Getting Started

All people working, learning, and teaching within the ecosystem of a school district need to have a deep understanding of what is necessary to create an equitable and inclusive learning environment for each student and teacher. This learning pathway helps a learning community move in that direction with a series of five modules:

1. Module 1: Anti-bias awareness: Raising levels of consciousness for systems thinkers
2. Module 2: Critical instructional practices for anti-bias education
3. Module 3: Anti-bias classroom culture
4. Module 4: Anti-bias practices: Family engagement and communication
5. Module 5: Anti-racism in action

The hope of this learning pathway is that participants will gain knowledge to help them think about how small changes, from the microcosm of oneself to the macro of a learning community, can lead to significant results for the learners (students and teachers) within those systems. We offer guidance, ideas, tools, videos, and support for a personalized learning pathway for each participant, as well as facilitator notes and suggestions. We also note that this is not a complete learning pathway but the start of a lifelong journey.

Other resources that will help your facilitation and planning include:

- An annotated bibliography
- A resource list with links (for use in the modules)

Links that will help your facilitation and planning include:

- This link to the CCEE CTQ Learning Pathways
- This link to education resources from Learning For Justice
- This link to education resources from The Center for Anti-Racist Education (CARE)

An honest note to facilitators:

Social justice learning is hard. Anti-racist learning is hard. Any adult learning can make grown-ups feel uncomfortable and defensive, but especially learning that makes one feel like they may be doing a disservice to the children they teach or lead. It is uncomfortable to *unlearn* so we can learn or to identify subconscious thoughts that have led us to not-so-perfect actions in the past.

As a facilitator, please know that there may be feelings that surface for participants, including pushback and other discomforts. Even you may experience discomfort in this process. Please reserve space for those feelings while at the same time ensuring they don't overtake the experiences and voices of those who have already been marginalized. Please know that this means you may be facilitating some difficult conversations with your learners. You'll want to be prepared.

We suggest doing some learning ahead of time to gather tools to help you navigate these probable, uncomfortable learning moments. If you are feeling a bit unsure about addressing these issues for yourself or the team you support, here are some suggestions to prepare:

- [Facilitating Difficult Race Conversations: Five Ineffective Strategies and Five Successful Strategies](#) from Columbia University
- [Let's Talk! Discussing Race, Racism, and Other Difficult Topics With Students](#) from Learning for Justice.
- CCEE Advancing Equity learning path module: Equity and Systems Thinking

Pathways

- <u>Educators With Direct Student Contact</u>
    - This pathway is designed for those whose main focus and time are inside the physical classroom; education support professionals, classroom-based educators, teachers, and anyone with direct contact with students.
    - Through this pathway, participants will gain knowledge that helps them think about how small changes, from the microcosm of oneself to the macro of a learning community, can lead to significant results for the learners (students and teachers) within those systems, creating equitable and accessible learning for every child.
    - You'll note that this pathway ends with a module from the Thriving Social-Emotional Learning Pathway, Building Relationships as a Key to Equity, Learning Outcomes, and Effective Instruction. Modules that focus on students bookend this pathway to ground us in what is most important with Advancing Equity—our students.
    - If participants want to extend their learning past our recommended pathway, recommendations include:
        - Thriving Social-Emotionally modules 2 and 3
        - Responsive Teaching and Learning module 1
        - Systems Leadership module 1 (as a final piece)

- <u>Educators Who Lead Adults</u>
    - This pathway is designed for those whose main focus and time are spent supporting adults, including but not limited to; building leadership, district and state leadership, union leadership, and anyone who supports the adults who have direct contact with students.
    - The hope of this learning pathway is that participants will gain knowledge to help them think about how small changes, from the microcosm of oneself to the macro of a learning community, can lead to big results for the learners (students and teachers) within those systems, creating equitable and accessible learning for every child and adult in a learning community.
    - This pathway provides a framework for an extended process of improvement for educators. Utilize this path if you are looking to create systemic change within a specific context.
    - If participants want to extend their learning past our recommended pathway, recommendations include:
        - Thriving Social-Emotionally module 2 (with the application to adults instead of students)
        - Responsive Teaching and Learning modules 1 and 2
        - Systems Leadership modules 1 and 5

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Educators With Direct Student Contact

