

Educating for racial equity: Equipping oneself with anti-racist strategies

Webinar
July 23, 2020

If you can see the slide and hear the music, you are all set.



Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments
and the Q&A feature for questions during the webinar.

Getting started



Paul Fleming

Senior Vice
President

Standards, States,
& Equity

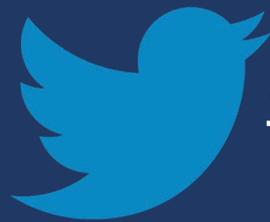
A screenshot of the Learning Forward website homepage. The header features the Learning Forward logo (50 YEARS | learningforward | THE PROFESSIONAL LEARNING ASSOCIATION) and navigation links: ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. A main banner image shows two people looking at a whiteboard with sticky notes. Overlaid on the banner is the text: "Educators around the world use Learning Forward's Standards for Professional Learning." followed by a sub-headline: "The Standards outline the conditions for and characteristics of professional learning that leads to improved educator practices and increased student outcomes." Below this are two blue buttons: "Our Standards" and "Take Our Standards Assessment Inventory". A secondary navigation bar contains four icons with labels: "Leadership & Practice" (green people icon), "Mission" (blue globe icon), "Standards & Impact" (orange bar chart icon), and "Advocacy & Policy" (blue building icon). At the bottom of the banner area, there are links for "COVID-19 Statement", "Resources", and "Support Community".

Please introduce yourselves in the chat box

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

- Your name
- Your location
- Your role in the educational sector



[@learningforward](https://twitter.com/@learningforward)

Participants will

- Understand a racial equity framework that can be applied at the classroom, school, and district levels
- Learn about anti-racist strategies for improving educator practices to better support all students in a variety of settings (virtual, hybrid, and face to face) for the 2020–21 school year
- Share questions and advice among members of a community of learners

Starting with definitions:

RACIST

From
How to be an Antiracist
by Dr. Ibram X. Kendi

- **RACIST:** One who is supporting a racist policy through their actions or inaction or expressing a racist idea.
- A racist policy is any measure that produces or sustains racial inequity between or among racial groups.
- A racist idea is any idea that suggests one racial group is inferior or superior to another racial group in any way. Racist ideas argue that the inferiorities and superiorities of racial groups explain racial inequities in society.

Starting with definitions

ANTI-RACIST

From
How to be an Antiracist
by Dr. Ibram X. Kendi

- **ANTI-RACIST:** One who is supporting an anti-racist policy through their actions or expressing an anti-racist idea.
- An anti-racist policy is any measure that produces or sustains racial equity between racial groups.
- An anti-racist idea is any idea that suggests the racial groups are equals in all their apparent differences — that there is nothing right or wrong with any racial group. Anti-racist ideas argue that racist policies are the cause of racial inequities.

Starting with definitions:

RACISM

From
How to be an Antiracist
by Dr. Ibram X. Kendi

- **Racism** is a powerful collection of racist policies that lead to racial inequity and are substantiated by racist ideas.
Anti-racism is a powerful collection of anti-racist policies that lead to racial equity and are substantiated by antiracist ideas.
- We are surrounded by racial inequity, as visible as the law, as hidden as our private thoughts.
- The opposite of “racist” isn’t “not racist.” The true opposite of “racist” is anti-racist.
- The question for each of us is:
What side of history will we stand on?

Panel discussion



Jill Harrison Berg

Leadership Coach;
School Improvement
Consultant; Researcher;
Author

Boston, Massachusetts



Charlie McGeehan

Humanities Teacher and
Philadelphia Federation
of Teachers building
representative

U School in North
Philadelphia



Patricia (Pat) Payne

Director, Racial Equity
Office and the Crispus
Attucks Museum

Indianapolis Public
Schools

Three Elements of a Strategic Approach to Equity

Jill Harrison Berg, Ed.D.

