making-students-feel-safe (8:11)
- ✓ Video: The Work of Culturally Relevant Pedagogy Specialists: youtube.com/watch?v=mnK1m30hi6U (4:32)
- ✓ Video: Restorative Practices in an Illinois Middle School: iirp.edu/news-from-iirp/restorative-practices-in-an-illinois-middle-school (17:49)

Additional Resources:

- ✓ Video: LA School Gets Gender-Neutral Bathroom: youtu.be/xsEDhPQmT74 (1:09)
- ✓ Video: Canadian Students Recognize Indigenous Land: youtube.com/watch?v=YjHvKqe72GY&t=2s (1:58)
- ✓ Video: What Is a Community School?: youtu.be/5dTXujuJRc0?si=zAi5wHDrd_JYgbxR (2:17)
- ✓ Video: Inclusive Teaching: Practices That Create Equitable Learning Opportunities for Students: youtu.be/g9s2Rz4TGw4?si=ybKUzz6dLjTQMqse

What: This will be a chance for participants to see multiple schools with high levels of social justice and equitable practices in action.

Why: As leaders begin to navigate creating equitable and just learning environments, it is important that they have positive examples to reference. These videos will provide leaders with positive examples.

How:

1. Ask participants to divide into small groups of no more than four.
2. As a whole group, watch the Fall-Hamilton Elementary video.
3. After watching the video, have participants discuss in their small groups what they identified as ways that equity and social justice are exemplified at Fall-Hamilton. Ask one participant to take notes for the group.
4. As a whole group, watch the Work of Culturally Relevant Pedagogy Specialists video.
5. After watching the video, have participants discuss in their small groups what they identified as ways that equity and social justice are exemplified. Ask a new participant to take notes for the group.

6. If time allows, watch the Restorative Practices in an Illinois Middle School video. Note, the video is almost 20 minutes in length and is optional.
7. As a whole group, using the notes taken, have participants share aloud the similarities and differences between these examples.
8. Ask participants to reflect on their own learning environments. Use the following prompt to elicit responses:

“How have these examples shifted your thinking about creating equitable learning environments?”

Education Policy Connection: Under Title II of ESSA, districts and states may use funds to improve the recruitment, placement, support, and retention of culturally competent and responsive educators—especially educators from underrepresented minority groups—to meet the needs of diverse student populations.

Educators can advocate for additional supports and professional developments to strengthen their capacity to create equitable and just learning environments. Allowable uses of funds include ongoing professional development aimed at cultural competency, equity coaching, and improving conditions for all educators and students across race, ZIP code, background, and ability.



Recommended Break

(15 or so minutes, depending on needs)



3.6 Connecting Educator Voice to Equity

Time Frame: 55 minutes

Materials:

- ✓ Highlighter
- ✓ Pen/pencil
- ✓ Sticky notes
- ✓ Notepaper
- ✓ NEA Opportunity Checklist: nea.org/professional-excellence/student-engagement/tools-tips/opportunity-checklist
- ✓ NEA Opportunity Audit: nea.org/sites/default/files/2020-09/27372%20ESSA%20Opportunity%20Audit%20Web_09-2020.pdf
- ✓ NEA Raising Your Voice Guide: nea.org/sites/default/files/2020-06/Raising-Your-Voice.pdf

Handout:

- ✓ 3.6 Connecting Educator Voice to Equity

What: Participants will become familiar with NEA resources, including the Opportunity Checklist, Opportunity Audit, and Raising Your Voice guide. These tools will help educators lift and amplify their voice and professional authority by exploring federal, state, and local policies; professional practice; and advocacy tools. Participants will explore these documents and make connections to how these tools might be used at their own school/district sites.

Why: It is important for educators to understand the impact of their professional voice and authority and that policymakers should include educators as they craft new policies, protocols, and other changes to ensure opportunities for all. In some cases, federal law requires that educators be consulted.

How:

1. Distribute the 3.6 Connecting Educator Voice to Equity handout to each participant.
2. Assign each table one character (Mara, Dinara, or Tasha) to help them identify and track their issue. Allow participants five minutes to read the handout and ask each table to identify ONE inequity present in the scenario. Note: There are multiple issues present; for the purpose of this activity, encourage participants to stick to ONE issue.
3. Reference the NEA Opportunity Checklist. Explain to participants that the Opportunity Checklist was created as a tool for on-the-ground organizing and connecting with the community to identify the most pressing issues for students in

schools. Point out that the Opportunity Checklist can be tailored to fit local needs; it has been deployed by individuals and locals throughout the country as a basis for community conversations, town halls, and more.

4. Ask participants to review the NEA Opportunity Checklist and identify what categories, if any, might be lacking in the school described in the scenario. Participants should prioritize one or two issues in the Opportunity Checklist for the next portion of the discussion.
5. Once participants identify an issue, reference the NEA Opportunity Audit. Explain that the Opportunity Audit is a deep dive into indicators from the NEA Great Public Schools framework, which addresses the research and evidence-based resources, policies, and practices proven to narrow opportunity and skills gaps. Participants can learn more about the Great Public Schools framework by reviewing the NEA resources.

Facilitator Tip: *Advise participants that educators are most effective at advocating for the things their students need most when they are able to identify the root cause of the inequity.*

6. Instruct participants to identify a section of the NEA Opportunity Audit that contains indicators relevant to the issue they identified in the scenario. The sections are divided by criteria; use the cross references in the Facilitator Tip below to help guide participants through the scenario.
7. Give participants 10 minutes to review the NEA Opportunity Audit and identify indicators in which they may take action to address the issue that they identified in the scenario.
8. Reference the NEA Raising Your Voice guide. Point out to participants some of the features of this guide; it is color coded to match the top sections of the NEA Opportunity Audit, and it contains sample legislation, policies, and more for a limited number of issues.
9. Explain to participants that they may not find the exact match to their issue in the guide. Encourage them to flip through the guide, then ask them to identify something in the guide that might address their issue from the scenario.
10. Ask participants to identify ONE action they might take to respond to the issue they identified based on the tools provided. It might be as simple as having a conversation with a colleague. They might want to consider taking larger action by reaching out to their local association, contacting the school board, etc.
11. Close by explaining to participants that all resources were created to support educators in their advocacy efforts and facilitate connecting to the community, identifying issues with specificity, and addressing those issues by working with the community and interest holders to promote equity in schools.

Facilitator Tip: *Use the following cross references from the NEA Opportunity Audit and NEA Raising Your Voice guide to assist participants with identifying where the resources address the issues raised in the scenario:*

- ✓ **Mara:** NEA Opportunity Audit Criteria VI; Raising Your Voice Family and Community Engagement (pgs. 39-44)
- ✓ **Dinara:** Opportunity Audit Criteria I; Raising Your Voice School Readiness (pgs. 9-14)
- ✓ **Tasha:** Opportunity Audit Criteria II and Criteria IV; Raising Your Voice Standards and Curriculum (pgs. 15-19) and Accountability and Assessments (pgs. 33-37)

Education Policy Connection: Federal law mandates that interest holders must be involved in the creation of local plans, including equity plans and school improvement plans. To maximize opportunities under federal law, educators must be vigilant in seeking out and utilizing opportunities to speak up on behalf of students.



3.7 Revisiting Your Goal Statement

Time Frame: 15 minutes

Materials:

- ✓ Goal statement
- ✓ Sticky notes
- ✓ Pen/pencil

What: This will be time for participants to reflect on the learning from the day and form meaningful connections. Facilitators will want to ensure that the day is revisited briefly and that a tone of, or an environment for, reflection is established to foster connections.

Why: To make learning concrete and permanent, it is important that participants have multiple opportunities to make sense of learning and synthesize it in a meaningful way.

How:

1. Ask participants to get out their goal statement and spend the next five minutes or so reconnecting with them.
2. To help participants get started, provide them with the following prompts:
 - “What did you learn today that connected with your goal?”
 - “What questions or wonderings do you have about your goal as a result of today’s learning?”
3. Ask if anyone in the group would like to share their thinking aloud. Remind them that this will be a judgment-free sharing time. Also, tell the group that as a community of learners, it is important to recognize all have come to this professional learning experience in an effort to create equitable and just learning environments, but each participant may take a different path to get there.
4. Thank all of the participants for their hard work today.

CONNECTOR

Facilitator Tip: Help participants reflect on the important work they have done today and how it connects to the past two days. Topics included the six-circle model of inequities, how to establish equitable learning environments, assessing practices to determine if they are punitive or restorative in nature, and putting equitable

practices into action. The past three days have been an opportunity for participants to learn about the affective/relational, cultural, and expectation aspects that contribute to just schools. This provides the foundation for the work that participants will do on Day 4, when they examine their system by way of equity audits, the NEA Opportunity Audit, and the NEA Opportunity Checklist. Through this work, participants will gain the tools needed to explore their own school/district programs professional excellence, and student learning to ensure that equity is infiltrating all aspects of school/district culture and that equitable opportunities are available to all students.

4.1 Learning Targets

Time Frame: 20 minutes

Materials:

- ✓ Goal statement
- ✓ Pen/pencil
- ✓ Sticky notes

Handout:

- ✓ Agenda

What: By the end of this professional learning experience, participants will better understand how to develop leaders who:

- ✓ Understand the connection between equity, just schools, and federal, state, and local policy;
- ✓ Empower students and teach them the skills that are essential to their success;
- ✓ Support all interest holders in achieving their full potential and reinforce the value of their input;
- ✓ Create education systems where all students have an equitable opportunity for excellence; and
- ✓ Understand how to use their voice to advocate for equity and just schools.

Why: It is important that participants understand the learning targets for the curriculum and that they will not only connect with them but will also set goals that correlate with them. The learning contained in this curriculum has a strong potential of causing discomfort in participants. This learning can get intense as bias, microaggressions, and systemic inequities are explored. The norms and participants' goal statement should be used to anchor them in the purpose of creating equitable learning environments for every student.

Facilitator Tip: *This curriculum can get very heavy, uncomfortable, and emotional for participants. Feel free to add a team-building or grounding activity that will reinforce the idea that we are all in this together. These activities may also help participants open up and dive more fully into the content being explored.*

How:

1. Display the learning targets for everyone to see.
2. Just like on Day 3, ask participants to get out their goal statement.
3. Invite participants to evaluate what was learned that helped them move toward their goal and what they still need to learn. Then ask them to reflect on the relevancy of their goal as their thinking might be changing and shifting. They can write directly on their goal statement or amend their goal statement using sticky notes.

4. Ask these prompts to help get thinking started:

“What did you learn on Day 1, Day 2, and Day 3?”

What do you still want to know more about?

How is your thinking or goal beginning to change?”

5. Ask if anyone in the group would like to share their thinking aloud. Let them know that this will be a judgment-free sharing time. Also, tell the group that as a community of learners, it is important to recognize all have come to this professional learning experience in an effort to create equitable and just learning environments, but each participant may take a different path to get there.

6. Reference and review the agenda. Make all necessary efforts to help participants reorient to their materials and the learning space.

7. Review the participant materials that will be used throughout the day.

8. Ask participants to share aloud their synthesis of what was learned on Day 1, Day 2, and Day 3.



4.2 Equity Audits to Learn and Improve

Time Frame: 45 minutes

Materials:

- ✓ NEA Opportunity Audit: nea.org/sites/default/files/2020-09/27372%20ESSA%20Opportunity%20Audit%20Web_09-2020.pdf
- ✓ Pen/pencil
- ✓ Sticky notes
- ✓ Chart paper
- ✓ Markers

Handouts:

- ✓ 4.2A Equity Audit Introduction and Background
- ✓ 4.2B Seven Steps of the Equity Audit
- ✓ 4.2C Graphics for Equity Audits
- ✓ 4.2D NEA Opportunity Checklist (English)
- ✓ 4.2E NEA Opportunity Checklist (Spanish)

Additional Resources:

- ✓ Equity Audits in Higher Education, Part One: What Is an Equity Audit?: academic-leader.com/topics/diversity-equity-inclusion/equity-audits-in-higher-education-part-one-what-is-an-equity-audit/
- ✓ Equity Audits as a Tool for Change: Holding Up a Mirror to Organizational Practices: astc.org/astc-dimensions/equity-audits-as-a-tool-for-change-holding-up-a-mirror-to-organizational-practices/

What: By looking at different aspects of schools and programs, participants will start to dig deeper into what might hinder student learning and equity and what might be supporting an equitable environment.

Why: The purpose of using equity audits is to improve equitable conditions in our schools. By digging into the deeper issues and root causes of inequities, leaders will be able to facilitate conversations that push past surface-level excuses that are sometimes made and that hinder the progress of just and equitable schools.

Facilitator Tip: Use the NEA Opportunity Checklist as an entry point to this section. Participants can complete this checklist online at nea.org/professional-excellence/student-engagement/tools-tips/opportunity-checklist. Explain to participants that the term 'equity audit' is used in social justice/equity work and research. NEA uses the term 'needs assessment' in place of equity audit.

How:

1. Engage participants in a brief history of the purpose and use of equity audits. Ask participants to take out the 4.2A Equity Audit Introduction and Background handout.
2. While participants are reading, write the following formula on a piece of chart paper:
teacher quality equity + program quality equity = achievement equity.
3. Ask participants how this formula connects to the six-circle model. Ask them to share aloud what parts of the formula connect to technical equity and what parts to relational equity; in other words, what falls below and what above the line.

"In reality, relational equity should be a part of each piece. Knowing our educators—including those inside and outside the classroom—and our students and understanding their needs and talents will help us reach achievement equity for all."

4. Ask participants to reference the 4.2B Seven Steps of the Equity Audit handout. Have them read the seven steps and their summaries. Discuss the structure of equity audits.
5. Now, show the whole group the 'School A' and 'School B' graphics from the 4.2C Graphics for Equity Audits handout and explain the following to participants:

"The following are two sets of fictional school population stats created for the purpose of this equity audit. These two schools are in the same school district and are less than 15 miles apart."

6. Ask groups to explore the graphs in the handout and think about why there are differences between the two schools. Ask them to share their thinking with the whole group. If their discussions appear to give surface-level reasons, ask participants to think deeper about how the school boundaries and other variables might be affecting these schools and causing inequities.

7. Show the 'Course Offerings' graphic from the 4.2C Graphics for Equity Audits handout and explain the following to participants:

"Keeping in mind what you saw in the first graphic about School A and School B, you will now explore the following course offerings for both schools."

These course offerings correlate to the schools that participants were just shown. Have them conduct an equity audit for this graphic using the 4.2B Seven Steps of the Equity Audit handout.

8. Present participants with the following prompt:

"As a leader, how do you push the discussion further? Inequities leading to student disadvantage are systemic issues that must be addressed. How can we use equity audits to determine ways to improve?"