Prework for Coaches and Administrators	It is important to understand how adult learners differ from students. Please reference Malcolm Knowles' principles of _Andragogy_. This will help you build a foundation of how to work with adults as the facilitator.		
Module	**Facilitator Steps**	**Suggested Question and Coaching Stems and Supports for Further Learning**	**Suggested Time and Notes**
CTQ Advancing Equity - Creating Diverse, Equitable, and Inclusive Schools for All Students	**Introduction of the module:** ● Set up the context for what the participants will see—this video will help them see what is happening district-wide with DEI and how their work fits within the district. ● "Introduce" the speakers. ● Set norms so participants can speak honestly and openly. Check out these norms as exemplars. **Watching the video:** ● The video is geared toward systems leaders.	**Question and Coaching Stems** ● The facilitator could have the participants write down on scrap paper, sticky notes, or type in a shared Google Doc key take-aways and lingering questions (view a sample to copy and use for your team here). Then the facilitator will use those to navigate the discussion with the group. **Ask after viewing:** ● Why are relationships such an integral part of DEI work? ● What does it mean to build a culture of restorative justice in your school system? How might this apply to your classroom?	We suggest having no longer than two weeks between each module in this Learning Pathway to keep momentum, connect modules in meaningful ways, and build toward the application of learning and ideas. **Notes:** The reflection tool is geared toward systems leaders. The participants will not be using it since they are not systems leaders, though the video is important to set a context for how the DEI work fits together throughout a school system.

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Make sure to acknowledge that and set the purpose: They are watching it to understand the full picture of what is happening in their LEA and how they fit into the puzzle.

- Encourage them to take notes while watching. This will help with a discussion afterward and eventually the Application Tool.
- Play the video. You may want to consider stopping at specific points in the video for processing and note-taking.
- At the end of the video, allow a processing pause and facilitate discussion including questions, or any discussion items the group wants to address immediately. See the suggested questions

- Why is a systems approach important to DEI work? Why is it important for you to understand as a teacher? How might you fit in?
- What are some key takeaways?
- What are some lingering questions?

Next Steps:
- Have the participants try out the Application Tool as follow-up work. They will be researching what efforts are underway within their LEA.
- The one pager from Dr. Kevin Gilbert's Office of DEI could be helpful to spark their thinking.
- Work with the group to set a loose "deadline" for having a draft of the Application Tool complete.
- Have the participants choose an accountability partner to check in with them halfway through the deadline.
- Set the guiding questions for the beginning of their next time together: How do you think about your part within your LEA's DEI work? How does this apply to your

		hopes and goals within this Learning Pathway?	
and coaching steps for suggestions.		• Have the group give feedback on the session: One thing that worked for them as learners, one thing that could make the experience better. The facilitator can choose the method for collecting feedback depending on how the group is meeting and what is available (sticky notes, Google Forms, etc.). • The facilitator may want to send out a follow-up email after the session with the next steps. **Supports for Further Learning** • Strategic Call to Action: Learning and Leading With Equity • The Office of Diversity, Equity, and Inclusion One-Pager • District Educational Equity Policy	

Success Criteria to Move On to Module: An educator will know they are ready for the next module when they can answer the question: "How do you think about your part within your LEA's DEI work? How might this apply to your hopes and goals within this Advancing Equity Learning Pathway?"

Advancing Equity Anti-Bias Practices: Shifts in Critical	**Launch** • Review the norms. • Begin by having the participants share their	**Questions and Coaching Stems** • The facilitator could have the participants write down on scrap paper, sticky notes, or type in a	**Time** We suggest having no longer than two weeks between each module in this Learning Pathway to keep

| *Instructional Practices* | thinking with a partner to the Guiding Questions posed at the end of the last session: How do you think about your part within your LEA's DEI work? How does this apply to your hopes and goals within this Advancing Equity Learning Pathway?
● Then lead a whole group discussion around the second question, outlining their hopes and goals within this pathway (5 minutes).

Introduction of the module:
● Set up the context for what they are going to see (this relates directly to classroom instructional practice, so they are zooming way in from the last session).
● "Introduce" the speaker.

Watching the video:
● Encourage participants | shared Google Doc key take-aways and lingering questions. Then the facilitator can use those to navigate the discussion with the group.
● What are you already doing that you are feeling good about and why?
● Where are you noticing there is some room for growth?
● What strategies resonated with you?
● How might you think about using current events or personal reflection prompts in your context?
● What are some key takeaways?
● What are some lingering questions?
● How might you use these ideas in your learning community?

