Today's Facilitators:

Tamiko Armbrister (M.Ed.): A South Florida native, Tamiko is an Instructional Coach at Edconnective. She has served as Instructional Coach and Administrative Designee for Broward County Public Schools, an urban district that is also the sixth largest school district in the nation. She studied Psychology at Bethune-Cookman University and holds a Master's Degree in Educational Leadership from Florida Atlantic University. Her Brain Health Certificate was earned at Florida International University. Tamiko believes in building trusting relationships to promote authentic collaboration and effective shared practices around Social Emotional Learning, Diversity, Equity and Inclusion, and Anti-racism. Her work is grounded in faith, hope, and love.

Sara Jones (M.Ed.): Sara Jones is a doctoral student in the Department of Teaching and Learning at Vanderbilt University, Peabody College in Nashville, TN. With a concentration in Language, Literacy, and Culture, Sara's research interests center on the experiences of students of the global majority in middle-grades ELA classrooms, specifically, students' perceptions of culturally sustaining reading motivation. Prior to her doctoral studies, Sara taught middle-school grades (grades 4-6) ELA in Washington, D.C. for eight years. Sara has been coaching with Edconnective since 2017 and also holds an M.Ed. in Urban and Minority Education from the University of Maryland and a B.A. in Elementary Education from Elon University.

Today's Agenda

Workshop Introduction (10 min)

Conversations About Race (10 min)

Model: Reframing Our Thinking (10 min)

Practice: Reframing Our Thinking (15 min)

Debrief & Closing (15 min)

Our Purpose Today

Chat in:

A song title or lyric that describes you today

- Provide a framework for engaging in conversations around race and equity in our schools.
- Reframe how we approach thinking about remote learning.
- Create actionable steps to uphold access and equity for all students.
- Learn from each other!

Materials needed:
method for note-taking

edconnective

Session Norms

Active Engagement   Equity of Voice   Remember Your "Why"

Edconnective

So You Want to Talk About Race?

Discuss and Reflect

Breakout Rooms

Ijeoma Oluo comments that many people were messaging her privately to have conversations about race. Why is it important to do this work publicly? What might be the benefits or drawbacks of engaging in public conversations about race?

Edconnective

Today's Agenda

Workshop Introduction (10 min)

Conversations About Race (10 min)

Model: Reframing Our Thinking (10 min)

Practice: Reframing Our Thinking (15 min)

Debrief & Closing (15 min)

Courageous Conversations Protocol
(Singleton, 2014)

Developed to support adults in having conversations necessary to make progress on difficult subjects (race, racism, privilege, etc.) by deepening the group's collective understanding while broadening each individual's perspective.

Four Agreements

1. Stay engaged
2. Experience discomfort
3. Speak your truth
4. Expect and accept non-closure

edconnective

Courageous Conversations Compass

(Singleton, 2014)

Developed as a "personal navigation tool". Using the Compass during courageous conversations helps us identify our starting points, with the goal of being able to move to the center of the compass for a more empathetic understanding of each other

Courageous Conversation Compass
from Courageous Conversations about Race by Glenn E Singleton and Curtis Linton, Corwin Press, 2006