Have participants practice by finishing their seven-step chart for both graphics.

9. Ask participants to get out the NEA Opportunity Audit and ask them to assess the data presented above through the lens of the 'Standards and Curriculum' section of the audit. Ask them to share what new learning is occurring as a result of looking at the data through the lens of 'Criteria II: All students have access to a rigorous curriculum, including advanced coursework, rooted in high academic standards.'
10. In addition to exploring the NEA Opportunity Audit, give participants the time to explore the 4.2D and 4.2E NEA Opportunity Checklist (English and Spanish) handouts. Ask them to read through the prompts and reflect honestly in response to those prompts. Then ask them to add a sticky note to their goal statement about what opportunities they would like to intentionally create space for in their schools to establish an equitable learning environment for all students.
11. Conclude the activity with a whole-group discussion using the following prompts:
 - "What can we do when attempts at creating more integrated and equitable schools create less equitable opportunities for students?
 - What are the factors of equitable and just learning environments that we need to stay keenly aware of?"

Education Policy Connection: Existing federal law requires schools to conduct mandatory audits called 'comprehensive needs assessments.' Educators should be equipped with the knowledge requisite to recognize equity audits when they are occurring at the school and district levels. Educators should submit their opinions when these occur because their input is critical to protecting the rights of students.



4.3 Creating Space for Reflection and Growth

Time Frame: 30 minutes

Materials:

- ✓ Highlighter
- ✓ Pen/pencil

Handout:

- ✓ 4.3 Becoming an Equity-Oriented Change Agent

What: This activity will help participants better understand what is necessary to become leaders of equity-oriented change in their systems. Leaders who want to create change will not only need to identify inequalities but also focus on how to cultivate the right logistical and relational factors that will help them overcome obstacles and enact sustainable changes.

Why: For leaders to make a direct impact on students, they need to determine which strategies are effective and which are ineffective.

How:

1. Ask participants to locate the 4.3 Becoming an Equity-Oriented Change Agent handout.
2. Ask participants to move into their table groups or into groups of three or four.
3. Have them take turns reading aloud the seven factors to becoming an equity-oriented change agent one at a time, rotating clockwise around their group until all seven are read.
4. Now that participants have read the seven factors, invite them to answer the reflective questions listed at the bottom of the handout.
5. Ask participants to take a few moments and add their 'aha' moments and new learning that have resulted from this activity to their goal statement.

Education Policy Connection: Federal law requires that states proactively engage with interest holders to inform their plans. In developing state plans, states must engage in timely and meaningful consultation with interest holders. Districts must also engage in similar conversations when creating local plans. These interest holders, under federal law, include those who represent students from historically underserved groups. As stewards of this work, it is critical to connect, reflect, and examine how interactions with these various interest holder groups are essential for success.



Recommended Break

(15 or so minutes, depending on needs)

4.4 Advocacy Policy Plan

Time Frame: 60-90 minutes

Materials:

- ✓ Pen/pencil
- ✓ Sticky notes

Handout:

- ✓ Advocacy Policy Plan supplement

What: This time will allow participants to create their Year 1 plan for the actions they will take upon returning to their school communities and state/local union engagements. The driver behind the Advocacy Policy Plan is asking participants to take steps to promote and foster more safe, equitable, just, and inclusive learning environments for all students. It is important to call participants' attention to opportunities to watch out for as they begin designing the work of their plan.

Why: Discovering and engaging interestholders and understanding roadblocks will be a natural, yet difficult, part of the journey when leaders return to their schools/districts. It is powerful for participants to leave this professional learning and leadership development experience with a plan that has been created in writing, with the support of others who are doing this important work. By spending time building their Advocacy Policy Plan for their first year in the program, there is a greater chance these leaders will find more success when they are back in their schools/districts.

Facilitator Tip: Encourage participants to maximize opportunities inherent in the school improvement process to uplift their goals. **Stress to participants** that these are 'opportunities to watch out for' and can include, but are not limited to, district equity plans, district ESSA plans, and the comprehensive needs assessments being conducted. Stress to participants that the menu of options included is **suggested** activities, not an exhaustive list, but that the **first priority** is that they communicate with their affiliate leadership immediately upon completing the Year 1 experience.

How:

1. Distribute to participants the Advocacy Policy Plan (APP) if it has not been distributed yet.
2. Ask participants to take a few moments and review the entire APP supplement. Note that they are being provided the full APP supplement (which covers all three years in the program) so that they can see the *progression of their journey*, not so that they feel the pressure of having to complete all items in one year! The desire in providing participants one overarching plan is to support their efforts to track their *own growth* and development, and their accomplishments in the program.

3. Following the review of the full APP supplement, note that participants should have completed their 'Entry'—the Leadership Competency Self-Assessments—prior to their arrival.
4. Ask participants to add their final, revised overarching Goal Statement for Year 1 to the appropriate point in the APP supplement.
5. Once participants have added their overarching Goal Statement for Year 1, guide them to review the 'bucket list'—the menu of suggested options—for Year 1. *Remind participants* that they should not see this list as an exhaustive list! These are merely suggestions for what they could do, and as participants, they should also not see this as a *checklist* of items to complete.
6. Note to participants that they will be taking 10 minutes to begin drafting their APP for Year 1.
7. At the end of 10 minutes, ask participants to gather in groups of three and discuss their thought processes, their progress on developing plans, what potential barriers may be, etc. Provide participants 10 minutes to discuss.
8. After 10 minutes, participants should return to their planning, and take an additional 20 minutes to plan their APP for Year 1.
9. After the second planning time has passed (20 minutes), ask participants to find a partner in the room that they can commit to staying in consistent contact with and who is not from the same affiliate, and share their draft plans. This will be their 'accountability partner,' whom they will remain in contact with for the remainder of the year.
10. As a final step in this activity, provide time for whole-group reflection and sharing. Provide participants with the following prompt:

"How does this plan support the goal that you have created and revised over the past few days?"

Education Policy Connection: Federal law (and many state and local policies) moves decision-making to the people who know the names of the students they educate while maintaining supports that ensure ZIP codes do not determine the quality of education. It incentivizes supports and interventions that are tailored to local needs while preserving the historic federal role in protecting the most vulnerable: children in poverty, students with disabilities, and emergent multilingual learners.

Federal law requires plans from schools and districts that receive support for specified student groups in addition to various grants and subgrants that incentivize educator diversity initiatives, educator-led professional development, and more. Educators are best suited to collaborate with schools and districts by collecting evidence on the distribution of resources in their schools and identifying what is needed to promote student learning and achieve equitable learning communities.



4.5 Revisiting Your Goal Statement

Time Frame: 15 minutes

Materials:

- ✓ Goal statement
- ✓ Sticky notes
- ✓ Pen/pencil

What: This will be time for participants to reflect on the learning from the day and form meaningful connections. Facilitators will want to ensure that the day is revisited briefly and that a tone of, or an environment for, reflection is established to foster connections.

Why: To make learning concrete and permanent, it is important that participants have multiple opportunities to make sense of learning and synthesize it in a meaningful way.

How:

1. Ask participants to get out their goal statement and spend the next five minutes or so reconnecting with them.
 2. To help participants get started, provide them with the following prompts:
 - “What did you learn through this curriculum that connected with your goal?
 - Do you now feel like you have the knowledge and skills to move closer to your goal?
 - What questions or wonderings do you have about your goal as it relates to equitable and just learning environments?
 - How has your thinking changed as a result of this curriculum?”
 3. Ask if anyone in the group would like to share their thinking aloud. Remind them that this will be a judgment-free sharing time. Also, tell the group that as a community of learners, it is important to recognize all have come to this professional learning experience in an effort to create equitable and just learning environments, but each participant may take a different path to get there.
 4. Thank all of the participants for their hard work over the past several days.
-

CONNECTOR



Facilitator Tip: Help participants reflect and connect back to the important work they have done. The four days of learning is summarized by the Building Blocks of Equity graphic below. The three foundational blocks (affect, culture, and high expectations) prompted participants to examine their own biases and the way they impact their interactions and responses to situations in their schools/districts. These blocks provide the foundation for developing and enhancing programs, professional excellence, and student learning, which are results of having equitable and just schools. Today, participants gained the tools needed to take an in-depth look at their own school/district and determine if the right people, conditions, and actions are in place to ensure equitable learning environments for all students.

THE BUILDING BLOCKS OF EQUITY



4.6 Evaluation/Feedback

Time Frame: 15 minutes

Materials:

- ✓ Pen/pencil

What: This will be a chance for participants to reflect on and evaluate the Year 1 professional learning experience.

Why: Participant feedback creates opportunities for facilitator growth and ensures strong professional learning opportunities. Such feedback also allows participants to reflect on their own learning and determine space for their individual growth.

Facilitator Tip: *Provide time and space for participants to complete the training evaluation.*

How:

1. Direct participants to the online evaluation at the link provided to you as a facilitator. Ask participants to complete the evaluation independently.
 2. Once participants have completed their evaluations for their Year 1 learning journey, ask table groups to spend about five minutes sharing a takeaway from the past few days and one way that takeaway connects to the work at their work sites.
 3. After the table groups have had a chance to talk, open up the space for a whole-group discussion where participants can share discoveries and takeaways aloud.
 4. Close this activity by thanking all participants for their hard work.
-

Glossary

Ableism: The discrimination and prejudice against individuals with disabilities, rooted in the belief that being non-disabled is the standard or ideal. It manifests in attitudes, practices, and societal structures that devalue, marginalize, or exclude people with disabilities, often perpetuating stereotypes and limiting their opportunities for participation and inclusion.

Assimilationist Teaching: When the educator's role is to ensure that students fit into society, which is based upon how the educator sees the student.

Bias: A particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned.

Academic Bias: The bias or perceived bias of scholars allowing their beliefs to shape their research and the scientific community. It can refer to several types of scholastic prejudice, including logocentrism, phonocentrism, ethnocentrism, or the belief that some sciences and disciplines rank higher than others.

Explicit Bias: Usually involves the aggressor being aware of what they are doing, and their actions are (1) voluntary, (2) on purpose, and (3) with intent.

Implicit Bias: The unconscious attitudes, stereotypes, and unintentional actions (positive or negative) toward members of a group merely because of their membership in that group. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. When people are acting out of their implicit bias, they are not even aware that their actions are biased. In fact, those biases may be in direct conflict with a person's explicit beliefs and values. With implicit bias, the aggressor is usually (1) unaware of what they are doing, (2) not conscious of their bias, and (3) not acting with intent.

Culturally Relevant Teaching: When an educator is working from an understanding and appreciation of a student's cultural background and does not impose limitations based on the student's identity.

Discrimination: The effective, injurious treatment of other groups to give an advantage to one's own group.

Disability: A physical, mental, cognitive, or developmental condition that significantly impairs an individual's ability to perform major life activities, such as walking, seeing, hearing, or learning. This definition encompasses a wide range of conditions, recognizing disabilities can be visible or invisible and may arise from various circumstances throughout a person's life.

Education Equity: 1. Each child receives what they need to develop to their full academic and social potential. To achieve equity in education, we must develop leaders who can transform our institutions by eliminating inequitable practices and cultivate the unique gifts, talents, and interests of every child so that success and failure are no longer predictable by student identity—racial, cultural, economic, disability status, or any other social factor. (National Equity Project, 2017) 2. The educational policies, practices, and programs necessary to (a) eliminate educational barriers based on gender, race/

ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth. Education equity knowledge and practices in public schools have evolved over time and require a comprehensive approach. Equity strategies are planned, systemic, and focus on the core of the teaching and learning process (curriculum, instruction, and school environment/culture). Education equity activities promote the real possibility of equality of educational results for each student and between diverse groups of students. (*Using Equity Audits to Create Equitable and Excellent Schools*, Skrla, MacKenzie, and Scheurich, 2009)

Equity Audit: A systematic way for school leaders—principals, superintendents, curriculum directors, teacher leaders—to assess the degree of equity or inequity present in three key areas of their schools or districts: programs, teacher quality, and achievement.

Intersectionality: A framework that recognizes how multiple social identities (such as race, gender, class, sexuality, and disability) intersect and interact to create unique experiences of privilege or oppression. It emphasizes that these overlapping identities cannot be examined in isolation because they collectively shape an individual's lived experiences, opportunities, and challenges within societal systems and power structures.

-Isms: When one group experiences privileges and advantages over another group or groups. For example, ableism; ageism; racism; sexism; etc.

Microaggression: A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group.

Oppression: The one-way systemic mistreatment of a defined group of people, with that mistreatment reinforced and supported by society where one group systematically enjoys privileges while the other group or groups systematically experience disadvantage.

Internalized Oppression: Acting out of oppression on oneself; people believe the messages they receive and, because of the oppression, act harmfully toward themselves.

Institutional Oppression: Systems, laws, and customs that reinforce and perpetuate the privileges and disadvantages of groups.

Transferred Oppression: Prejudicial actions toward someone in one's own group (or, in the case of racism, a person of color in another ethnic group).

Prejudice: An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason.

Privilege: Any societal advantage you hold because your skin color, gender, sexual identity, disability status, age, class, education, language, or religion are accepted and prioritized by dominant culture; it means that there are benefits you enjoy—whether consciously or unconsciously—because of something about you that dominant culture values more than something else.

Racism: A complex system of beliefs and behaviors, which are both conscious and unconscious and also both personal and institutional, that results in the oppression of People of Color and benefits the dominant group, a system grounded in the presumed superiority of the white race.

Restorative Inquiry: A way of listening that enables the listener to draw out the speaker's story as well as acknowledge their thoughts, feelings, and needs.

Restorative Practices: Processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Examples of restorative practices include peer mediation, restorative justice, preventative and post-conflict resolution programs, and social-emotional learning.

White Privilege: Inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequity and injustice.

Zero Tolerance: Discipline policies and practices that mandate predetermined consequences, typically severe, punitive, and exclusionary (for example, out-of-school suspension and expulsion), in response to specific types of student misbehavior regardless of the context or rationale for the behavior.

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Pre-Work: NEA Leadership Competency Self-Assessments

Section 1: Framework Review

How do you believe the leadership competencies and the framework can assist you and others in your leadership journey?