Next steps and feedback
● Allow the participants 2 minutes to look over the [Reflection Tool](#).
● Ask the participants to complete the Reflection Tool before the next session.
● Establish an accountability partner/team if the school does | momentum, connect modules in meaningful ways, and build toward the application of learning and ideas.

Notes:
This module has a lot of reflection, so the time between will allow the participants to examine their practice intentionally. |

to take notes while watching the video. The facilitator may want to take processing pauses in between different segments of the video.

Exploration of the critical practices
- Allow the participants 10 minutes to explore [Learning for Justice's Critical Practices for Anti-Bias Education](#). Processing pause for questions, thoughts, or clarifications (3 minutes). Facilitate a discussion where the participants can share any "a-has" or questions after exploring on their own.

Exploration of the Application Tool
- Allow the participants 10-15 minutes to explore the [Application Tool](#) and

not provide a structure for check-ins prior to the next session.
- Set the guiding question for the beginning of their next time together: What did the Reflection Tool reveal about their practice? What are their personal next steps to accomplish "laying those bricks," as mentioned in the video and tool?
- Have the group give feedback on the session: Share one thing that really worked for them as learners, one thing that could make their experience even better. The facilitator can choose the method for collecting feedback depending on how the group is meeting and what is available (sticky notes, Google Forms, etc.).

Resources
- [The Critical Practices for Anti-Biased Education](#) (Learning for Justice)
- [The Declaration of Independence](#) (National Archives)
- [What's Going on in this Graph? Covid in Prisons](#) (New York Times)
- [Ku Klux Klan Burns Cross in Black](#)

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	begin working on it independently. Ask the participants to write down one piece of feedback they would like from a colleague. Options for facilitation include:
	  ○ Having participants share their application tool with a partner
	  ○ Having participants share and get feedback within a small group
		[Neighborhood in Alabama](#) (A History of Racial Injustice)
		● [South Carolina Passes Bill to Maintain School Segregation Six Years After Brown V. Board Decision Struck It Down](#) (A History of Racial Injustice)	

Success Criteria to Move On to Next Module: An educator will know they are ready for the next module when they have completed the Reflection Tool, have articulated what the Reflection Tool has revealed about their practice, and have made one modest change to their instructional practice (or have a plan to implement the change).

| *Advancing Equity: Classroom Culture* | **Launch**
● Review the norms.
● Begin by having the participants share their thinking with a partner to the Guiding Questions posed during the last session: What did the | **Question and Coaching Stems**
● The facilitator could have the participants write down on scrap paper, sticky notes, or type in a shared Google Doc key take-aways and lingering questions. Then the facilitator can | **Time**
We suggest having no longer than two weeks between each module in this Learning Pathway to keep momentum, connect modules in meaningful ways, and build toward the application of learning and ideas. |

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Reflection Tool reveal about their practice? What are their personal next steps to accomplish laying those bricks? (5 minutes)
- The facilitator may want to engage the participants in a whole group conversation around the guiding question. (5 minutes)

Introduction of the module:
- Set up the context for what they are going to see.
- "Introduce" the speaker.
- Share the note catcher for this module.

Video:
- The facilitator may want to stop after the background information from Renee Moore for processing time, thoughts, or questions.
- The facilitator may want to stop after Renee

use those to navigate the discussion with the group.
- To whom are you accountable for whether your classroom honors student identities and is a safe space for all learners?
- When Parker Palmer says, "We all teach who we are," what does he mean? What does that mean for your practice as an educator?
- What question posed by Renee Moore resonated with you?
- What are some key takeaways?
- What are some lingering questions?
- How might you use these ideas in your learning community?

Next steps and feedback:
- Give participants two minutes to browse the Reflection Tool.
- Ask for clarifying questions, observations, or anything needed before the end of the session.
- Ask participants to complete the Reflection Tool before the next session.
- Establish an accountability partner/team if the school does not provide a structure.

Notes
This module has a lot of reflection, so the time between will allow the participants to examine their practice intentionally.

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Moore discusses the [Application Tool](#) (called the Takeaway Tool in the video) for processing time/thoughts or questions.