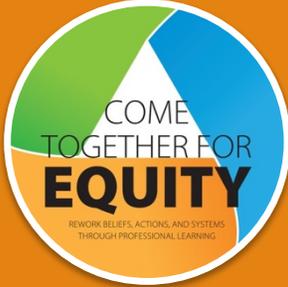
Leadership Coach & School Improvement Consultant

@Teachers_Lead

Three Elements of a Strategic Approach to Equity



Clarify Your Definition



Take a Tri-focal View



Recognize Complementary Roles



eq·ui·ty

Ensuring each child

receives

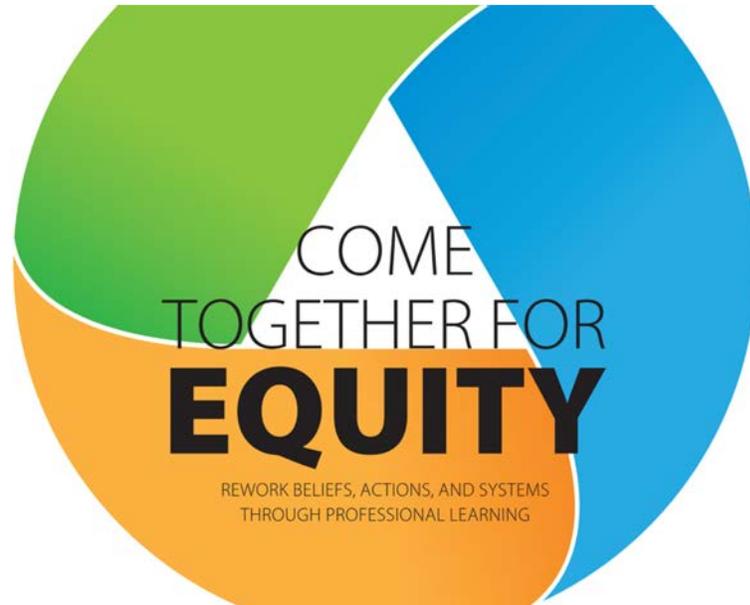
what they need

to be successful

COMMON VARIATIONS IN CONCEPTIONS OF EQUITY

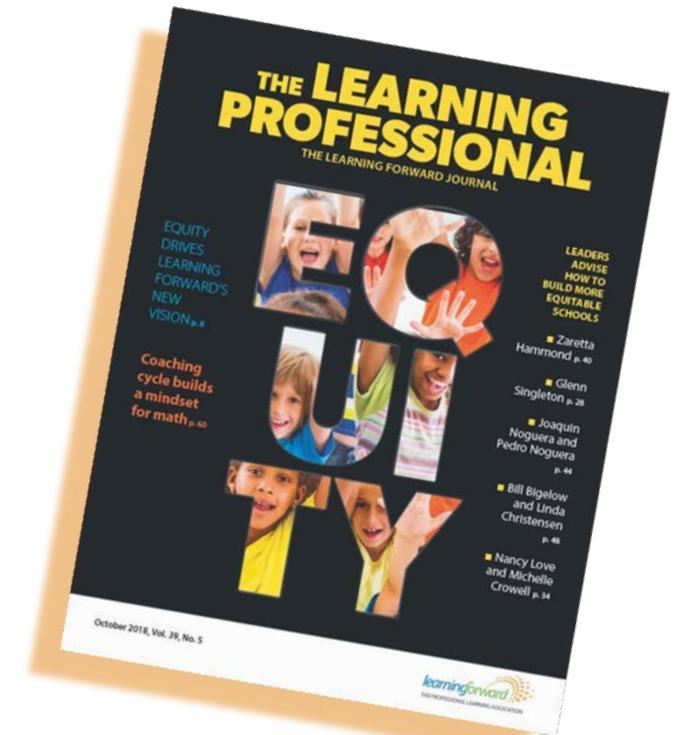
- Every student AND each student
- Access & opportunity AND reception or utilization
- School-based AND beyond school factors
- Equity for students' sakes AND equity for society's sake