Section 2: Self-Assessments

Competency	Current Self-Assessment Score and Date	Second Self-Assessment Score and Date
Advocacy		
Communication		
Governance and Leadership		
Leading Our Professions		
Organizing		
Social and Emotional Intelligence		
Strategy and Fiscal Health		

1.5 Examples of Everyday Bias

1. In April 2018, five African American women were playing golf at the Grandview Golf Course in Pennsylvania. They were told by the club's owners that they were moving too slowly on the golf course, and then the owners called the police. When the police arrived, they learned the reason they were called was because of a dispute between the club's management and the golfers. They talked with both groups for about 20 minutes, and then they determined that further police involvement was not necessary. One of the women said, "I felt like we were discriminated against. It was a horrific experience." (Rachel Siegel, "White golf course owners said five African American women were playing too slowly. Then they called the police," *The Washington Post*, April 25, 2018. Retrieved from [washingtonpost.com/news/business/wp/2018/04/24/white-golf-course-owners-said-five-african-american-women-were-playing-too-slow-then-they-called-the-police/](https://www.washingtonpost.com/news/business/wp/2018/04/24/white-golf-course-owners-said-five-african-american-women-were-playing-too-slow-then-they-called-the-police/))
2. In May 2018 in California, Jazmina Saavedra, a Republican U.S. congressional candidate, barged in on a person who appeared to be a transgender woman using the restroom at a Denny's restaurant and live-streamed the episode. She turned the camera to the stall door and said, "There's a man here saying that he's a lady." Saavedra then confronted the woman, who eventually came out of the bathroom in a black hoodie and was escorted out of the restaurant. As she left the restaurant, Saavedra screamed, "Next time, use the men's room." Denny's apologized and called the behavior "disrespectful." (Crystal Hill, "House candidate livestreams Denny's bathroom over 'man inside saying he's a lady,' video shows," *The Sacramento Bee*, May 18, 2018. Retrieved from [sacbee.com/news/nation-world/national/article211458119.html](https://www.sacbee.com/news/nation-world/national/article211458119.html))
3. In May 2018 at a Starbucks in California, the word "beaner" (a racial slur for Mexican people) was printed on the cup of a Latino customer. The customer was out on a coffee run from work; when he returned to work at a nearby restaurant with the cup, his colleague noticed the word on his cup. The colleague called Starbucks to complain about the incident and was told that "their employee couldn't understand what Pedro had told them," then offered her a \$50 gift card. (Nikita Richardson, "Starbucks Didn't Fix Racism at Its Stores Fast Enough," *Grub Street*, May 18, 2018. Retrieved from [grubstreet.com/2018/05/starbucks-employee-writes-racial-slur-on-coffee-cup.html](https://www.grubstreet.com/2018/05/starbucks-employee-writes-racial-slur-on-coffee-cup.html))
4. In May 2018 in a restaurant in New York City, a man berated customers and employees for speaking Spanish, and then he threatened to call immigration officials. According to a video recording of the incident, the man said, "Your staff is speaking Spanish to customers when they should be speaking English. Every person I listen to: He spoke it, he spoke it, she's speaking it. This is America!" He continued to rant to an employee and then threatened to call ICE (Immigration and Customs Enforcement) officials, saying, "My guess is they're not documented. So, my next call is to ICE to have each one of them kicked out of my country." (Faith Karimi and Eric Levenson, "Man to Spanish Speakers at New York Restaurant: 'My next call is to ICE,'" *CNN*, May 17, 2018. Retrieved from [cnn.com/2018/05/17/us/new-york-man-restaurant-ice-threat/index.html](https://www.cnn.com/2018/05/17/us/new-york-man-restaurant-ice-threat/index.html))

5. In May 2018 in Florida, a man approached five young men who were eating in a McDonald's parking lot and asked them, "Are you American boys?" The young men, all international students from Egypt who ranged in age from 19 to 23, did not respond. According to the report, the man then flashed his pocketknife, opened and closed it, and shouted, "Get the ... out of my country!" using the f-word, and then said, "You don't deserve American food!" At this point, the five men decided to leave, but the man grabbed a stun gun from his truck, and as the men rushed to get back into their cars, the man charged at them with the stun gun drawn. As the man continued coming at them, they got out of the parking lot and called the police. (Meagan Flynn, "You don't deserve American food!": Muslim students attacked at McDonald's, police say," The Washington Post, May 25, 2018. Retrieved from [washingtonpost.com/news/morning-mix/wp/2018/05/25/you-dont-deserve-american-food-man-attacked-muslims-at-mcdonalds-police-say/](https://www.washingtonpost.com/news/morning-mix/wp/2018/05/25/you-dont-deserve-american-food-man-attacked-muslims-at-mcdonalds-police-say/))

6. In December 2020, Timnit Gebru, an Eritrean Ethiopian-born political activist and computer scientist, was fired by Google as technical co-lead to the Ethical Artificial Intelligence Team. Gebru had co-authored a paper at the encouragement of her superiors that explored bias in artificial intelligence language models, some of which were in use at Google. Upon review of the paper, upper management requested she withdraw it from being published or remove the names of all Google co-authors, stating that they did not agree with her research. Gebru then requested further insight into the disagreement or she would be remitting her resignation, to which Google responded by terminating her employment and stating they were accepting her resignation. Gebru has been recognized internationally for her expertise in technology and artificial intelligence. In 2021, she was named one of the World's 40 Greatest Leaders by Fortune and one of Nature's 10 people who shaped science, and in 2022 she was one of Time's most influential people. (Karen Hao, "We read the paper that forced Timnit Gebru out of Google. Here's what it says." MIT Technology Review, December 4, 2020. Retrieved from technologyreview.com/2020/12/04/1013294/google-ai-ethics-research-paper-forced-out-timnit-gebru/)

7. In fall 2021, Alyssa Douglas was diagnosed with dyslexia as well as high anxiety and depression. She relies on her owner-trained service dog, Moxi, a German Shepherd mix. From the day she met him in summer 2022, Douglas said he is a lifesaver. While by her side at school, Douglas said Moxi helps her curb panic attacks and calm an overwhelming mind—a test he passed with flying colors since her first episode. But October 10, both of them were more than overwhelmed when a group of boys at her school would not stop harassing them. She immediately filed a report with the assistant principal in charge of security. But, Douglas said, instead of disciplining the students, they ultimately chose to have her and Moxi eat lunch in the office without visitors on claims of "security concerns." Retrieved from [woodtv.com/news/kalamazoo-county/student-with-service-dog-files-federal-complaint-against-kps/](https://www.woodtv.com/news/kalamazoo-county/student-with-service-dog-files-federal-complaint-against-kps/)

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1.6 Understanding "ISMs"

-ISMs: When one group experiences privileges and advantages over another group or groups.

Ableism: with different physical or mental abilities

Ageism: in a different age range

Cissexism: of a different gender identity (e.g., transgender)

Classism: from different social or economic classes

Colorism: with a dark skin tone, typically among people of the same ethnic or racial group

Ethnocentrism: from different ethnic and religious backgrounds

Heterosexism: of a different sexual orientation (e.g., lesbian, gay, or bisexual persons)

Nativism: protection of Native born or established inhabitants over immigrants

Racism: of a different race

Saneism: with mental illness

Sexism: of a different gender

Sizeism: of a different size or weight



1.8 White Privilege: Unpacking the Invisible Knapsack

"I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group."

Through work to bring materials from women's studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are overprivileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials that amount to taboos surround the subject of advantages that men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened, or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that, since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege that was similarly denied and protected. As a white person, I realized I had been taught about racism as something that puts others at a disadvantage but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So, I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks.

Describing white privilege makes one newly accountable. As we, in women's studies, work to reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask: "Having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are just seen as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out. Whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work that will allow "them" to be more like "us."

Daily Effects of White Privilege

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though, of course, all these other factors are intricately intertwined. As far as I can tell, my African American coworkers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place, and time of work cannot count on most of these conditions.

1. I can, if I wish, arrange to be in the company of people of my race most of the time.
2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area in which I can afford and in which I would want to live.
4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
5. I can go shopping alone, most of the time, pretty well assured that I will not be followed or harassed.
6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
7. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
8. I can be sure that my children will be given curricular materials that testify to the existence of their race.
9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
11. I can be casual about whether or not to listen to another person's voice in a group in which he/she is the only member of his/her race.
12. I can go into a music shop and count on finding the music of my race represented; into a supermarket and find the staple foods that fit with my cultural traditions; into a hairdresser's shop and find someone who can cut my hair.
13. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.
14. I can arrange to protect my children most of the time from people who might not like them.
15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.

16. I can be pretty sure that my children's teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others' attitudes toward their race.
17. I can talk with my mouth full and not have people put this down to my color.
18. I can swear, or dress in secondhand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
19. I can speak in public to a powerful male group without putting my race on trial.
20. I can do well in a challenging situation without being called a credit to my race.
21. I am never asked to speak for all the people of my racial group.
22. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
24. I can be pretty sure that if I ask to talk to the "person in charge," I will be facing a person of my race.
25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
26. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.
27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance, or feared.
28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize his/her chances for advancement than to jeopardize mine.
29. I can be pretty sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.
30. If I declare there is a racial issue at hand, or there isn't a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.
31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.
32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.
33. I am not made acutely aware that my shape, bearing, or body odor will be taken as a reflection on my race.

34. I can worry about racism without being seen as self-interested or self-seeking.
35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.
36. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones.
37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.
38. I can think over many options, social, political, imaginative, or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.
39. I can be late to a meeting without having the lateness reflect on my race.
40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
41. I can be sure that if I need legal or medical help, my race will not work against me.
42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.
43. If I have low credibility as a leader, I can be sure that my race is not the problem.
44. I can easily find academic courses and institutions that give attention only to people of my race.
45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.
46. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.
47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.
48. I have no difficulty finding neighborhoods where people approve of our household.
49. My children are given texts and classes that implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.
50. I will feel welcomed and "normal" in the usual walks of public life, institutional and social.

Elusive and Fugitive

I repeatedly forgot each of the realizations on this list until I wrote it down. For me, white privilege has turned out to be an elusive and fugitive subject. The pressure to avoid it is great, for in facing it I must give up the myth of meritocracy. If these things are true, this is not such a free country; one's life is not what one makes it; many doors open for certain people through no virtues of their own.

In unpacking this invisible knapsack of white privilege, I have listed conditions of daily experience that I once took for granted. Nor did I think of any of these perquisites as bad for the holder. I now think that we need a more finely differentiated taxonomy of privilege, for some of these varieties are only what one would want for everyone in a just society, and others give license to be ignorant, oblivious, arrogant, and destructive.

I see a pattern running through the matrix of white privilege, a pattern of assumptions that was passed on to me as a white person. There was one main piece of cultural turf: it was my own turn, and I was among those who could control the turf. My skin color was an asset for any move I was educated to want to make. I could think of myself as belonging in major ways and of making social systems work for me. I could freely disparage, fear, neglect, or be oblivious to anything outside of the dominant cultural forms. Being of the main culture, I could also criticize it fairly freely.

In proportion as my racial group was being made confident, comfortable, and oblivious, other groups were likely being made unconfident, uncomfortable, and alienated.

Whiteness protected me from many kinds of hostility, distress, and violence, which I was being subtly trained to visit, in turn, upon people of color.

For this reason, the word "privilege" now seems to me misleading. We usually think of privilege as being a favored state, whether earned or conferred by birth or luck. Yet some of the conditions I have described here work systematically to over empower certain groups. Such privilege simply confers dominance because of one's race or sex.

Earned Strength, Unearned Power

I want, then, to distinguish between earned strength and unearned power conferred systemically. Power from unearned privilege can look like strength when it is in fact permission to escape or to dominate. But not all of the privileges on my list are inevitably damaging. Some, like the expectation that neighbors will be decent to you or that your race will not count against you in court, should be the norm in a just society. Others, like the privilege to ignore less powerful people, distort the humanity of the holders as well as the ignored groups.

We might at least start by distinguishing between positive advantages, which we can work to spread, and negative types of advantage, which unless rejected will always reinforce our present hierarchies. For example, the feeling that one belongs within the human circle, as Native Americans say, should not be seen as privilege for a few. Ideally, it is an unearned entitlement. At present, since only a few have it, it is an unearned advantage for them. This paper results from a process of coming to see that some of the power that I originally saw as attendant on being a human being in the United States consisted in unearned advantage and conferred dominance.

I have met very few men who truly distressed about systemic unearned male advantage and conferred dominance. And so, one question for me and others like me is whether we will be like them, or whether we will get truly distressed, even outraged, about unearned race advantage and conferred dominance, and, if so, what we will do to lessen them. In any case, we need to do more work in identifying how they actually affect our daily lives. Many, perhaps most, of our white students in the United States think that racism doesn't affect them because they are not people of color; they do not see "whiteness" as a racial identity.

In addition, since race and sex are not the only advantaging systems at work, we need similarly to examine the daily experience of having age advantage, or ethnic advantage, or physical ability, or advantage related to nationality, religion, or sexual orientation.

Difficulties and angers surrounding the task of finding parallels are many. Since racism, sexism, and heterosexism are not the same, the advantages associated with them should not be seen as the same. In addition, it is hard to disentangle aspects of unearned advantage that rest more on social class, economic class, race, religion, sex, and ethnic identity than on other factors. Still, all of the oppressions are interlocking, as the members of the Combahee River Collective pointed out in their "Black Feminist Statement" of 1977.

One factor seems clear about all of the interlocking oppressions. They take both active forms, which we can see, and embedded forms, which, as a member of the dominant groups, one is taught not to see. In my class and place, I did not see myself as a racist because I was taught to recognize racism only in individual acts of meanness by members of my group, never in invisible systems conferring unsought racial dominance on my group from birth.

Disapproving of the system won't be enough to change them. I was taught to think that racism could end if white individuals changed their attitude. But "white" skin in the United States opens many doors for whites whether or not we approve of the way dominance has been conferred on us. Individual acts can palliate but cannot end these problems.

To redesign social systems, we need first to acknowledge their colossal unseen dimensions. The silences and denials surrounding privilege are the key political tool here. They keep the thinking about equality or equity incomplete, protecting unearned advantage and conferred dominance by making these subjects taboo. Most talk by whites about equal opportunity seems to me now to be about equal opportunity to try to get into a position of dominance while denying that systems of dominance exist.

It seems to me that obliviousness about white advantage, like obliviousness about male advantage, is kept strongly enculturated in the United States so as to maintain the myth of meritocracy, the myth that democratic choice is equally available to all. Keeping most people unaware that freedom of confident action is there for just a small number of people props up those in power and serves to keep power in the hands of the same groups that have most of it already.

Although systemic change takes many decades, there are pressing questions for me and, I imagine, for some others like me if we raise our daily consciousness on the perquisites of being light-skinned. What will we do with such knowledge? As we know from watching men, it is an open question whether we will choose to use unearned advantage, and whether we will use any of our arbitrarily awarded power to try to reconstruct power systems on a broader base.

Adapted from the National SEED Project website. Retrieved from nationalseedproject.org/images/documents/Knapsack_plus_Notes-Peggy_McIntosh.pdf. "White Privilege: Unpacking the Invisible Knapsack," by Peggy McIntosh, first appeared in *Peace and Freedom Magazine*, July/August, 1989, pp. 10-12, a publication of the Women's International League for Peace and Freedom, Philadelphia, PA.