Application Tool:
- Allow the participants 10 minutes to explore [the tool](#) and begin working on it independently.
- Ask the participants to write down one piece of feedback they would like from a colleague.
- Options for facilitation include:
  - Having participants share their application tool with a partner
  - Having participants share and get feedback with a small group

- Set the guiding questions for the beginning of their next time together: What did the [Reflection Tool](#) reveal about their practice? Where might they have room to grow? How will they get there?
- Have the group give feedback on the session: One thing that worked for them as learners, one thing that could make their experience even better. The facilitator can choose the method for collecting feedback depending on how the group is meeting and what is available (sticky notes, Google Forms, etc.).

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Success Criteria to Move On to Next Module: An educator will know they are successful after they can answer the following questions: What did the Reflection Tool reveal about your practice? Where might you have room to grow? How will you get there?			
Advancing Equity: Family engagement and communication	**Launch** ● Review the norms. ● Begin by having the participants share their thinking with a partner to the Guiding Questions posed during the last session: What did the Reflection Tool reveal about your practice? Where might you have room to grow? How will you get there? (5 minutes) ● The facilitator may want to engage the participants in a whole group conversation around the guiding question. (5 minutes) **Introduction of the module:** ● Set up the context for what they are going to see. ● "Introduce" the speaker.	**Question and Coaching Stems** ● The facilitator could have the participants write down on scrap paper, sticky notes, or type in a shared Google Doc key take-aways and lingering questions. Then the facilitator can use those to navigate the discussion with the group. ● What does it look like to have anti-bias practices related to family engagement and communication? How do we start? ● What are the five critical practices? What do they mean to our practice as educators? (This is a review for participants from a previous module). ● What parts do relationship building and listening have in our practice? How can we be more deliberate in these as they relate to family engagement and communication? ● What role does withholding assumptions play in your work with these critical practices? What	**Time** We suggest having no longer than two weeks between each module in this Learning Pathway to keep momentum, connect modules in meaningful ways, and build toward the application of learning and ideas. **Notes:** This module has a lot of reflection, so the time between will allow the participants to examine their practice intentionally.

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- Share the [note catcher](#)/Reflection Tool for this module.

Video:
- The video has places to pause within it—be prepared as the facilitator.
- The facilitator can choose to go through the video together (pausing when necessary) or watch the video independently (an hour will be needed).
- Links to podcasts, resources, and notetaker docs can be found in the text under the video.

Reflection Tool exploration:
- Give the participants 10 minutes to work on the Reflection Tool independently.
- Debrief: Facilitator may choose:

does it mean for your role as an educator?
- What roles do power, terminology, and place play in these critical practices? What does it mean for your practice as an educator?
- What commitment would you like to make to yourself, students, and families moving forward?
- What are some key takeaways?
- What are some lingering questions?
- How might we use these tools in our learning community?

Next steps and feedback:
- Give participants 30 seconds to browse the [Application Tool](#).
- Ask for clarifying questions, observations, or anything needed before the end of the session.
- Ask participants to complete the Reflection Tool before the next session.
- Establish an accountability partner/team if the school does not provide a structure.
- Set the guiding questions for the beginning of their next time together: What did the Reflection

	○ Sharing the Reflection Tools in pairs ○ Sharing the tool in small groups ○ Focusing on one section of the Reflection Tool for whole group discussion (make sure participants know which part they will be responsible for sharing).	Tool reveal about their practice? Where might they have room to grow? How will they get there? ● Have the group give feedback on the session: One thing that really worked for them as learners, one thing that could make their experience even better. The facilitator can choose the method for collecting feedback depending on how the group is meeting and what is available (sticky notes, Google Forms, etc.). **Resources:** ● [Housecalls to the Homeless: A Doctor Treats Boston's Most Isolated Patients](#) (NPR) ● [The 5 Critical Practices for Anti-Biased Education: Family and Community Engagement](#) (Learning for Justice)	

Success Criteria to Move On to Next Module: An educator will know they are successful after answering the following question: What did the Reflection Tool reveal about your practice? Where might you have room to grow? How will you get there?	

| *Advancing Equity: Equity and Systems Thinking* | **Launch**
● Begin by having the participants share their thinking with a partner to the Guiding Questions | **Question and Coaching Stems**
● The facilitator could have the participants write down on scrap paper, sticky notes, or type in a shared Google Doc key | **Time**
We suggest having no longer than two weeks between each module in this Learning Pathway in order to keep momentum, connect |

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posed during the last session: What did the Reflection Tool reveal about your practice? Where might you have room to grow? How will you get there? (5 minutes)
- The facilitator may want to engage the participants in a whole group conversation around the guiding question. (5 minutes)

Introduction of the module:
- Set up the context for what they are going to see.
- "Introduce" the speakers.
- Set norms (or maybe just one so participants can speak honestly and openly).