DISTRICT
SYSTEMS



CLASSROOM &
SCHOOL
PRACTICES

INDIVIDUAL
BELIEFS



| Individual Beliefs | Classroom & School Practices | District Systems |
|--|---|--|
| <ul style="list-style-type: none"> ▪ Commitment to students ▪ Self-aware of bias ▪ Relationships ▪ Expectations ▪ Shared ownership ▪ Values about family partnership ▪ Cultural responsiveness ▪ Trust ▪ Commitment to equity | <ul style="list-style-type: none"> ▪ Curriculum traditions ▪ Instructional expectations ▪ Assessment routines ▪ LASW/ Portfolios ▪ RTI/MTSS ▪ PBIS/ cultural norms ▪ Communication ▪ Learning walks ▪ Family conferences ▪ Community events | <ul style="list-style-type: none"> ▪ Curricular mandates & resources ▪ Instructional initiatives ▪ Assessment requirements ▪ Exhibitions as communication of values (e.g. science or art fairs) ▪ Grading and report cards ▪ Attendance, behavior & retention policies ▪ Community partners ▪ Transportation |



Recognize Complementary Roles

Principals as School Leaders

- Bring systems-level view
- Establish and uphold clear vision and priorities
- Secure resources
- Ensure time and space for collaboration & planning
- Hold teachers and self accountable for growth
- Able to secure strategic partnerships

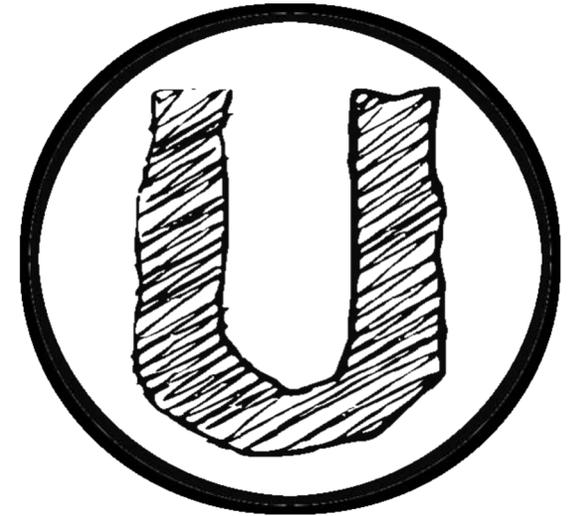
Teachers as School Leaders

- Bring knowledge of students and families
- Deeply understand content and how to teach it
- Engage colleagues in safe, non-hierarchical conversations
- Attuned to professional learning needs of teachers
- Understand what gets in the way of success in the classroom



Sustaining Antiracist Work in Schools

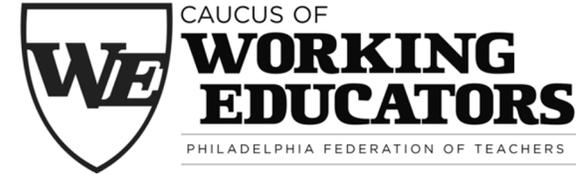
Charlie McGeehan (@cmcgeeeiii)
Philadelphia, PA
The U School
Building Anti-Racist White Educators



Antiracist Work in schools...

- is ongoing; find ways to sustain it.
- must be accountable to BIPOC, especially Black, communities & individuals.
- should be driven by a bottom-up, organizing approach.