2.2A Privilege Walk Prompts

The typical classroom version of this activity involves 10–40 participants. Throughout the privilege walk, the following statements are read by the facilitator, and the participants are asked to take a step forward or backward based on their responses. This activity forces participants to confront the ways in which society privileges some individuals over others. It is designed to get participants to reflect on the different areas in their lives where they have privilege as well as the areas where they don't.

The following is the complete set of questions from the classroom version of this activity:

- ✓ If your ancestors were forced to come to the United States not by choice, take one step back.
- ✓ If your primary ethnic identity is "American," take one step forward.
- ✓ If you were ever called names because of your race, class, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If there were people who worked for your family as servants, gardeners, nannies, etc., take one step forward.
- ✓ If you were ever ashamed or embarrassed of your clothes, house, car, etc., take one step back.
- ✓ If one or both of your parents were "white-collar" professionals (doctors, lawyers, etc.), take one step forward.
- ✓ If you were raised in an area where there was prostitution, drug activity, etc., take one step back.
- ✓ If you ever tried to change your appearance, mannerisms, or behavior to avoid being judged or ridiculed, take one step back.
- ✓ If you studied the culture of your ancestors in elementary school, take one step forward.
- ✓ If you went to school speaking a language other than English, take one step back.
- ✓ If there were more than 50 books in your house when you grew up, take one step forward.
- ✓ If you ever had to skip a meal or were hungry because there was not enough money to buy food when you were growing up, take one step back.
- ✓ If you were taken to art galleries or plays by your parents, take one step forward.
- ✓ If one of your parents was unemployed or laid off not by choice, take one step back.
- ✓ If you have health insurance, take one step forward.
- ✓ If you attended private school or summer camp, take one step forward.
- ✓ If your family ever had to move because they could not afford the rent, take one step back.
- ✓ If you were told that you were beautiful, smart, and capable by your parents, take one step forward.
- ✓ If you were ever discouraged from academics or jobs because of race, class, ethnicity, disability status, gender, or sexual orientation, take one step back.

- ✓ If you were encouraged to attend college by your parents, take one step forward.
- ✓ If you have a disability, take one step back.
- ✓ If you were raised in a single-parent household, take one step back.
- ✓ If your family owned the house where you grew up, take one step forward.
- ✓ If you saw members of your race, ethnic group, with a similar disability, gender, or sexual orientation portrayed on television in degrading roles, take one step back.
- ✓ If you own a car, take one step forward.
- ✓ If you were ever offered a good job because of your association with a friend or family member, take one step forward.
- ✓ If you were ever denied employment because of your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If you were paid less or treated less fairly because of race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If you were ever accused of cheating or lying because of your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If you ever inherited money or property, take one step forward.
- ✓ If you had to rely primarily on public transportation, take one step back.
- ✓ If you attended a private school at any point in your life, take one step forward.
- ✓ If you were ever stopped or questioned by the police because of your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If you were ever afraid of violence because of your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ If your parents own their own business, take one step forward.
- ✓ If you were generally able to avoid places that were dangerous, take one step forward.
- ✓ If you were ever uncomfortable about a joke related to your race, ethnicity, disability status, gender, or sexual orientation but felt unsafe to confront the situation, take one step back.
- ✓ If you use a TDD Phone system, take one step back.
- ✓ If you were ever the victim of violence related to your race, ethnicity, disability status, gender, or sexual orientation, take one step back.
- ✓ Imagine you are in a relationship, if you can get married in the State of ____, take one step forward.
- ✓ If your parents did not grow up in the United States, take one step back.
- ✓ If your parents attended college, take one step forward.
- ✓ If your parents told you that you could be anything you wanted to be, take one step forward.
- ✓ If you are able to take a step forward or back, take two steps forward.
- ✓ If you are earning an advanced degree, despite someone telling you that you couldn't do it, take one step forward.
- ✓ If you've organized, protested, or resisted systems of oppression, take one step forward.
- ✓ If you spoke up or took action to interrupt a microaggression you witnessed, take one step forward.

- ✓ If you work, are a parent, and/or take care of someone while going to school, take one step forward.
- ✓ If you've learned and practiced proactive coping skills to help you navigate sexual harassment, racial profiling, cissexism, etc., take one step forward.
- ✓ If you continue to show up despite experiencing stigma due to a real or perceived disability, mental illness, or other physical/mental impairment, take one step forward.
- ✓ If you're in a position of power that has traditionally been held by people with dominant identity and social location markers, take one step forward.
- ✓ If your family immigrated to this country, take one step forward.
- ✓ If you've challenged racism, sexism, classism, homophobia, transphobia, audism, or any other -ism, take one step forward.
- ✓ If the struggles of your ancestors/community(ies) are a source of your resilience, take one step forward.
- ✓ If you have a strong understanding of your family's history and culture, take one step forward.
- ✓ If you speak a second language, take one step forward.
- ✓ If you feel pressure to be the primary breadwinner in your household at the expense of your family life, take one step back.
- ✓ If you are more likely to win custody of children in a separation, take one step forward.
- ✓ If you are likely to be chosen to board a lifeboat first, take one step forward.
- ✓ If you feel no one would believe that you could be raped by a member of the opposite sex, take a step back.
- ✓ If you have ever assumed you would be good at something due to your race or culture, take one step forward.
- ✓ If you have a day or month dedicated to the history of your race or culture, take one step forward.
- ✓ If you have ever given someone unwarranted special treatment for fear of being labeled as sexist, racist, or homophobic otherwise, take one step back.
- ✓ If you have ever had your opinion suppressed by the use of the phrase "check your privilege," take one step back.
- ✓ If you've learned and practiced proactive coping skills to help you navigate ableism, sexual harassment, racial profiling, cissexism, etc., take one step forward.
- ✓ If you've challenged racism, sexism, ableism, classism, homophobia, transphobia, audism, or any other -ism, take one step forward.



2.2B-1 Character Descriptions and Instructions

Sheriff: You are there to arrest, ticket, and fine anyone who violates the “law.” You determine what the laws are and how they are violated. The laws should focus around building code violations, public safety issues, activity outside designated neighborhoods, and suspicious activity. You can send people to jail for an allotted amount of time (3–5 minutes). You should spend more time in the lower privilege areas because they are “criminals.” The Orange Group never does anything wrong, and the Purple group only gets issued warnings.

School Board Chair: You are friendly with those participants who are located in the Orange and Purple Groups. You take the time to stay within the privileged neighborhood and give the privileged group plenty of attention. You grant the Orange Group two members on the School Board and you grant the Purple Group one member on the School Board. You invite the Blue Group to have someone interview to run for the School Board, but they won’t get elected. You discourage the Green from participating in the School Board, and you actively ignore their concerns. You have complete discretion as to who gets invited to run for the School Board.

Secretary to the Mayor and the Building Inspector: You are a gatekeeper and get highly irritated with the number of people who need to see the Mayor and the Building Inspector. You review the building permits. You approve anything the Orange Group gives you. You require the Purple Group to fix small errors on their forms. You delay approving the Blue Group’s forms by sending them away to fix all the errors. You rip up the forms from the Green Group for the slightest error (even if there are no errors).

Construction Supervisor: You sell all of the materials necessary to complete the buildings. You determine how much to sell items for and when to have sales and clearances. Items should be sold in increments of \$10. The Orange and Blue Groups always get the best deals. The Green and Purple Groups never get good deals and are often charged more.



2.2B-2 Neighborhood Descriptions

Orange Group: This neighborhood is populated with single-family homes valued at \$1 million and above. Each home has multiple acres of land. There are zoning codes in place that maximize the lot size and value of the homes built in the neighborhood. The neighborhood is located on one side of the river that divides the town. There is a large “public” park taking up a substantial part of the riverfront. The neighborhood has everything anyone living there could want. They are seeing the least growth in the city, but they will need to build a new high school, a few new homes, and a new shopping center.

Purple Group: This neighborhood is populated with single-family homes valued between \$300,000 and \$999,000. There are two condominium complexes, with some units rented out, but most units are owner occupied. There are zoning codes in place to limit further construction of condominium and rental units. Zoning codes also maintain single-family lot sizes between .75 to 1.75 acres. This neighborhood is located directly across the river from the Orange Group. This neighborhood is seeing the most population increase in the city. They will need to build a new elementary school, a new high school, new shopping centers, and multiple new single-family homes.

Blue Group: This neighborhood is adjacent to the Purple Group. A bridge to the other side of the river divides the two neighborhoods. The bridge on and off ramps reach into the Blue Group’s neighborhood. This neighborhood has multiple convenience stores, gas stations, fast food restaurants, bars, auto repair shops, etc. It has small single-family homes and numerous apartment complexes. The houses and buildings in this neighborhood are older and built close together. Lot sizes are small, and most homes have very little yard. This area is seeing the second-most population growth. The homes in this neighborhood used to be considered affordable and could be purchased for \$100,000 or under. The growing population of the city has pushed home prices in this area up. They need to build a new elementary school, a new middle school, and a new high school. They also need to build new retail areas. The riverbank in this neighborhood has old industrial buildings that can be turned into retail and restaurant spaces.

Green Group: This neighborhood is adjacent to the Orange Group’s neighborhood. It is divided from the Orange Group by the other side of the bridge. The bridge on and off ramps reach into the Green Group’s neighborhood. The interstate highway runs from the bridge through a portion of this neighborhood. The riverbank in this neighborhood is filled with active industrial areas that reduce the amount of land that can be used for building. There are multiple pawn shops and discount stores in this neighborhood. People in this neighborhood mostly live in apartment complexes that were built between 1950 and 1985. There are two mobile home parks in the neighborhood. There are also a few blocks of older single-family homes, which are mostly rentals. This neighborhood is seeing a moderate amount of growth. They need a new high school; the one in this neighborhood is the oldest in the entire city and the population is increasing. They also need to build more single-family homes by taking down the oldest apartment complex.

2.2B-3 Building Permit Application

Neighborhood:

Building Type:

Project Information:

Description: Please explain in as much detail as possible what this project is and where it will be constructed:

Price Cost Estimate (permit fee shall be calculated based on a percentage of the total cost):

Building Contractor: Please check all applicable statutes and regulations.

☐ I hereby agree to comply with the ordinances of this jurisdiction pertaining to said building and site. I agree to construct the proposed building or structure or to make the proposed change or alteration with the plans and specifications submitted herewith, and I certify that the information and statement given on this application, drawings, and specifications are, to the best of my knowledge, true and correct. It is understood and agreed that any error, misstatement, or misrepresentation of fact, either with or without intention, if known, may cause refusal of this application or any alteration or change in plans made without approval of the Building Inspector/Building Inspections Department subsequent to the issuance of the building permit and shall constitute sufficient grounds for revocation of the permit.

☐ I hereby certify that I am the owner of record of the herein described property or that the proposed work has been authorized by the owner of record and I have been authorized to make this application as a designated agent. I am familiar with and agree to conform to all applicable state and local codes, regulations, rules, and policies and such shall be deemed a condition entering into the exercise of the permit. In addition, if a permit is issued, I certify that the code official or the authorized representative shall have the authority to enter the area(s) described herein at any reasonable hour for the purpose of enforcing the provisions of the applicable code(s).

☐ I realize, in the case of new construction or change of use, that NO OCCUPANCY can be made until all final inspections are completed and approved and a CERTIFICATE OF OCCUPANCY has been obtained. I understand that if I occupy or allow occupancy in any manner, I am in violation of the International Building Code and City ordinance.

☐ I am acting as a Contractor licensed by the State. I realize that I am liable to ensure that the appropriate license and insurance are maintained in good standing for the life of the permit. Should the status of either the required State Contractors license or worker's compensation insurance change, the City shall be provided notification immediately.

☐ I am acting as an Owner-Contractor and affirm that I am familiar with TCA § 62-6-102, § 62-6-120, and § 62-6-136, and I am not subject to licensure as a contractor or subcontractor. I realize that I am liable to ensure all contractors and subcontractors are appropriately licensed by the State and/or the City. I understand that any person that engages or offers to engage in contracting without a license as required by TCA § 62-6-103 or who violates the terms and conditions of any license commits a Class A misdemeanor.

Adapted from City of Knoxville Building Permits. Retrieved from cdn5-hosted.civiclive.com/UserFiles/Servers/Server_109478/File/PlansReviewsInspections/Plans%20Review%20and%20Building%20Permit%20Application_fillable.pdf.



2.2B-4 Neighborhood Plans

Orange Group

This neighborhood needs:

- ✓ One new high school
- ✓ Five new single-family homes
- ✓ One new shopping center

You can make applications for the five houses on one application. When you make the application for the shopping center, you will ask for a zoning change in an adjacent area of the Green Group's neighborhood.

Purple Group

This neighborhood needs:

- ✓ One new elementary school
- ✓ One new high school
- ✓ Two new shopping centers
- ✓ 15 new single-family homes

You can make the application for the 15 new homes on one application. You can make the application for the two schools on one application. You can make the application for the two shopping centers on one application. When you apply for the shopping centers, you will request a zoning change for the old industrial sites on the riverfront in the Blue Group's neighborhood.

Blue Group

This neighborhood needs:

- ✓ One new high school
- ✓ One new middle school
- ✓ One new elementary school
- ✓ One new retail area

When you apply for the retail permit, you will put in the application that you want to convert the old industrial area on the riverfront to retail and restaurant space. This should be your first application. You can make the application for the three schools on one application. One person will have to find the School Board Chair to make the case for the new schools.

Green Group

This neighborhood needs:

- ✓ One new high school
- ✗ 10 new single-family homes

You can make the application for five of the 10 new homes on one application at a time.

You want to raze the oldest apartment complex to build homes on that site. When you make the application for the school, explain that it is the oldest in the city. One person will need to find the School Board Chair to make the case for the new high school.

2.2B-5 Invitations to Run for School Board

Invitation to Run for School Board

Help make decisions for the future of the school district. Run for School Board.

Name: _____

Neighborhood: _____

Invitation to Run for School Board

Help make decisions for the future of the school district. Run for School Board.

Name: _____

Neighborhood: _____

Invitation to Run for School Board

Help make decisions for the future of the school district. Run for School Board.

Name: _____

Neighborhood: _____

Invitation to Run for School Board

Help make decisions for the future of the school district. Run for School Board.