Video:
- In the video, Val Brown goes over the Takeaway Tool in great detail. The

take-aways and lingering questions. Then the facilitator can use those to navigate the discussion with the group.
- What are the five anti-racist principles at CARE, and how do they apply to your work as an educator?
- How can we work to make real change manageable?
- What is one sentence or phrase that stood out to you?
- What are some key takeaways?
- What are some lingering questions?
- How might you use these ideas in your learning community?

Next steps and feedback:
- Have the group complete the Takeaway Tool.
- Ensure that the group understands they will be discussing their use of the Takeaway Tool at the beginning of the next session.
- Ask the participants to explore the CARE website a bit and see the resources available to them. Then, they will share a resource with the

modules in meaningful ways, and build toward the application of learning and ideas.

Notes:
This module has a lot of reflection, so the time between will allow the participants to examine their practice intentionally.

participants will need this in front of them at the start of the video.
- The facilitator will want to explain that the video speaks to systems leaders and classroom teachers, and educators. Have them use their lens as teachers directly working with students.
- Ensure participants know one of the guiding questions for discussion after the video: What is one sentence or phrase that stood out to you?

Tool exploration:
- Give the participants 10 minutes to work independently.
- Debrief: Facilitator may choose:
    - Sharing the tool in pairs
    - Sharing the tool in small groups
    - Engaging the group in a whole

group at the beginning of the next session.

Resources:
- [The Center for Anti-Racist Education (CARE) website](#)

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	group discussion around the following question: How might the application of this tool help them with their work in advancing equity? (make sure participants know which part they will be responsible for sharing).		

Success Criteria: Participants have completed the Takeaway Tool, explored the CARE website, and are prepared for discussion at the beginning of the next session.

| *Social-Emotional Learning: Building relationships as a key to equity, learning outcomes, and effective instruction* | **Launch**
● Review the norms.
● Begin by having the participants share their thinking with a partner to the guiding questions posed during the last session: What did you learn from the Takeaway Tool? Where might you have room to grow? | **Questions and coaching stems:**
● How do relationship-building and content work together to impact student outcomes?
● What other strategies do you have to build deep relationships with students?
● How does this content relate to Advancing Equity?
● Why do you think the course creator chose this module as a | **Time**
We suggest having no longer than two weeks between each module in this Learning Pathway in order to keep momentum, connect modules in meaningful ways, and build toward the application of learning and ideas. |

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How will you get there? What resource excites you from the CARE website? (5 minutes)
- The facilitator may want to engage the participants in a whole group conversation around the guiding questions. (5 minutes)

Introduction of the module:
- Set up the context for what they are going to see.
- "Introduce" the speakers.

Video:
- There is a lot of storytelling in this video. Encourage participants to take notes during the video. They can use the note catcher document to assist their note taking.
- Explain to participants that they don't have access to the second

bookend to Advancing Equity Learning Pathway?
- What are some key takeaways?
- What are some lingering questions?
- How might you use these ideas in your learning community?

Next steps:
- Give the participants time to look at the Choice Board.
- Have the participants ask any clarifying questions regarding the Choice Board.
- Ask the participants: What is the relationship between choice and equity? How does the choice board illustrate that?
- Ensure the participants know that completing their choice menu option will signify completion of this Learning Pathway.

tool but can stop the video on their own time to peruse it.

Tool exploration:
- Give the participants 5 minutes to explore and try out the tool, [Strengths Map of Learners](#) independently.
- Debrief: Ask the participants how they are considering applying the tool. This may look different depending on the point in the school year and the number of students the participants have on their roster.
  - It may be best to do this as a think-pair-share.
- Ask for clarifying questions and ensure they know they are responsible for trying the tool out for size.

Success Criteria: The choice menu option and tool is complete.

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Educators Who Lead Adults

This pathway is meant to be a support to educators who are leading adults in any capacity, including but not limited to: building leadership, LEA leadership, district or state leadership, and union leadership. While the best educator experience will be to use the modules with fidelity, there is a need for professional discretion with what is needed. Though not all resources may be used, they should be examined and analyzed to encourage thinking and forward momentum in service of student learning.