BELIEVING
MORAL
THINKING
INTELLECTUAL
COURAGEOUS CONVERSATIONS
EMOTIONAL
SOCIAL
FEELING
DOING

edconnective
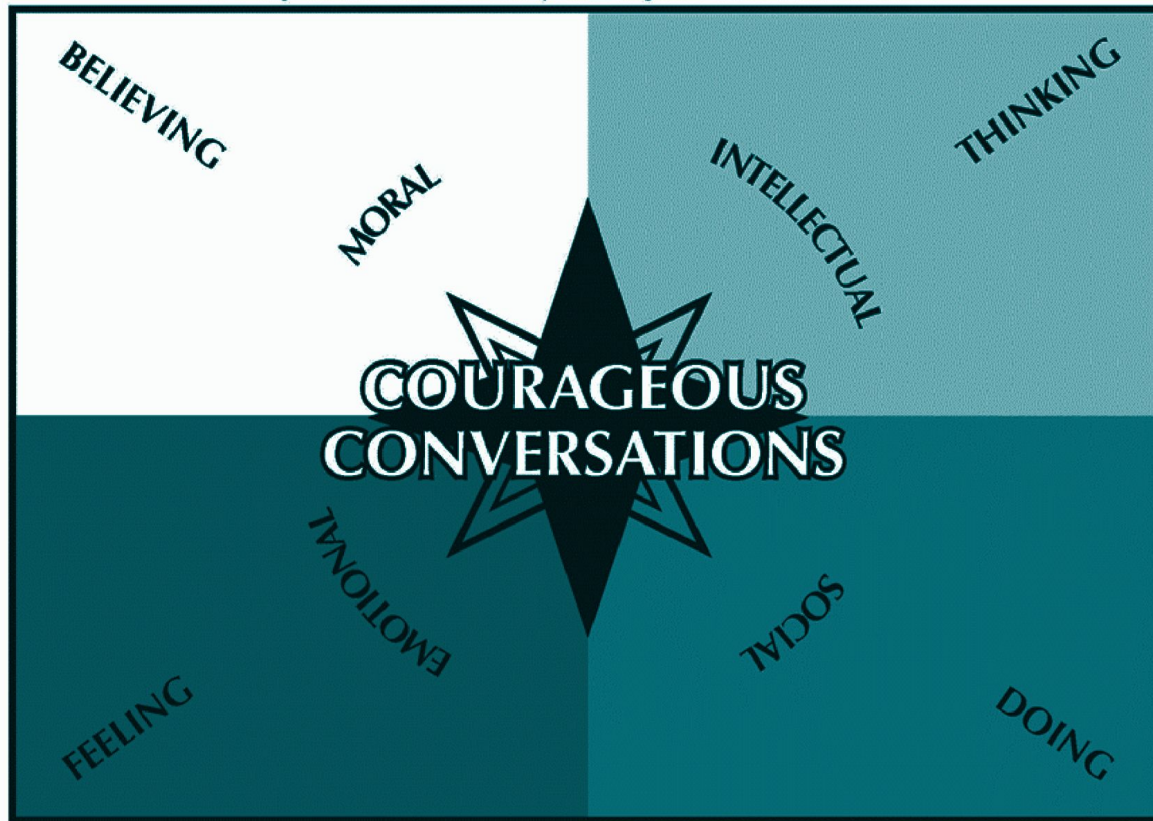
Courageous Conversations Compass Exercise

Chat in:

Where did you fall?

If you are willing to share out with the whole group, include a ** in your chat response.

edconnective

- Write a brief (1-2 sentences) personal reflection/reaction.

Courageous Conversation Compass
from Courageous Conversations about Race by Glenn E Singleton and Curtis Linton, Corwin Press, 2006

BELIEVING   THINKING
MORAL   INTELLECTUAL
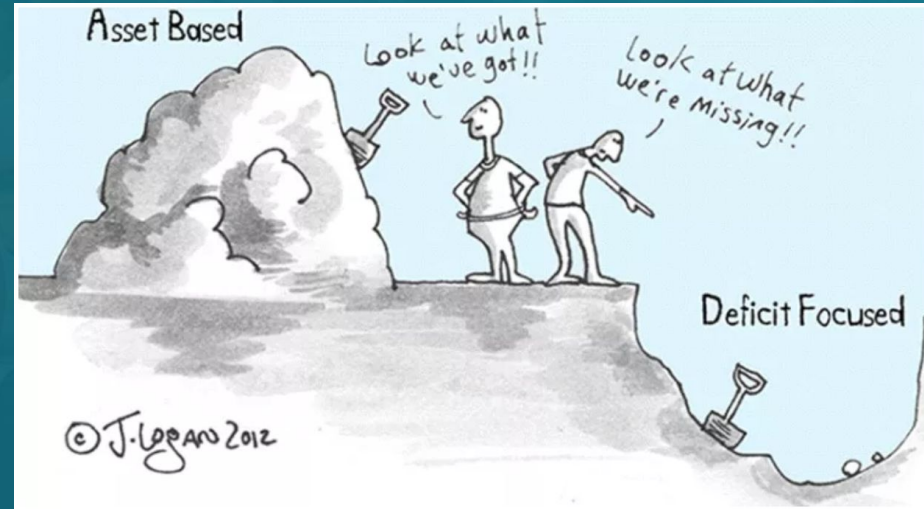COURAGEOUS CONVERSATIONS
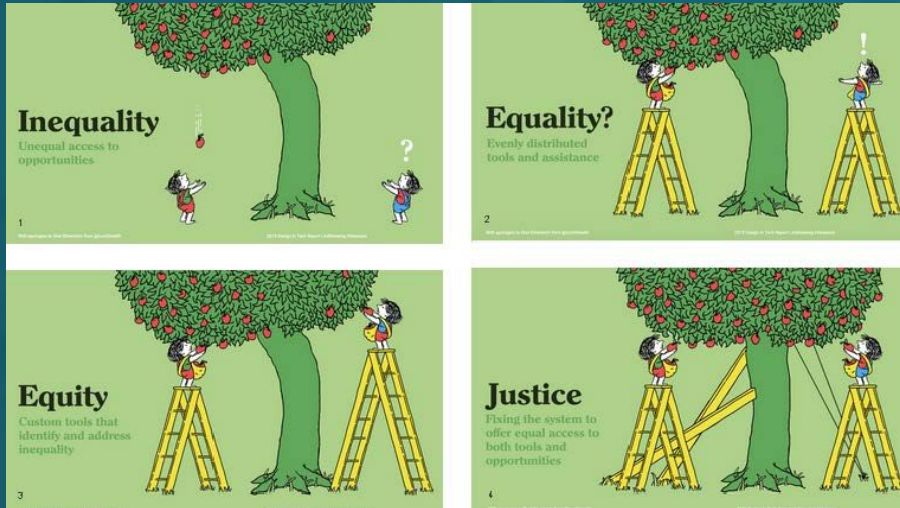EMOTIONAL   SOCIAL
FEELING   DOING
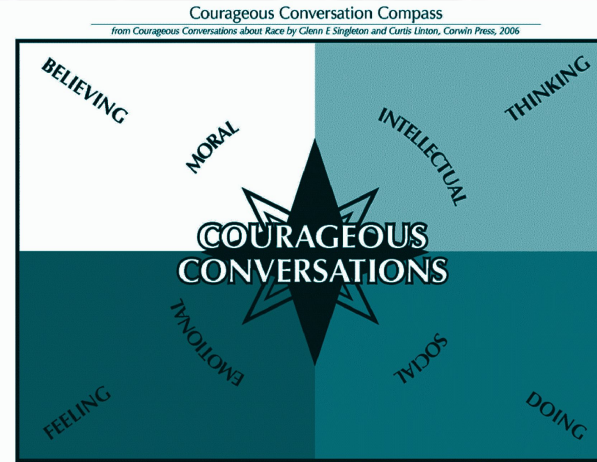
- Identify where this reflection/reaction falls on the compass. Is this typical of your reactions?