Name: _____

Neighborhood: _____

2.3 Statements That Silence the Dialogue

What white people say or do that can silence the dialogue	What people from a marginalized group say or do that can silence the dialogue
"Yeah, but ..." "There is a perfectly logical explanation." "I'm color blind." "I'm not racist." "Pull yourself up by your bootstraps." "Don't take it so seriously; lighten up." "My best friends are Black." "I can't possibly help every single group that has been oppressed." "[INSERT GROUP] are harmed too. What about them?" "I think it's just you." "You're being too sensitive."	"All white people do this." "This place is so racist." "My pain is worse than your pain." *Only being able to feel or express one emotion, such as anger or hopelessness* "Let's not air our dirty laundry." *Numbness* "I can't trust you." *Silence* "My speaking up will not change your mind." "You're right. It wasn't meant that way." "I'm going to let that one go."

Adapted from *Becoming a Social Justice Leader: Using Head, Heart, and Hands to Dismantle Oppression* by Phil Hunsberger, Billie Mayo, and Anthony Neal, page 42.



2.4 Timeline of Public Education in the United States

1647: The General Court of the Massachusetts Bay Colony decrees that every town of 50 families should have an elementary school and that every town of 100 families should have a Latin school. The goal is to ensure that Puritan children learn to read the Bible and receive basic information about their Calvinist religion.

1779: Thomas Jefferson proposes a two-track education system with different tracks, in his words, for “the laboring and the learned.” Scholarship would allow very few of the laboring class to advance, Jefferson says, by “raking a few geniuses from the rubbish.”

1790: Pennsylvania state Constitution calls for free public education but only for poor children. It is expected that rich people will pay for their children’s schooling.

1795: Hinton James becomes the first student at an American public university, the University of North Carolina, which is the first public university to begin instruction in the United States.

1806: New York Free School Society is formed by wealthy businessmen to provide education for poor children. Schools are run on the Lancasterian model in which one ‘master’ can teach hundreds of students in a single room. The master gives a rote lesson to the older students, who then pass it down to the younger students. These schools emphasize discipline and obedience qualities that factory owners want in their workers.

1830s: By this time, most southern states have laws forbidding teaching people in slavery to read. Even so, around 5 percent become literate at great personal risk.

1820–60: The percentage of people working in agriculture plummets as family farms are gobbled up by larger agricultural businesses, and people are forced to look for work in towns and cities. At the same time, cities grow tremendously, fueled by new manufacturing industries, the influx of people from rural areas, and many immigrants from Europe. From 1846 to 1856, 3.1 million immigrants arrive—a number equal to one-eighth of the entire U.S. population. Owners of industry need a docile, obedient workforce and look to public schools to provide it.

1840s: Over a million Irish immigrants arrive in the United States, driven out of their homes in Ireland by the potato famine. Irish Catholics in New York City struggle for local neighborhood control of schools as a way of preventing their children from being force-fed a Protestant curriculum.

1851:

The state of Massachusetts passes its first compulsory education law. The goal is to make sure that the children of poor immigrants get 'civilized' and learn obedience and restraint so that they make good workers and don't contribute to social upheaval.

1862:

The 1862 Morrill Act revolutionizes public education by encouraging states to create their own systems. The Morrill Act offers a huge carrot to states: The federal government will hand over land to states that they can sell to fund public universities. These so-called "land grant schools" become the foundation of the public education systems in Michigan, Wisconsin, California, and a number of other states.

1864:

Congress makes it illegal for Native Americans to be taught in their native languages. Native children as young as 4 years old are taken from their parents and sent to Bureau of Indian Affairs (BIA) off-reservation boarding schools, with the goal, as one BIA official put it, of "killing the Indian to save the man."

1865-77:

African Americans mobilize to bring public education to the south for the first time. After the Civil War and the legal end of slavery, African Americans in the south make alliances with white republicans to push for many political changes, including, for the first time, rewriting state constitutions to guarantee free public education. In practice, white children benefit more than Black children.

1890:

The Morrill Act of 1890 bans race discrimination in public college admission and spurs many states to create public Historically Black Colleges and Universities (HBCUs).

1893:

The overthrow of the Hawaiian Kingdom and the subsequent annexation by the United States profoundly impacts the Hawaiian free public education system, which was established by King Kamehameha III in the 1840 Constitution. Replacing Hawaiian as the primary language of instruction leads to a decline in the use of the Hawaiian language and a shift in local culture.

1896:

Plessy v. Ferguson. The U.S. Supreme Court rules that the state of Louisiana has the right to require 'separate but equal' railroad cars for Blacks and whites. This decision means that the federal government officially recognizes segregation as legal. One result is that southern states pass laws requiring racial segregation in public schools.

1905:

The U.S. Supreme Court requires California to extend public education to the children of Chinese immigrants.

1930-50:

The NAACP brings a series of suits over unequal teachers' pay for Blacks and whites in southern states. At the same time, southern states realize they are losing African American labor to the northern cities. These two sources of pressure result in some increase of spending on Black schools in the south.

1932:

A survey of 150 school districts reveals that three-quarters of them are using so-called intelligence testing to place students in different academic tracks.

1948: Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records office, the National Committee on Teachers Examinations, and others with huge grants from the Rockefeller and Carnegie Foundations. These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT), who did research 'proving' that immigrants were feeble-minded.

1954: Brown v. Board of Education of Topeka. The Supreme Court unanimously agrees that segregated schools are 'inherently unequal' and must be abolished. In 1998, schools, especially in the north, are as segregated as ever.

1955: 85 students from the historic Black community of Scarborough in Oak Ridge Tennessee, are integrated into Oak Ridge High School and Robertsville Middle School. At this time, the city of Oak Ridge was run by the Atomic Energy Commission; however, this is the first instance of public school integration occurring in a southern state.

1956: 12 students from Clinton, Tennessee, are integrated into Clinton High School. Clinton borders Oak Ridge, Tennessee, to the east. This was the first instance of a state-run public school integration in a southern state. Clinton High School was bombed by white supremacists in 1958. The students of Clinton High School were bused into Oak Ridge to use a school as an alternative location while Clinton High School was being rebuilt.

1957: A federal court orders integration of Little Rock, Arkansas, public schools. Governor Orval Faubus sends his National Guard to physically prevent nine African American students from enrolling at all-white Central High School. Reluctantly, President Eisenhower sends federal troops to enforce the court order, not because he supports desegregation, but because he can't let a state governor use military power to defy the U.S. federal government.

1965: The Higher Education Act of 1965 is intended "to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in postsecondary and higher education." The legislation increases federal money given to universities, creates scholarships, gives low-interest loans to students, and establishes a National Teacher Corps, which will recruit teachers to serve in low-income areas and train teachers through internships.

1968: Bilingual Education Act passes, recognizing the needs of students with limited English proficiency.

1972: Mills v. Board of Education establishes the right of children with disabilities to public education.

1973: Section 504 of the Rehabilitation Act prohibits discrimination against qualified individuals with disabilities in programs and activities that receive federal financial assistance. It requires that these programs and activities provide equal access and opportunities to people with disabilities, ensuring they are not excluded from participation or denied benefits solely on the basis of their disability.

1974: Milliken v. Bradley. A Supreme Court made up of Richard Nixon's appointees rules that schools may not be desegregated across school districts. This effectively legally segregates students of color in inner-city districts from white students in wealthier suburban districts.

1975: Education for All Handicapped Children Act (now IDEA) guarantees free appropriate public education for students with disabilities.

1994: Proposition 187 passes in California, making it illegal for children of undocumented immigrants to attend public school. Federal courts hold Proposition 187 unconstitutional, but anti-immigrant feeling spreads across the country.

1998: A California multimillionaire named Ron Unz manages to put a measure on the June 1998 ballot outlawing bilingual education in California.

2003: Rather than fully funding the Title I program, which supports students from under-resourced backgrounds attending public schools, U.S. Congress passes the first federally funded school voucher program for children living in Washington, DC, to attend a private school.

2010: The Arizona state legislature passes bill (HB 2281) that effectively bans the ethnic studies program in Tucson's largest school district. Under this law, the state can withhold up to 10 percent of a district's funding for a violation, about \$15 million per year in the case of Tucson's schools. It was declared unconstitutional by a U.S. federal court in 2017.

2016: North Carolina's legislature passes House Bill 2, banning trans youth from using the bathroom aligned with their gender identity and restricting their access to the facility corresponding with their gender assigned at birth. Although overturned by the NC legislature in 2017, other states have introduced and enacted similar bills, including bills banning trans students from participating in sports programs aligned with their gender identity.

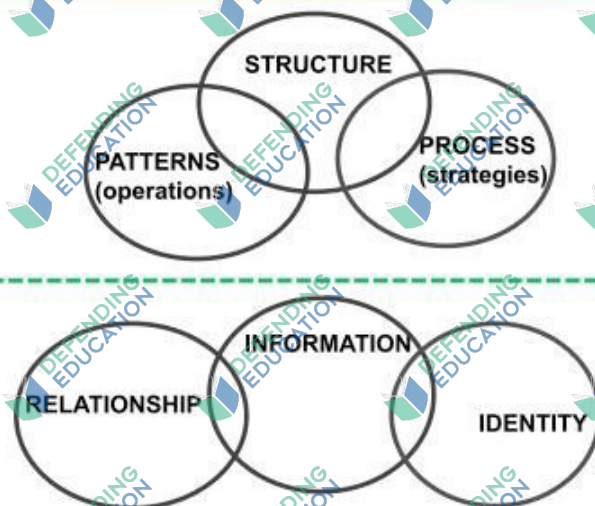
2021: Politicians from more than 20 states introduced legislation attacking honesty in curriculum and instruction, which limits or prohibits teachers to discuss what the far right calls 'divisive concepts,' co-opting the legal academic phrase 'critical race theory' to stoke fear about the public education system.

Adapted from Race Forward: The Center for Racial Justice Innovation.
Retrieved from raceforward.org/research/reports/historical-timeline-public-education-us.

2.5 Wheatley's Six Circles: Leading for Equity

The Art of Navigating and Leading in Complex Systems

6 Circle Model



As a leader for education equity, conversations are inhabited by what is below as well as what is above the **"Green Line."** Around and within all of these conversations, information is exchanged, shared meanings are developed and mediated, and agendas are modified and adapted. As these conversations and agendas are aligned with the values and vision of school and district policies, they will also align to the structure, plan, and process of the school and district. These do not primarily just happen in a strategic or technical dimension above the "Green Line." Below the "Green Line" reside beliefs and values, both individual and organizational, that evolve from assumptions, feelings, and emotions; individual roles, ambitions, and aspirations; organizational visions; and the psychological histories of individuals and organizations.

In the six-circle model, all six circles are important to create organizational success. In the past, the greatest amount of explicit attention has been focused on the top three circles. Working within this framework allows us to see the critical and interdependent impacts of people as reflected by the bottom three circles. *This is especially true as groups seek to understand how bias, conscious and unconscious, may be impacting teaching and learning at the individual, institutional, and structural levels.*

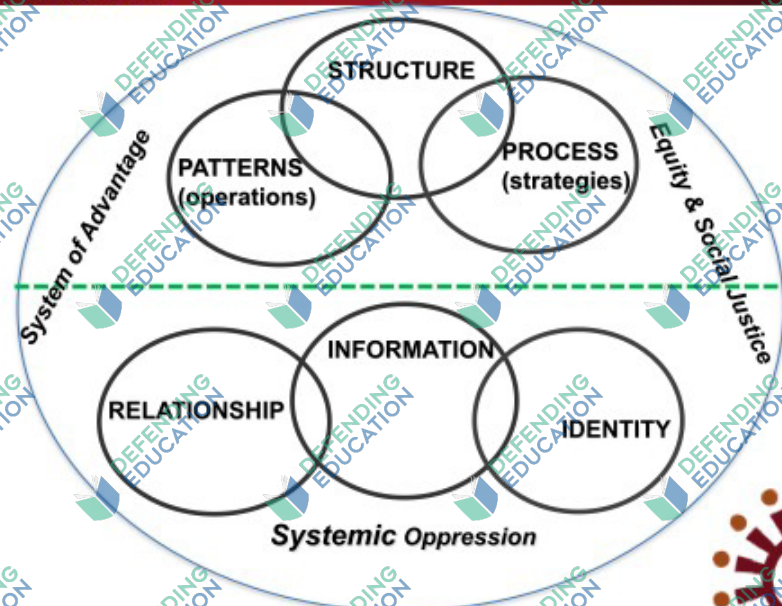
Groups of people who establish a culture that values the work "below the green line" can self-organize to identify and implement the "above the green line" strategies and the infrastructure to achieve powerful and creative results.

Detailed View of Above and Below the Green Line



At the National Equity Project, we believe that the six-circle model can also be envisioned as a seven-circle model. This model recognizes that systemic oppression exists and negatively affects the dynamic interplay of people working above and below the green line. The seven-circle model expands upon what we see that may be reproducing inequity instead of increasing opportunities for transformative outcomes for students.

7 Circle Model



What's ABOVE the Green Line?

STRUCTURE	
What is it?	What does it look like?
The structure of a system can describe how the parts are organized and situated in relation to one another. It can include the frameworks and "containers" within which the work of the system is done.	Examples are org charts and reporting structures, master schedules, meeting schedules, and strategic plans.

PATTERN	
What is it?	What does it look like?
Patterns in the system describe the recurring results, messages, and phenomena, both intended and unintended.	Examples include turnover, absenteeism, and achievement.

"At this time in our history, we are in great need of processes that can help us weave ourselves back together. We've lost confidence in our great human capabilities, partly because mechanistic organizational processes have separated and divided us, and made us fearful and distrusting of one another. We need processes to help us reweave connections, to discover shared interests, to listen to one another's stories and dreams. We need processes that take advantage of our natural ability to network, to communicate when something is meaningful to us. We need processes that invite us to participate, that honor our creativity and commitment to the organization."

~ Margaret Wheatley

PROCESS	
What is it?	What does it look like?
Processes are the ways in which things get done in the system.	They can be the steps laid out in a strategic plan; they might be how hiring happens, the evaluation and promotion process, or the process for decision-making.

"If an organization and its structures are to be instruments for the humanization and liberation of its members, the power operative in a system cannot be coercive power, which is based on fear of sanctions. Nor can it even be simply reward power which is based on the anticipation of some return for one's involvement."

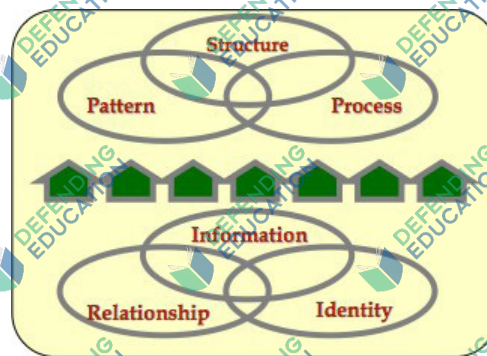
Ultimately it must involve the kind of power which comes from people freely choosing to engage themselves in efforts to achieve a goal which they themselves have freely adopted. This power of free persons is called commitment."