Prework for Facilitators	*It is important to understand how adult learners differ from students. Please reference Malcolm Knowles' principles of Andragogy. This will help ground your work with adult learners.*		
Module	**Facilitator Steps**	**Suggested Question and Coaching Stems and Supports for Further Learning**	**Suggested Time and Notes**
CTQ Advancing Equity - Creating Diverse, Equitable, and Inclusive Schools for All Students	**Introduction of the module:** ● Set up the context for what they will see—this video will help them know what is happening district-wide with DEI and how their work fits within the district. ● "Introduce" the speakers. ● Set norms so participants can talk honestly and openly. Check out these norms for an exemplar.	**Question and Coaching Stems to ask after the video** ● The facilitator could have the participants write down on scrap paper, sticky notes, or type in a shared Google Doc key take-aways and lingering questions. Then the facilitator can use those to navigate the discussion with the group. ● Why are relationships such integral parts to DEI work? ● What does it mean to build a culture of restorative justice in	**Time** We suggest having no longer than two weeks between each module in this Learning Pathway in order to keep momentum, connect modules in meaningful ways, and build toward the application of learning and ideas.

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Watching the video:
- Encourage them to take notes while watching. This will help them with a discussion afterward and eventually the Application Tool.
- Play the video. You may want to consider stopping at specific points in the video for processing and note-taking.
- At the end of the video, allow a processing pause and facilitate discussion, including questions or any discussion items the group wants to address immediately. See the suggested questions and coaching steps for suggestions.

your school system? How might this apply to your context?
- Why is a systems-approach important to DEI work?
- What are some key takeaways?
- What are some lingering questions?

Next Steps:
- Have the participants try out the Application Tool and DEI Reflection Tool as follow-up work. They will be researching what efforts are underway within their own LEA.
- The One Pager from Dr. Kevin Gilbert's Office of DEI may be helpful to spark their thinking.
- Work with the group to set a loose "deadline" for when they should have a draft of the application tool complete.
- Have the participants choose an accountability partner to check in halfway to the deadline.
- Set the guiding questions for the beginning of their next time together: How do you think about your part within your LEA's DEI work? How does this apply to your

		hopes and goals within this Learning Pathway? • Have the group give feedback on the session: One thing that worked for them as learners, one thing that could make the experience better. The facilitator can choose the method for collecting feedback depending on how the group is meeting and what is available (sticky notes, Google Forms, etc.). • The facilitator may want to send out a follow-up email after the session with the next steps. **Supports for Further Learning** • Strategic Call to Action: Learning and Leading With Equity • The Office of Diversity, Equity, and Inclusion One-Pager • District Educational Equity Policy	

Success Criteria to Move On to Module: A participant will know they are ready for the next module when they can answer the question, "How do you think about your part within your LEA's DEI work? How does this apply to your hopes and goals within this Advancing Equity Learning Pathway?" They will also be ready to discuss their work on the DEI Reflection Tool.

Advancing Equity Anti-Bias Practices: Shifts in Critical	**Launch** • Review the group norms. • Begin by having the	**Questions and Coaching Stems** • The facilitator could have the participants write down on scrap paper, sticky notes, or type in a	**Time** We suggest having no longer than two weeks between each module in this Learning Pathway in order to

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| Instructional Practices | participants share their thinking with a partner to the Guiding Questions posed during the last session: How are you thinking about your part within your LEA's DEI work? How does this apply to your hopes and goals within this Advancing Equity Learning Pathway? What was their biggest "aha" from the DEI reflection tool? (5 minutes)
• Then lead a whole group discussion around the second question, outlying their hopes and goals within this pathway. (5 minutes)

Introduction of the module:
• Set up the context for what they will see (this relates directly to classroom instructional practice, so they are | shared Google Doc key takeaways and lingering questions. Then the facilitator can use those to navigate the discussion with the group.
• What is already happening in your school that you are feeling good about and why?
• Where are you noticing there is some room for growth?
• What strategies resonated with you?
• How might you share some of these ideas with teachers who you support?
• Why was this module included with a group of participants who don't work directly with students?
• What are some key takeaways?
• What are some lingering questions?
• How might you use these ideas in your learning community?

Next steps and feedback
• Allow the participants minutes to look over the Reflection Tool
• Ask the participants to think about how they could use the | keep momentum, connect modules in meaningful ways, and build toward the application of learning and ideas.