Progression of Work in Philly Schools



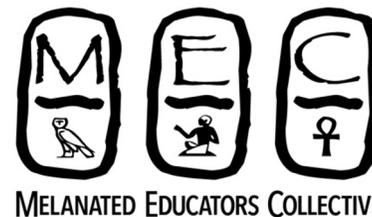
1. Teacher Action Group - Philadelphia

2. Caucus of Working Educators

3. Racial Justice Committee

Melanated Educators Collective

Building Anti-Racist White Educators



WEEK OF ACTION NATIONAL DEMANDS

- ★ END ZERO TOLERANCE
- ★ MANDATE BLACK HISTORY & ETHNIC STUDIES
- ★ HIRE MORE BLACK TEACHERS
- ★ COUNSELORS NOT COPS



[Website](#)

[Facebook](#)

BARWE

BUILDING ANTIRACIST WHITE EDUCATORS

- Push and support White educators to do the ongoing work of building antiracist identities and practices
- Ensure that this work is accountable to BIPOC communities, especially Black folks
- During the school year, distribute a monthly inquiry series.
- Host a Summer Reading Series on *We Want to Do More Than Survive* by Bettina Love, with discussions on Zoom (7/28 & 8/11) and Slack
- For more: [Subscribe to our mailing list](#) and [visit our website](#)

What Can Educators Do?

1. Read, Read, Read
2. Listen to educators, students, and families of color
3. Avoid making conversations about you (as a White educator)
4. Connect with people and organizations doing the work... and keep it going
5. Use your power and take action

MAGAZINE FEATURE

What White Colleagues Need to Understand

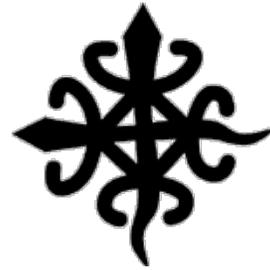


TEACHING
TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

[Published in Teaching Tolerance magazine, Spring 2020.](#)

IPS RACIAL EQUITY MINDSET



ADINKRA SYMBOL

FUNTUNFUNEFU – DENKYEMFUNEFU

"Siamese Crocodiles"

Symbol of Democracy & Unity in Diversity

The Siamese crocodiles share one stomach,
yet they fight over food.

This symbol reminds us that infighting and tribalism
is harmful to all who engage in it.

Presenter

Patricia Payne
Indianapolis Public School
Director, Racial Equity Office



IPS RACIAL EQUITY MINDSET



IPS Superintendent Aleesia Johnson

Racial Equity Mindset

- ▶ ***Strengthen and expand racial equity work to eliminate opportunity gaps and build capacity for team members to persistently interrupt and address institutional bias and racism.***



IPS RACIAL EQUITY MINDSET

Vision

An IPS community where student outcomes cannot be predicted by race or ethnicity.

Mission

To lead a collaboration of community members who will partner with IPS to improve outcomes for all students by eliminating racial disproportionality and disparity.

This commitment is the point of engagement for the equity work



IPS RACIAL EQUITY MINDSET



INDYSTAR - June 25, 2020
IPS APPROVES HISTORIC
RACIAL EQUITY POLICY 1619



- ▶ **Creating an infrastructure for all IPS staff members to have access to robust professional learning experiences around racial equity**
- ▶ **Activating and responding accordingly to support the district's most vulnerable communities, especially in the event of an unprecedented crisis (e.g., a global pandemic)**
 - ▶ **Expanding ongoing efforts to identify and address racial disparities and disproportionalities in school suspensions, expulsions, and academic outcomes.**
- ▶ **Intentionally ensuring all students have access to high-quality, culturally relevant curriculum and instructional materials.**



IPS RACIAL EQUITY MINDSET



June 25, 2020

IPS APPROVES BLACK LIVES MATTER RESOLUTION No. 7861

- ▶ **To believe that Black Lives Matter—and to put that belief into action—means to commit ourselves to a radical refusal to give up on any student, to hand them over to a criminal justice system that doesn't share our values.**
- ▶ **All students—of every race—benefit from Black teachers and Black leaders. IPS will continue to intentionally recruit, support the professional development of, and promote Black teachers and leaders.**
- ▶ **Representation and recognition matters. Black students deserve to go to schools that celebrate the history of Black leaders and that champion the humanity and dignity of Black people.**

Understanding the ugly truth of our past is necessary to building a beautiful vision of our future....