~ John Sherwood

Working BELOW the Green Line

"If you don't have trust, how do you get it? Let me provide an odd-sounding answer from our motion leadership work (Fullan, 2010b). If you want to break the cycle of distrust, you have to respect others 'before they have earned the right to be respected'...and then do the things that build competencies and trust over time."

– Michael Fullan



What's BELOW the Green Line?

INFORMATION	
What is it?	What does it look like?
Information is like oxygen in a system. In its absence, people will "make it up" in an effort to keep moving forward. Access to information greatly minimizes the negative rumors that can occur within organizations.	This looks like multiple forms of two-way communication, repeating messages more than once in multiple ways, allowing opportunity to co-construct understanding and meaning rather than always being "told" or "given" information.
RELATIONSHIPS	
What is it?	What does it look like?
People need to have open relationships with the people they work with, trusted relationships that lead to commitment and powerful work getting done. Relationships occur not only between people, but between programs, departments, and organizations (think connections).	This looks like intentional time being dedicated to establishing, growing, and repairing trust. It means investing in the skills and capacities for honest and productive conversations. It means leaders model the way by extending trust first.
IDENTITY	
What is it?	What does it look like?
Human beings are meaning-seekers. Our actions are completely driven by our own set of values, beliefs, and sense of identity. Therefore, finding meaning and value in our work motivates people to work together in organizations.	This looks like repeated opportunities for self-reflection and connecting personal beliefs and values to the mission and vision of the organization. It means being reminded of why we come to work every day, what's most important to us in our work, and finding ways to stay true to ourselves in the midst of competing commitments.

The Six-Circle Model was developed by Margaret Wheatley and Tim Dalmay, 1983.



2.7 Scenarios for Responding to Challenging Situations

You hear another educator in the building reprimanding a student for not speaking 'proper English.' The student is being reprimanded for responding to a request with the following statement, "Nah, you trippin' bruh." This statement was made without aggression or hostility.

–Why is this statement offensive and how would you respond as a leader?

You overhear a heated exchange between a fellow educator and a student who struggles with outbursts as a result of adverse childhood experiences (ACE). You hear the educator respond to the student's behavior with "Your behavior may be acceptable at home with your family, but that is not the way you act here."

–Why is this statement offensive and how would you respond as a leader?

You hear a female educator talking to a female student about an 'almost' dress code violation. She asks the student, "No, your outfit is not a dress code violation, but is this really what you should be wearing to school? Is this really how you want others to see you?"

–Why is this question offensive and how would you respond as a leader?

As an instructional leader, you hear a coworker make the comment, "Oh no! I have a Jessie in my class this year. I don't like having a Jessie in my class because of the Jessie that I had in my class years ago!"

–Why is this statement offensive and how would you respond as a leader?

Two educators who are strangers are at a professional conference. They are in an elevator leaving the conference at the end of the day. The white person turns to the person of color and asks about the color of her nail polish. When the person of color responds with, "Yes, it is yellow." The white person responds with, "You guys are so lucky that you can wear colors like that."

–Why is this statement offensive and how would you respond as a leader?

You overhear a conversation between two staff members who work in your building talking about students with disabilities. You hear the statement, "Oh, I feel so bad for kids with Down syndrome. Life must be just awful for them."

–Why is this statement offensive and how would you respond as a leader?

Custodians are not consulted before a Hispanic Heritage Month door-decorating contest is scheduled. Three of the five custodians are of Hispanic heritage and will be responsible for cleaning up the activity. This is the only activity planned in the high school of 1,800 students to recognize the month.

—Why is this scenario offensive and how would you respond as a leader?

Two professors and a student are discussing possible resources for conducting research for a dissertation. The student mentions interviewing a professor well-known for his extensive knowledge of the topic. One of the professors says, “I don’t know that you need the Muslim perspective on a scientific topic.”

—Why is this statement offensive and how would you respond as a leader?

2.8A Give One, Get One: Relationship-Building Tips and Strategies

Fill in six boxes, and then fill in six more.



2.8B Building Relationships with Students

With a smile and a greeting, Kristy Lynch welcomes every one of her second graders to homeroom. Her students at Bakerfield Elementary in Aberdeen, Maryland, know what to expect when they get to class.

Students unpack their book bags, place homework on her round table, and gather their materials for class. Their high-pitched laughter fills the room. Yet, when the announcements sound on the loudspeaker, they know it's time to sit down and listen. And if they're not in their seats? Rather than yell to get their attention, Lynch calls out a familiar tune.

"Bump, buda bump bump..."

"Bum, bum," students respond as they sit in their seats.

Lynch, a second-year teacher, attributes the orderly behavior of her class to the culture she creates through the positive relationships she's built in the classroom. She's done this by being clear about her expectations of all students (she treats them equally) and by enforcing classroom rules in positive ways (in this case, by playfully calling out a familiar tune).

Educators can build relationships with students in many ways. Here are four:

1. Get to Know Your Students

"It is our responsibility to get to know our students at different levels, not only academically, but personally and socially as well," says retired New Mexico teacher Eloy Gonzales. "You may have the content knowledge, but if you don't build the rapport with students, you won't get anywhere."

Simply asking students about their weekends can be the first step to connecting with them. When educators take advantage of opportunities to speak with their students about life outside school, it's an indication to students that their educator actually cares about them as a person.

2. Individualize

Paula Denton, author of *The Power of Our Words: Teacher Language that Helps Children Learn*, believes building relationships creates a more learning-friendly environment. Understanding how the student operates allows the educator to further individualize their curriculum and find creative ways to help the student successfully grasp the material.

"The more we know about the child the more we can build learning environments and curricula that are going to work for them," Denton says.

Gonzales took time to work with one of his students who had difficulty with spelling. Rather than continuing to mark failing scores on her spelling tests, Gonzales spoke with her mother and devised a plan. He gave the girl a smaller list of words, set weekly goals, and she eventually exceeded those goals. "It was about building that self-worth that they need as students," Gonzales said.

3. Watch What You Say

One mistake some educators make is using harsh language with students. They use sarcasm when joking or unkind words when disciplining them. Then, everyone is uncomfortable. Educators can create an environment where students feel comfortable learning and the educator maintains order without using such language, simply by being mindful of the choice of words used.

"Bottom line, I don't think [the use of sarcasm] is appropriate," said high school counselor T'wana Warrick-Bell. "Educators need to remember 'this is a student I'm talking to and I need to respond to the student on a professional level.'" Warrick-Bell is the department chair at Duval High School in Lanham, Maryland.

"It's very common to hear educators using sarcasm," Denton said. "Yet, it is always shaming to a student and should not be used, even if we feel like it's being used in a sense of playfulness . . . we need to be careful and not careless."

4. Keep Trying to Reach Your Students

But everyone has bad days—even educators. A situation that easily could have been diffused escalates to voice-raising or students are offended by a teacher's reaction to a comment in class. What do you do if you make this slip-up?

"I was always taught that an apology goes a long way," says Warrick-Bell.

Gonzales asked his students to tell him respectfully when they noticed a change in his usual disposition. Giving them this responsibility showed them he was human. "Kids understand when you tell them 'I was wrong,'" Gonzales said. "It goes down to having open communication [with your students] . . . Just because you're a teacher doesn't mean you're always right."

Once you dust yourself off and own up to your mistake, continue to reach out to your students. Lynch knows at the end of the day, even if it wasn't so great for either her or the kids, she still has relationships to maintain. "I let them know that things are OK and everyone makes mistakes," she said. "[I tell them] 'Let's just have a good day tomorrow.'"

Although educators may feel a crunch to get things done with all the material they are expected to cover, Denton suggests taking the time to develop this connection, even incorporating it into the curriculum. "In schools, relationships are treated as luxuries," she said. "Relationship is a necessity for learning. We can't afford not to do it."

These tips are just a few ways you can build bonds with your students. Setting expectations, enforcing classroom rules positively, consistently making an effort to learn who they are outside of school, individualizing instruction, and using appropriate language in class will show how much you care. Relationships make a difference in the way students perform in school. They can also make the process of giving students what they need in the classroom a little easier.



2.8C Five Tips for Better Relationships with Your Students

Establishing goodwill can help minimize classroom disruptions, improve student engagement, and reduce stress for everyone. Here are some approaches to win student support.

1. Become a Popular Educator

When you were a student, did you put more effort into an assignment or not cause mischief because you liked an educator? That educator you liked was popular (at least with you). As educators, our primary goals are for students to try hard and behave in our classes. If we can make that happen, then being popular is a good thing.

Educators become popular by building good relationships with their students and treating them the way they would like to be treated. Simply stated, students want to be treated with respect. Talking down to students or lecturing them about their inadequacies will only irritate or frustrate them. Offering positive reinforcement, being consistent, smiling, and listening to their concerns all help to gain students' trust and friendship.

2. Get to Know Your Students

Work at getting to know your students as individuals. Find out their interests. Initiate conversations with them about sports, TV, or school activities, or compliment them on their clothing. As you talk to them and listen to what's on their minds, they will begin to see that you're not just another adult, but someone who is genuinely interested in them.

What you are doing is building up goodwill. There may be some hard times ahead, where you will have to be tough on certain individuals. Having some previous interactions that were positive may help. Though having 'favorites' is not a good idea, it doesn't hurt to make a special effort to build a friendship with those who may become your problem students. This can be accomplished by simply looking for opportunities to give them compliments, not overheard by others, such as "You did a nice job in class today by raising your hand instead of blurting out when you had ideas to share. Your cooperation in class made it easier for me to teach today. Thanks."

3. Protect the Student's Self-Esteem

As educators, we are dealing with fragile beings. Adolescence brings insecurities. Individuals at this age are pulling away from adults. Being accepted by their peers is the key to their self-esteem. Being criticized by an educator in front of their peers humiliates them. To avoid "losing face," students may react by talking back, smirking, or walking out of class. They will do whatever it takes to preserve their dignity.

So, how do you manage a classroom without taking away students' dignity? Make discipline corrections quietly and quickly. When there is misbehavior, keep your voice even. No sarcastic or condescending comments. If you can deal with a problem in a joking or light manner, that's even better. Sometimes, a pause or look will settle the issue and nothing needs to be said.

Whenever possible, try to handle discipline issues without an audience. When leading a class activity, you may be able to talk privately about a discipline issue at the student's desk or catch them as they leave class. This allows for better, more genuine exchanges, since the student responses will not be witnessed by classmates.

Occasionally, a student will be reluctant to accept disciplinary actions, such as staying a few minutes after class, changing seats, or taking a detention slip. This is the time to invoke what I call the 'fairness doctrine.' I point out to the student that if I don't discipline them, it is not fair to others who have done similar activities and suffered a penalty. I end up by saying, "How would you feel if I disciplined you today and then you see me let a classmate get away with the same misbehavior tomorrow? It is only fair that I treat everyone the same. To give you special treatment would be showing favoritism." This helps them see that, not only is it a fair thing to do, but to let them off would garner disapproval of their peers who would see this as an educator giving an individual special treatment.

4. Build Goodwill on Good Days

Too often educators only interact with students when there is a disruption. When things are going well and students are quietly reading, doing their work, or listening attentively, we just silently accept this situation and enjoy the respite from having to correct misbehavior. Yet this is the time to build a little goodwill by commenting on how much you appreciate your students' good study habits. Here's a great opportunity to use statements like these:

"It's really great to see all of you start your homework without having to be told."

"I appreciate that you are all working so quietly."

"The bell just rang. I see that everyone is in the right seat. That's great."

"It sure is easy to carry on a discussion when people raise their hand and don't interrupt others. I appreciate that."

"You're a great class. I enjoy being your teacher."

5. Listen to Students

Students like to feel that they have some 'say' or influence on what goes on in class. If an educator is open to receiving feedback, this can bring about a better level of mutual respect. If a student raises a concern about a school policy, an assignment, or grading, we discuss it. I tell my students that they have provided me with some of my best ideas for improving my teaching. Some of the topics that I use for composition assignments came from students and it was their suggestion that resulted in checklists used for grading projects.

Since my priority is educating students, these discussions don't occur regularly, but they do need to happen. Taking time to listen to student concerns shows that I care enough about them to value their ideas.

When students feel their teacher is a caring person, then the classroom becomes a happier place for everyone. In a less stressful situation, creative ideas are more likely to emerge. Maintaining good relationships between educators and students is an all-around winning proposition as it fosters an environment where real learning can take place.

3.2A Scenarios for Creating Equitable and Safe Learning Environments

Preschool Educator X frequently tracks the behavior of Student A, who is a Black boy. She cites that these behaviors are a pattern for him. Yet, when repeated occurrences of this behavior are documented, Educator X often omits the names of the other children involved in the behavior from the documentation. The other children are white, and she states that they would not act that way if Student A were not influencing them.

During a group project, Educator X notices Student B, who has autism, becoming distressed. Without attempting accommodations or consulting, Educator X isolates Student B, claiming it is for everyone's benefit. The lesson continues without addressing Student B's needs or inclusion. Later, Educator X complains to a colleague about the "disruption" of having students with disabilities in general education classrooms.

Educator X is trying to implement collaborative conversations in her fourth-grade classroom. First, she pairs each student with a partner, and then she moves on to small-group discussions. After collecting some data, she notices girls in the classroom are not equally voicing ideas and responses to discussion prompts provided. She is not sure what steps, strategies, or changes she can take to ensure every student in her classroom is comfortable sharing their ideas aloud.

Educator X, a white woman, has taught *Brave New World* as an English literature teacher. A Black student approaches her, pointing out the layers of racism within the text. This is the first time this has been brought to her attention. Other students in this class, predominantly white, have not identified these nuances.

Educator X is surprised that only a few of his students' parents attended an evening parent meeting. He spent the evening wondering why only a few of them showed up. The week prior, he sent them all a flyer written in English, and he also sent an email reminder. He has found it difficult to communicate with all the parents because they speak several different home languages.

Response Questions

- ✓ Who are those impacted by the inequity in the scenarios?
- ✓ Who has the privilege in the scenario? What is the privilege based on?
- ✓ What are the unintended consequences within these scenarios?
- ✓ Where might the scenarios fall within this six-circle model?



3.2B Questions to Consider When Creating Equitable Learning Environments

- ✓ Are you using a variety of ways to communicate information?
- ✓ What are you doing to build trust and get to know the people with whom you work, the students you teach, their families, and the interest holders in your community?
- ✓ What do you consider when selecting and creating lesson material?
- ✓ How are you bringing students' lives into your curricula and learning spaces?
- ✓ How is your life experience/cultural background influencing your learning environment?
- ✓ How are your students' life experiences/cultural background different from yours? What does that mean for your classroom?
- ✓ What part of your day do you use to reflect on your practice and what you experienced during the day?