Notes:
This module has a lot of reflection, so the time between will allow the participants to examine their practice intentionally. |

zooming in from the last session).
- This module that focuses on classroom practice was left intentionally for the participants, even though they don't work directly with students. That's because they need to understand some of the critical instructional practices that support the students they serve.
- "Introduce" the speaker.
- Set norms (or maybe just one so participants can speak honestly and openly)

Watching the video:
- Encourage participants to take notes while watching the video. The facilitator may want to take processing pauses in between different segments of the video.

application tool or the reflection tool in their contexts
- Encourage the group to try one of these tools out with teachers that they serve and be prepared to report back
- Have the group give feedback on the session: one thing that worked for them as learners, one thing that could make their experience even better. The facilitator can choose the method for collecting feedback depending on how the group is meeting and what is available (sticky notes, Google Forms, etc.).

Resources
- [The Critical Practices for Anti-Biased Education](#) (Learning for Justice)
- [The Declaration of Independence](#)
- [What's Going on in this Graph? Covid in Prisons](#) (New York Times)
- [Ku Klux Klan Burns Cross in Black Neighborhood in Alabama](#) (A History of Racial Injustice)
- [South Carolina Passes Bill to Maintain School Segregation Six Years After Brown V. Board](#)

	Exploration of the critical practices ● Allow the participants 10 minutes to explore Learning for Justice's Critical Practices for Anti-Bias Education. Processing pause for questions, thoughts, or clarifications. (3 minutes) Facilitate a discussion where the participants can share any "a-has" or questions after exploring independently. **Exploration of the Application Tool** ● Allow the participants 3-5 minutes to explore the [Application Tool](#). ● Ask the participants to think about how they would use the tool in their context. Options for facilitation include: think-pair-share or	[Decision Struck It Down](#) (A History of Racial Injustice)	

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	whole group conversation.		

Success Criteria to Move On to Next Module: An educator will know they are ready for the next module when they have tried out the Reflection Tool or Application Tool in their contexts.

Advancing Equity: Classroom Culture	**Launch** • Review the group norms. • Begin by having the participants share their thinking with a partner to the Guiding Questions posed during the last session: What tool did they try on for size? How did it work? What are some next steps? (5 minutes) • The facilitator may want to engage the participants in a whole group conversation around the guiding question. (5 minutes) **Introduction of the module:** • Set up the context for what they are going to see. • "Introduce" the speaker.	**Question and Coaching Stems** • The facilitator could have the participants write down on scrap paper, sticky notes, or type in a shared Google Doc key take-aways and lingering questions. Then the facilitator can use those to navigate the discussion with the group. • To whom are you accountable for whether your work environment honors identities and is a safe space for all learners? • When Parker Palmer says, "We all teach who we are," what does he mean? What does that mean for your practice as a leader? • What question posed by Renee Moore resonated with you? • What are some key takeaways? • What are some lingering questions? • How might you use these ideas in your learning community?	**Time** We suggest having no longer than two weeks between each module in this Learning Pathway in order to keep momentum, connect modules in meaningful ways, and build toward the application of learning and ideas. **Notes** This module has a lot of reflection, so the time between will allow the participants to examine their practice intentionally.

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- Share the [note catcher](#) for this module.

Video:
- Frame their context for this video: This is geared toward classroom culture, but they need to think of it in terms of workplace culture.
- The facilitator may want to stop after the background information from Renee for processing time/thoughts or questions.
- The facilitator may want to stop after Renee discusses the Application Tool (the Takeaway Tool in the video) to process time/thoughts or questions.

Application Tool:
- Allow the participants 10 minutes to explore [the](#)

Next steps and feedback:
- Give participants two minutes to browse the [Reflection Tool](#)
- Ask for clarifying questions, observations, or anything needed before the end of the session
- Ask participants to complete the Reflection Tool before the next session
- Establish an accountability partner/team if the school does not provide a structure.
- Set the guiding questions for the beginning of their next time together: What did the Reflection Tool reveal about their practice? Where might they have room to grow? How will they get there?
- Have the group give feedback on the session: One thing that really worked for them as learners, one thing that could make their experience even better. The facilitator can choose the method for collecting feedback depending on how the group is meeting and what is available (sticky notes, Google Forms, etc.).