**We also can't expect progress without interrogating our assumptions, examining our past,
and reconciling our values.**



□ District Racial Equity Initiatives:

- By 9/5, plan and execute monthly conversations on race at principal meetings –
- By 9/19, hold monthly racial equity conversations/book study during ELT – **in process**
- By 8/19, plan and execute New Teacher training for all new teachers – **6 Cohorts**
- By 10/19, plan and execute a youth equity leadership – **Oct. 14/15**
- By 10/19, plan and execute a racial equity summit – **3rd Summit in Oct.**
- By 10/19, design and execute **community conversations with Board members** that highlight why racial equity work in IPS is a priority –**Nov. 4, 5, 6,13,14; Covid interrupt**
- By 12/19, clarify **District Equity Team + School Equity Team structure** and purpose
- By 1/20, publish (or adopt/pass) a district-wide vision/board policy for racial equity
- By 2/20, determine strategy for comprehensive racial equity training opportunities
- **(Equity Plan in ALL IPS Schools) / Virtual Training**
- By 6/30, Board **approved Racial Equity Policy 1619 and Black Lives Matter Resolution**



GROUNDWATER



Discussions and Questions



Mark your calendars for upcoming Thursday webinars

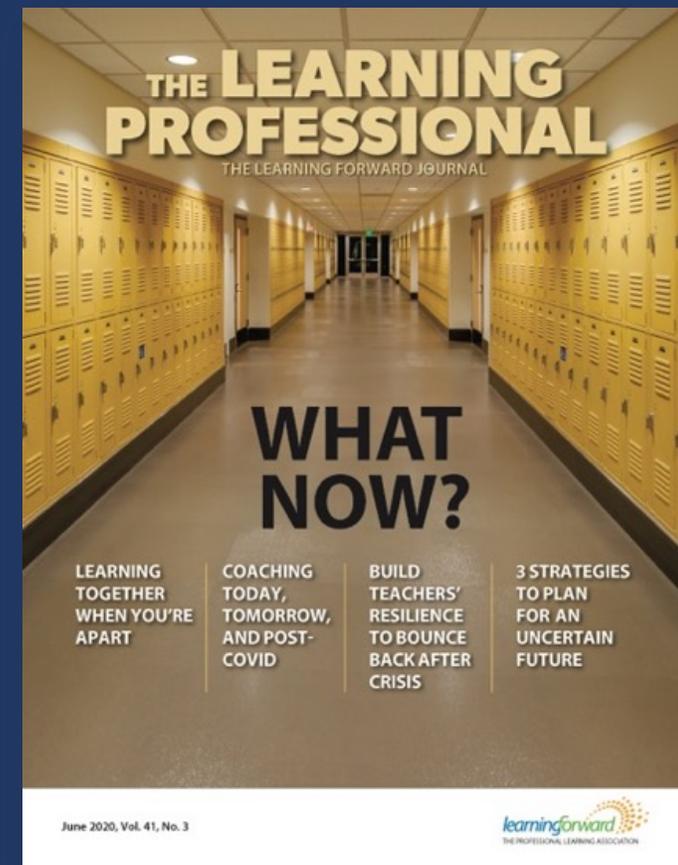
**Thursday
July 30
3–4 pm ET**

**Welcoming
your team
to a new
school year:
Engaging *all*
educators**

| | |
|-----------------|---|
| Aug. 6 | Re-opening schools: What does hybrid mean? |
| Aug. 13 | Meeting the needs of our youngest learners |
| Aug. 20 | Assessment approaches for today's learning environments |
| Aug. 27 | Attending to the health and wellness of educators as the school year starts |
| Sept. 3 | Connecting with families when it's more important than ever |
| Sept. 10 | Plan C: Preparing for the next wave |
| Sept. 17 | Learning from coaches: Supporting teams and individuals |

Online resources

- Look for follow-up resources, including a recording of this webinar and slides
- Read latest issue of *The Learning Professional*
- Check out the Learning Forward blog
- Remember to check our COVID-19 online resource page



We're going virtual!