3.3A Just Schools Sort

Note: The facilitator should prepare one of these handouts per small group or table group of participants. *These statements should be cut apart in order for groups to sort them based on patterns/similarities.*

Schools and rules are violated.

Accountability is defined as punishment.

Accountability is defined as understanding the effects of the offense and repairing any harm.

Offenders are held responsible for their behavior, repairing any harm they've caused, and working toward a positive outcome.

The offender, victim, and school all have direct roles in the justice process.

Opportunities are offered for offenders to express remorse or make amends.

People and relationships are violated.

Rules and intent outweigh the outcome.

Justice is directed at the offender; the victim is ignored.

No opportunity is offered for the offender to express remorse or make amends.

Justice focuses on establishing guilt.

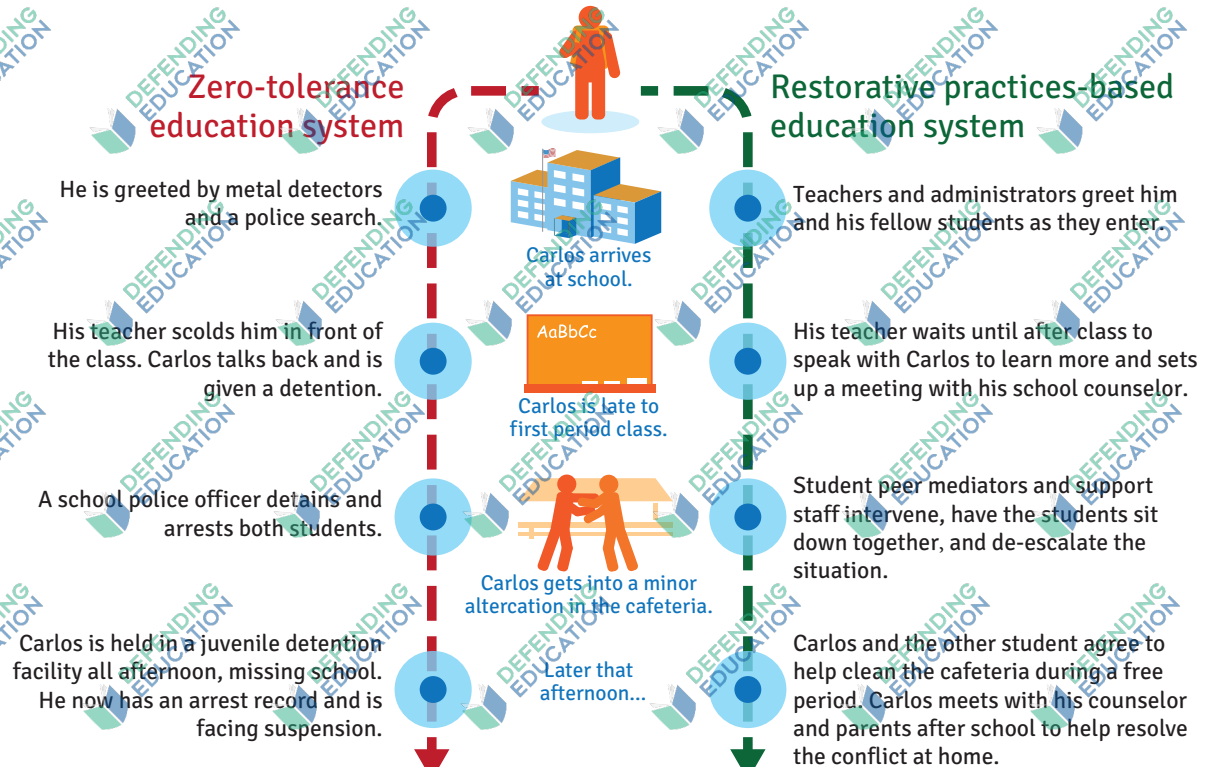
Justice identifies needs and obligations.

Adapted from *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management* by Dr. Dominique Smith, Dr. Doug Fisher, and Dr. Nancy Frey, page 3.

3.3B Restorative Practices Graphic

A Tale of Two Schools

Carlos had a heated argument with his parents before leaving for school, so he's running late. Let's see the difference that school discipline policies and practices make.



Graphic pulled from Restorative Practices: A Guide for Educators (page 5). Retrieved from neaedjustice.org/wp-content/uploads/2017/09/restorative-practices-guide.pdf.



3.6 Connecting Educator Voice to Equity Scenario

East Dakota

Characters:

- ✓ Mara (mother)
- ✓ Dinara (daughter, 3 years old)
- ✓ Tasha (daughter, 15 years old)

Key findings from research studies show that children from disadvantaged backgrounds who are more likely to start school behind and stay behind are also the least likely to attend high-quality preschool. Access to quality early childhood education helps children reach their fullest potential. The State of East Dakota—with a population of approximately 10 million people—serves only half of eligible 3- and 4-year-old children. East Dakota contains 20 school districts; District 1, the largest school district, spans across San Lanta and Minnecago, two medium-sized cities located approximately 45 minutes apart.

Minnecago early childhood education providers are funded using federal, state, and local monies. The providers are located near public transportation routes and close to elementary schools throughout the city so that parents with children of various ages do not have to go out of their way to get their children to different schools across town. Minnecago educators are trained and licensed in early childhood education and complete educator preparation programs aligned with the K-3 NAEYC professional standards.

San Lanta early childhood education providers are funded using federal and state monies; however, the school district does not provide funding to ensure access to high-quality PreK for all 3- and 4-year-old children. San Lanta providers are located on the edge of town, away from local hospitals and community organizations that might otherwise be deployed to promote a coordinated approach to accessible health and wellness services. There are no public transportation routes that circulate near early childhood education providers.

San Lanta resident Mara and her daughters, Dinara and Tasha, recently moved from St. Petersburg, Russia. Dinara is 3 years old, and Tasha is 15 years old. There is a large Russian population in San Lanta, including Mara's older brother Borya and his children who are enrolled in San Lanta public schools. Mara works full-time as a manager at Borya's restaurant, which is located downtown and opens at 4 p.m. every day except Mondays. Mara is a brilliant accountant and a proficient reader of English but her listening and speaking skills are more limited.

The closest preschool with space for Dinara is 10 miles away from Mara's residence and is only open for part of the day, with dismissal occurring at 1 p.m. Mara has to be at the restaurant during the day to receive deliveries and conduct inventory. Mara makes a

fair income managing Borya's restaurant, but she does not have a lot of flexibility in her schedule. She counts on Tasha being able to get home from school in time to watch Dinara and provide her with dinner before bed.

Tasha is enrolled at the public high school in San Lanta, which has been struggling to meet state-mandated long-term goals for improvement in English language arts and mathematics. Although Mara could have exercised the option to excuse Tasha from taking 10th-grade mandatory statewide assessments, she was not informed of this opportunity during Tasha's registration meeting with the new assistant principal at San Lanta High School. As a result, Tasha will sit for the tests in the spring.

In Russia, Tasha received five years of instruction in English language. She was not provided with an opportunity to participate in an English proficiency assessment upon registration, and she was assigned a schedule that includes World History for English Learners, a class of 37 students. Out of the total students in the class, 30 speak Haitian Creole, and none of the other students in the class speak Russian. The classroom teacher and the education support professionals in the class do not speak Russian either.

If San Lanta High School does not improve to meet state requirements by the end of this year, the school will close and students will be bussed to Minnecago High School. There is a town hall scheduled next Wednesday at 7 p.m. for family members and other community interest holders to attend and weigh in on developing the school's family and community engagement plan and school improvement plan. There will be no recording, no live feed, and no translation services available. The results of the meeting will not be memorialized or circulated for public inspection and comment.

1. **[PREPARE]** Character selected:

2. **[ISSUE SPOTTING]** As you read the scenario, please identify any equity issues that pertain to your character.

3. **[ISSUE IDENTIFICATION]** Review the NEA Opportunity Checklist. If your character was to complete this checklist, what are some of the items they might select and identify as problems? List a few below.

4. **[ASSESSMENT]** Review the NEA Opportunity Audit. Identify criteria that specifically pertains to your character's story and review the indicators. Do you see any indicator(s) on which you might take action if you were part of this story? Identify them below.

5. **[ADVOCACY]** Review the NEA Raising Your Voice guide. Find the criteria you identified in the NEA Opportunity Audit and review the sample proposals and actions. Do you see anything that might assist you in addressing the issues you identified for your character above? What action might you take or promote to advocate on behalf of your character?

NEA Resources

1. NEA Great Public Schools Criteria: nea.org/gpsindicators
2. NEA Guide to Educator-Led School Improvement and the GPS Indicators Framework: nea.org/schoolimprovementguide

References

1. Improving Access to Early Childhood Education, Rand Corporation: rand.org/capabilities/solutions/improving-access-to-early-childhood-education.html
2. Small Investment in Children's Education Yields Big Results, National Institutes of Health: nichd.nih.gov/newsroom/releases/031115-podcast-reynolds
3. Head Start's Lasting Benefits, Infant & Young Children: journals.lww.com/iycjournal/fulltext/2005/01000/head_start_s_lasting_benefits.3.aspx



4.2A Equity Audit Introduction and Background

Ethics and equity and the principles of justice do not change with the calendar.

—D. H. Lawrence

There is currently a large national focus on closing school achievement gaps, but practical information for school leaders to actually use in their efforts to close these gaps is in short supply. That is the purpose of this book—to provide such practical information in the form of an expanded discussion of equity audits, a school leadership tool presented previously as a single chapter in *Leadership for Equity and Excellence: Creating High-Achievement Classrooms, Schools, and Districts*, our 2003 Corwin book.

Equity audits are a systematic way for school leaders—principals, superintendents, curriculum directors, teacher leaders—to assess the degree of equity or inequity present in three key areas of their schools or districts: programs, teacher quality, and achievement. These equity audits are designed to put streamlined, practical strategies in the hands of leadership practitioners at a time when such tools are sorely needed. In keeping with our goal of providing a useful book, we think readers will find it useful if we make clear right at the beginning of this book what we mean by the word *equity*. Understanding how we use the term is central to understanding our discussion of equity audits in the rest of the book. By equity, we mean explicitly *educational equity*, an excellent definition of which is found on the Wisconsin Department of Public Instruction's Web site:

Education equity: the educational policies, practices and programs necessary to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational opportunities and ensure that historically under-served or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth. Educational equity knowledge and practices in public schools have evolved over time and require a comprehensive approach. Equity strategies are planned, systemic, and focus on the core of the teaching and learning process (curriculum, instruction, and school environment/culture). Educational equity activities promote the real possibility of equality of educational results for each student and between diverse groups of students.

This definition of education equity highlights the complexity of the conditions required to achieve it and also emphasizes that its realization is dependent on addressing inequities in access, programs, and results—themes that we highlight consistently in the chapters ahead.

We also wish to emphasize here that our discussion of educational equity in general and equity audits specifically is intended primarily for educational leaders at the campus and

district levels. That is because educational leaders are on the front lines in the ongoing battle to achieve education equity in U.S. public schools.

Though substantial educational achievement gaps have existed throughout the history of U.S. schooling, the national focus on closing them has never been more intense. The No Child Left Behind Act of 2001 (NCLB) was signed into law on January 8, 2002, and could be described as the most sweeping reform of U.S. federal education policy since the 1960s. Although changes and modifications have been made to the law, and others likely will continue in the future, at its center remains a *potentially* revolutionary idea—an explicit statement by the federal government that achievement gaps between white and middle- and upper-income children, on one hand, and children of color and children from low-income homes, on the other, are unacceptable and must be eliminated.

This is an important policy statement from the national government; however, its success in achieving the aim of closing achievement gaps ultimately will depend on the law's implementation by hundreds of thousands of educators around the country. This is where school leaders play an extremely important role. They act as policy mediators or street-level bureaucrats (Lipsky, 1980; Rorrer & Skrla, 2005), in filtering and shaping the ways policies (such as NCLB) are implemented in local schools. In other words, school leaders such as principals can block the policies, ignore them, use them in negative ways, or use them in positive ways. We want to maximize leaders' ability to use accountability policy (including NCLB) that is intended to eliminate achievement gaps in the most positive and productive ways possible.

For such positive use of accountability policy to actually happen, however, school leaders need to be assisted in understanding how the force of these policies can be applied to help them achieve the goals they have for their schools, including reducing and eventually eliminating achievement gaps. One of the prime ways accountability at the national, state, and local levels can be of concrete assistance to school leaders is utilizing the data these systems provide to assess the current state of the school or district and to track progress.

Although many state accountability systems, and increasingly the federal system, have been producing this type of data for the past fifteen or twenty years, the simple existence of the data does not automatically lead to school improvement or to diminished achievement gaps. The data must be analyzed, and school decision making must be linked to the data. This sounds like a straightforward process, but it is considerably more complicated in actual practice, particularly when the data show wide gaps in achievement between and among student groups based on race, ethnicity, family income, and language proficiency.

We have found in our work over the past two decades as researchers and as teachers who work with aspiring and practicing school administrators that people in schools overwhelmingly do not have a clear, accurate, or useful understanding of the degree of inequity present in their own schools and school districts. Furthermore, in typical school settings, teachers and administrators frequently avoid the topic of race completely as a possible factor in discussions about achievement gaps (Pollock, 2001). In addition, it is also

common that when questioned about why children of color and children from low-income homes do not do well in school, educators almost always give reasons external to schools as the cause, such as the children's parents, their neighborhoods, and even their genetics (Haycock, 2001).

Thus, educators, school leaders in particular, need assistance in learning to recognize that there are large and persistent patterns of inequity *internal* to schools—patterns that are embedded in the many assumptions, beliefs, practices, procedures, and policies of schools themselves. In fact, as one of our reviewers pointed out, such patterns of inequity not only result in differential experiences for students who differ along race, social class, gender, and disability lines, the systemic inequity present in schools may actually create differences among students (see also McDermott, 1997). Therefore, in response to this need for assistance in identifying and addressing internal patterns of inequity, equity audits are intended to provide such assistance in a very concrete way. In other words, these audits are designed to provide insight into, discussion of, and practical responses to systemic patterns of inequity in schools and school districts. Our discussion of equity audits continues in more depth and detail in the next eleven chapters.

Pulled from the first chapter of Part I, Background and Context for Equity Audits, *Using Equity Audits to Create Equitable and Excellent Schools*, edited by L. Skrla, K. MacKenzie, and J. Scheurich.