Shared Mindsets

Access & Equity

Asset-based

Shared Mindsets

Access

The ways in which educational **institutions** and **policies** ensure that students have equitable opportunities to take full advantage of their education.

Increasing access generally requires schools to provide **additional services** or **remove potential barriers**.

Equity

What is **fair** and **just**.

Inequities are often caused by **biased policies, programs,** and **practices**.

Improving educational equity means seeking to identify disparities and then introducing **modifications** intended to address or compensate for those inequities.

Edconnective

Shared Mindsets

Asset-based

An approach that focuses on **strengths** and views **diversity of thought, culture,** and **traits** as positive.

Comparison Between the Approaches	
Asset Based	**Deficit Based**
Strengths Driven	Needs Driven
Opportunity focus	Problems focused
Internally focused	Externally focused
What is present that we can build upon?	What is missing that we must go find?
May lead to new, unexpected responses to community wishes?	May lead to downward spiral of burnout, depression, or dysfunction?

Today's Agenda

Workshop Introduction (10 min)

Conversations About Race (10 min)

Model: Reframing Our Thinking (10 min)

Practice: Reframing Our Thinking (15 min)

Debrief & Closing (15 min)

What are the three most important issues you are thinking about when it comes to returning to school in the Fall?

How do I make sure that remote learning is **accessible and equitable** for all students and their families?

How can I **discover and leverage the assets** that students, families, and their communities already have?

What **deficit-oriented language** am I hearing or using that I need to intentionally address?

Edconnective

Model:
Watch and listen

Student learning gaps will widen in the upcoming year because of less rigorous content.

1. Call out **deficit-oriented language**. What **assets** can be identified and leveraged?
2. Identify relevant **institutions** and **policies**. How are these institutions and policies **biased**?
3. What **barriers** need to be removed? How?
4. Draft **action** items.

Edconnective

© 2020 EdConnective | www.edconnective.com

Model:
Watch and listen

Student learning gaps will widen in the upcoming year because of less rigorous content.

Action Items:

1. Conduct a student survey/check-in asking them what they have learned and how they have engaged as learners recently. Encourage students to "think outside the box" of traditional, school-based learning.
2. Plan for student choice (topics, learning process, products) within existing learning units.
3. Select, learn, and master **one** digital tool that can function as a way to scaffold the content.

Edconnective

Today's Agenda

Workshop Introduction (10 min)

Conversations About Race (10 min)

Model: Reframing Our Thinking (10 min)

Practice: Reframing Our Thinking (15 min)

Debrief & Closing (15 min)

Practice

Breakout Rooms

You will need:

- A timekeeper
- A recorder (share screen, record thinking in GoogleDoc)
- Access to the Google Doc (shared in chat)
  - Your Breakout Room # is Your Scenario #
  - Only the recorder should be typing, but you have access for your future reference

Edconnective

Today's Agenda

Workshop Introduction (10 min)

Conversations About Race (10 min)

Model: Reframing Our Thinking (10 min)

Practice: Reframing Our Thinking (15 min)

Debrief & Closing (15 min)

Debrief

Chat in:

What is your biggest takeaway from today's session?

What will you do to provide access and equity to all students in your teaching/school leadership practice?

edconnective

What questions can we answer for you before we close?

edconnective