VIRTUAL | *learningforward* 

**2020 ANNUAL
CONFERENCE**

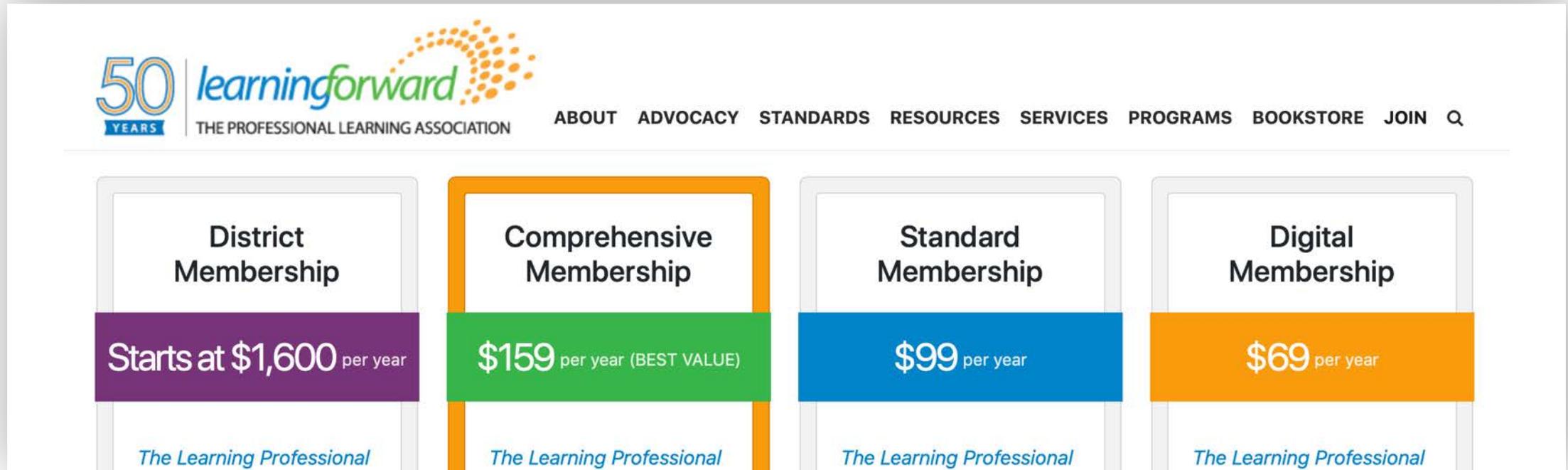
DEC. 6-8, 2020



Learning Forward memberships

- Get \$10 off any new Learning Forward membership
- Use coupon code **LFWebinars***
- **Visit** <http://learningforward.org/membership>

* Code valid for new members only



The screenshot displays the Learning Forward website's membership page. At the top left is the logo for the 50th anniversary of Learning Forward, with the text "50 YEARS" and "learningforward THE PROFESSIONAL LEARNING ASSOCIATION". To the right of the logo is a navigation menu with links for ABOUT, ADVOCACY, STANDARDS, RESOURCES, SERVICES, PROGRAMS, BOOKSTORE, JOIN, and a search icon. Below the navigation menu are four membership options presented in a row, each in a separate box:

| Membership Type | Price | Additional Info |
|--------------------------|-----------------------------|---------------------------|
| District Membership | Starts at \$1,600 per year | The Learning Professional |
| Comprehensive Membership | \$159 per year (BEST VALUE) | The Learning Professional |
| Standard Membership | \$99 per year | The Learning Professional |
| Digital Membership | \$69 per year | The Learning Professional |

Thank you!