4.2B Seven Steps of the Equity Audit

1. Bring together a committee of interest holders.

- ✓ It is important to identify individuals who are respected by the groups they represent and who are also people of goodwill who would be open to dialogue and work focused on equity. (p. 25)

2. Present and graph the data.

- ✓ Actually 'drawing' the percentages on graphs gives people a much better sense of the differences that need to be addressed. (p. 26)

3. Open discussion of equity gaps as they emerge.

- ✓ Experts could be brought in to offer analysis and advice. Educators from other districts that have had success in reducing teacher quality, program or achievement gaps could be brought in for this step. Whoever is brought in to the discussion for this step needs to be a skillful facilitator. (p. 26)

4. Discuss and move toward potential solutions.

- ✓ The point is to come up with some positive solutions; to talk about the strengths, weaknesses, and costs of each; and then to decide to commit to one or more of these solutions. (p. 26)

5. Implement the solution(s).

- ✓ Implementation at the district level is recommended. (p. 26)

6. Monitor and evaluate results.

- ✓ Monitor the results and then report back to the committee. (p. 26)

7. Celebrate success or return to step three or four.

- ✓ If the solutions are successful, celebrate; if the solutions are not successful, return to either step three or four and work forward again. (p. 26)

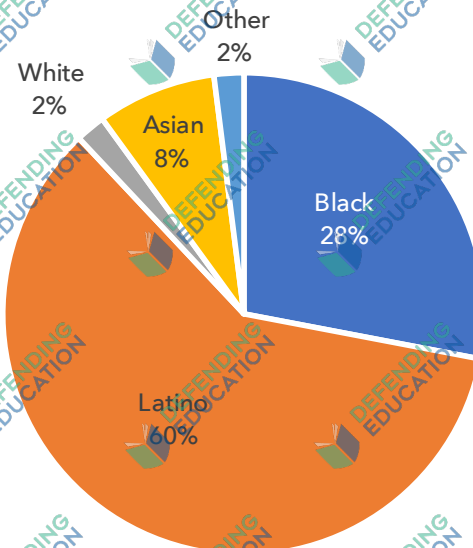
Adapted from *Using Equity Audits to Create Equitable and Excellent Schools* by Linda Skrla, Kathryn Bell McKenzie, and James Joseph Scheurich, pp. 25-27.

4.2C Graphics for Equity Audits

The two sets of fictional school population stats below have been created for the purpose of this equity audit. The two schools are in the same school district and are less than 15 miles apart.

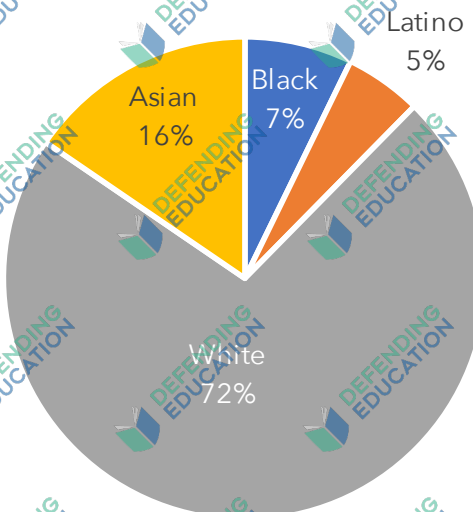
School A - 2,000 Students

**70% Low
Income/Free or
Reduced Lunch**

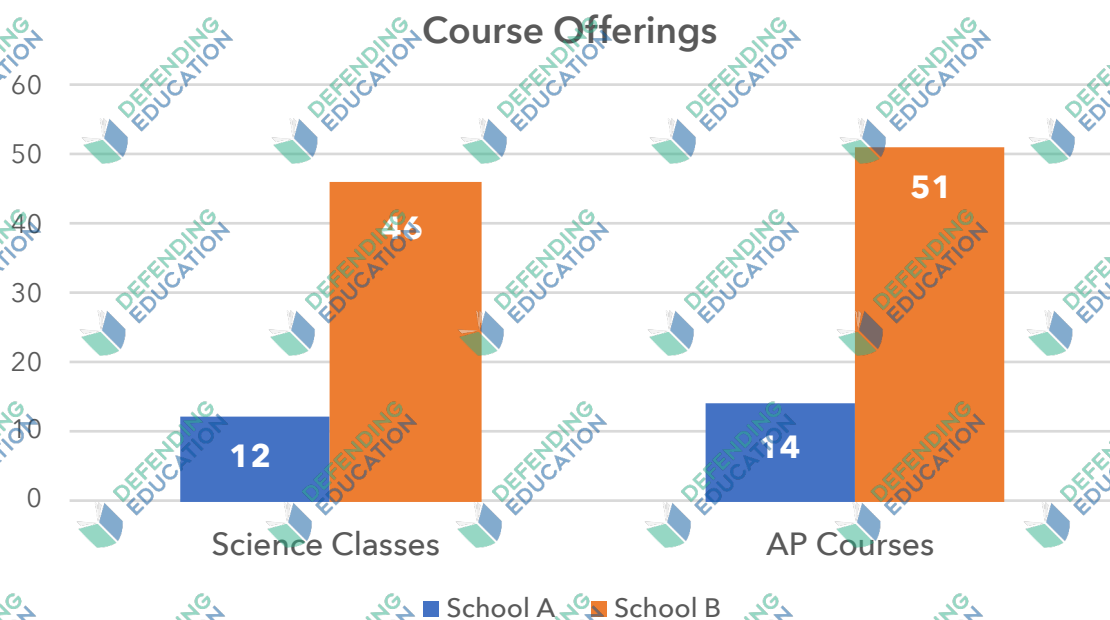


School B - 5,000 Students

**15% Low
Income/Free
or Reduced
Lunch**



Keep in mind what you saw in the first graphic about School A and School B.
Now, explore the course offerings below for both schools.



4.2D NEA Opportunity Checklist (English)

Your School Checklist

Do students and educators at your school have everything they need? This is your opportunity to speak up. Use the checklist below to think through what your school needs.

Take a look at the lists below and check off the items your school still needs.

Community

It's important that your school is open to the community it serves.

- ☐ A welcoming front office
- ☐ Active community involvement (Parent support groups and a community liaison, for example)
- ☐ Materials available in the languages the school serves

Healthy Students in Modern Schools

Students need their essential human needs met and to be in a healthy learning environment that is clean and in good working order.

- ☐ Healthy meals
- ☐ School nurse
- ☐ School counselor
- ☐ A roof that is free of leaks
- ☐ Healthy indoor air quality (Free of mold, proper ventilation, and proper temperature control)
- ☐ Clean, unbroken flooring
- ☐ Ample and appropriate learning spaces (Cafeterias, gyms, auditoriums, playgrounds, libraries, and computer labs with enough computers for all students)
- ☐ Class sizes that allow for one-on-one attention

Well-Rounded Curriculum

All students need access to the right courses to prepare them for life after graduation.

- ☐ Full-day kindergarten
- ☐ Fine arts (Music, art, and theater, for example)
- ☐ Advanced courses (Science and math, for example)
- ☐ A pathway for advancement for every student (A path from general education courses to college prep, honors, AP, and/or IB)
- ☐ Regular physical education classes (150 minutes in elementary school, 225 minutes in middle and high school)
- ☐ Foreign language courses
- ☐ Career and technical education

School Climate

It's important that students feel safe and respected in their classrooms and in their school.

- ☐ Students have a safe, reliable, and secure way to get to school
- ☐ An environment that welcomes and celebrates diversity
- ☐ A policy of restorative practices to create an environment of respect and collective responsibility (School policy with alternatives to suspension and expulsion)
- ☐ Use of early warning systems to keep students on track
- ☐ A community free from bullying and harassment

Quality Educators

It's important that all educators are prepared and excited to help students excel.

- ☐ Educators who have high expectations for every student in the school
- ☐ Teachers teaching in their credentialed subject
- ☐ Teachers are fully prepared to teach students in their school (teachers have completed a residency program where they were mentored by great teachers)
- ☐ Librarians
- ☐ Paraeducators and other education support professionals
- ☐ All staff trained in positive behavioral supports and bullying prevention (All staff includes teachers, paraeducators, other education support professionals, and specialized instructional support personnel (SISP))
- ☐ All school staff contributing to a culturally responsive learning environment
- ☐ Staff that has time to collaborate
- ☐ Relevant, timely professional development

Name: _____

Email Address: _____

Home Zip Code: _____ State: _____

School District: _____

School Name: _____

I am a(n): _____

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4.2E NEA Opportunity Checklist (Spanish)

La lista de verificación de su escuela

¿Los estudiantes y educadores de su escuela tienen todo lo que necesitan? Esta es su oportunidad para hablar. Use la siguiente lista de verificación para considerar lo que su escuela necesita.

Analice las siguientes listas y marque los artículos que su escuela todavía necesita.

Comunidad

Es importante que su escuela esté abierta a la comunidad que atiende.

- ☐ Una oficina principal acogedora
- ☐ Participación activa de la comunidad (Grupos de apoyo de padres y un enlace con la comunidad, por ejemplo)
- ☐ Materiales disponibles en los idiomas que atiende la escuela

Estudiantes saludables en escuelas modernas

Los estudiantes necesitan que se cumplan sus necesidades humanas básicas y estar en un entorno de aprendizaje saludable que sea limpio y funcione bien.

- ☐ Comidas saludables
- ☐ Enfermera de la escuela
- ☐ Consejero de la escuela
- ☐ Un techo sin goteras
- ☐ Calidad saludable del aire del interior (sin moho, con ventilación y un control de la temperatura adecuados)
- ☐ Pisos limpios e intactos
- ☐ Espacios de aprendizaje amplios y adecuados (Cafeterías, gimnasios, auditorios, patios de recreo, bibliotecas y laboratorios de computadoras con suficientes computadoras para todos los estudiantes).
- ☐ Tamaños de las clases que permitan atención personalizada

Currículo completo

Todos los estudiantes necesitan acceso a las clases adecuadas que los preparen para la vida después de la graduación.

- ☐ Jardín de infantes de día completo
- ☒ Bellas artes (Música, arte y cine, por ejemplo)
- ☐ Clases avanzadas (Ciencia y matemática, por ejemplo)
- ☐ Un camino al progreso para todos los estudiantes (Un camino desde las clases de Educación general a Preparación para la universidad, de honores, Colocación avanzada y/o Bachillerato internacional)
- ☐ Clases regulares de educación física (150 minutos en la escuela primaria, y 225 minutos en la escuela intermedia y secundaria)
- ☐ Clases de idiomas extranjeros
- ☐ Educación para carreras técnicas

Ambiente en la escuela

Es importante que los estudiantes se sientan seguros y respetados en sus aulas y su escuela.

- ☐ Los estudiantes tienen una manera segura y confiable de llegar a la escuela
- ☐ Un ambiente que reconozca y celebre la diversidad
- ☐ Una política de prácticas restaurativas para crear un entorno de respeto y responsabilidad colectiva (Política escolar con alternativas a la suspensión y la expulsión)
- ☐ Uso de sistemas de alerta temprana para mantener a los estudiantes encaminados
- ☐ Una comunidad sin acoso e intimidación

Educadores de calidad

Es importante que todos los educadores estén preparados y entusiasmados para ayudar a los estudiantes a sobresalir.

- ☐ Educadores que tengan grandes expectativas para todos los estudiantes en la escuela.
- ☐ Maestros que impartan la materia para la que están calificados
- ☐ Maestros que están totalmente preparados para enseñarles a los estudiantes en su escuela (Los maestros han completado un programa de residentes en el que tuvieron como mentores a excelentes maestros)
- ☐ Bibliotecarios
- ☐ Paraeducadores y otros profesionales auxiliares de la enseñanza
- ☐ Todo el personal está formado en apoyo conductual positivo y prevención del acoso (Todo el personal incluye a los maestros, paraeducadores, otros profesionales auxiliares de la educación, y personal especializado de apoyo para la instrucción (SISP))
- ☐ Todo el personal de la escuela contribuye a un entorno de aprendizaje que tiene en cuenta las diferencias culturales
- ☐ Personal que tiene tiempo para colaborar
- ☐ Desarrollo profesional relevante y oportuno

Nombre: _____

Correo electrónico personal: _____

Código postal de su casa Estado: _____

Distrito escolar: _____

Nombre de la escuela: _____

Soy: _____

Al enviar este formulario, usted acepta recibir comunicaciones de la Asociación Nacional de Educación (NEA) y sus filiales.

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4.3 Becoming an Equity-Oriented Change Agent

Characteristics of an Equity-Oriented Change Agent (EOCA):

- ✓ **EOCA has an equity attitude.** An equity attitude means you must treat everyone with respect, appreciation, and care. It also means addressing difficult personalities, attitudes, assumptions, prejudices, and biases in ways that show respect, appreciation, and care.
- ✓ **EOCA avoids demonizations.** Demonization is when we reduce a person down to one negative characteristic and make it all of who they are. When we do this, difficult conversations can become impossible.
- ✓ **EOCA initiates courageous conversations.** Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools explains these conversations are characterized by engagement, as well as by sustaining and deepening the conversation. There are also four commitments that must be made when engaging in difficult conversations: stay engaged; speak your truth; experience discomfort; and expect and accept nonclosure. Based on these first steps, it is important to know that these conversations are not easy and will require hard work.
- ✓ **EOCA demonstrates persistence.** Inequities that exist did not come to be overnight and removing these embedded inequities will demand focus, persistence, and long-term planning and effort.
- ✓ **EOCA remains committed but patient.** When bringing change to a school or system, it is important to be mindful of others, pay attention to what is being expressed, and take steps to learn from the work you are doing. If the change being implemented is done too quickly, it can lead to push back and resistance. Patience and long-term commitment will help build lasting support.
- ✓ **EOCA maintains an assets attitude.** When working to create a more equitable and just school, start by identifying all of the assets that are present. This includes identifying the assets that everyone possesses including yourself, your space, those you work with, and the students you serve. Understanding and identifying the value of all people is essential to becoming an equity-oriented change agent.
- ✓ **EOCA maintains a coherent focus.** In order to help move your system from its current state to a more equitable state, it is important to make sure you adhere to a strong and coherent focus and be prepared to adapt to the needs of your system as they emerge over time.

Using the prompts below, reflect on where you are in the process of becoming an equity-oriented change agent.

Mirrors:

- ✓ Of the factors listed, which resonate with you?
- ✓ Which factors will be growth areas for you?

Windows:

- ✓ Of the factors listed, which do you think your leadership team possesses?
- ✓ Which factors will be growth areas for your leadership team?
- ✓ Do you think your leadership team would answer these questions the same way about themselves?
- ✓ How do you think your leadership team would answer these questions about you?

Adapted from *Using Equity Audits to Create Equitable and Excellent Schools*, edited by Linda Skrla, Kathryn Bell McKenzie, and James Joseph Scheurich.



NEA Leaders for
JUST SCHOOLS

YEAR 1 Curriculum **GUIDE**



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