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	tool and begin working on it independently.
	● Ask the participants to write down one piece of feedback they would like from a colleague.
	● Options for facilitation include:
	  ○ Having participants share their application tool with a partner
	  ○ Having participants share and get feedback with a small group		

Success Criteria to Move On to Next Module: A participant will know they are successful after answering the following questions: What did the Reflection Tool reveal about your practice? Where might you have room to grow? How will you get there?

| *Advancing Equity: Family engagement and communication* | **Launch**
● Review group norms.
● Begin by having the participants share their thinking with a partner to the Guiding Questions posed during the last session: What did the | **Question and Coaching Stems**
● The facilitator could have the participants write down on scrap paper, sticky notes, or type in a shared Google Doc key take-aways and lingering questions. Then the facilitator can | **Time**
We suggest having no longer than two weeks between each module in this Learning Pathway in order to keep momentum, connect modules in meaningful ways, and build toward the application of learning and ideas. |

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Reflection Tool reveal about your practice? Where might you have room to grow? How will you get there? (5 minutes)

- The facilitator may want to engage the participants in a whole group conversation around the guiding question. (5 minutes)

Introduction of the module:

- Set up the context for what they will see, telling the participants that this video is a bit different and there will be places to stop and work, then resume the video.
- "Introduce" the speaker.
- Share the [note catcher](#)/Reflection Tool for this module.

Video:

- The video has places to pause within it—be

use those to navigate the discussion with the group.

- What does it look like and mean to have anti-bias practices related to family engagement and communication? How do we start?
- What are the five critical practices? What do they mean to our practice as educators? (This is a review for participants from a previous module).
- What parts do relationship building and listening have in our practice? How can we be more deliberate in these as they relate to family engagement and communication?
- What role does withholding assumptions play in your work with these critical practices? What does it mean for your role as an educator?
- What roles do power, terminology, and place play in these critical practices? What does it mean for your practice as an educator?
- What commitment would you like to make to yourself, students, and families moving forward?
- What are some key takeaways?

Notes

This module has a lot of reflection, so the time between will allow the participants to examine their practice intentionally.

prepared as the facilitator.
- The facilitator can choose to go through the video together (pausing when necessary) or watch the video (an hour will be needed).
- Links to podcasts, resources, and notetaker docs can be found in the text under the video.

Reflection Tool exploration:
- Give the participants 10 minutes to work on the Reflection Tool independently.
- Debrief: Facilitator may choose:
    - Sharing the Reflection Tools in pairs
    - Sharing the tool in small groups
    - Focusing on one section of the Reflection Tool

- What are some lingering questions?
- How might we use these tools in our learning community?

Next steps and feedback:
- Give participants 30 seconds to browse the Application Tool
- Ask for clarifying questions, observations, or anything needed before the end of the session
- Ask participants to complete the Reflection Tool before the next session
- Establish an accountability partner/team if the school does not provide a structure
- Set the guiding questions for the beginning of their next time together: What did the Reflection Tool reveal about their practice? Where might they have room to grow? How will they get there?
- Have the group give feedback on the session: One thing that worked for them as learners, one thing that could make their experience even better. The facilitator can choose the method for collecting feedback depending on how the

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| | for whole group discussion (make sure participants know which part they will be responsible for sharing) | group is meeting and what is available (sticky notes, Google Forms, etc.).

Resources:
● [Housecalls to the Homeless: A Doctor Treats Boston's Most Isolated Patients](#) (NPR)
● [The 5 Critical Practices for Anti-Biased Education: Family and Community Engagement](#) (Learning for Justice) | |

Success Criteria to Move On to Next Module: An educator will know they are successful after they can answer the following question: What did the Reflection Tool reveal about your practice? Where might you have room to grow? How will you get there?

| *Advancing Equity: Equity and Systems Thinking* | **Launch**
● Review the norms.
● Begin by having the participants share their thinking with a partner to the Guiding Questions posed during the last session: What did the Reflection Tool reveal about your practice? Where might you have room to grow? How will you get there? (5 minutes) | **Question and Coaching Stems**
● The facilitator could have the participants write down on scrap paper, sticky notes, or type in a shared Google Doc key take-aways and lingering questions. Then the facilitator can use those to navigate the discussion with the group.
● What are the five anti-racist principles at CARE, and how do they apply to your work as an educator? | **Time**
We suggest having no longer than two weeks between each module in this Learning Pathway in order to keep momentum, connect modules in meaningful ways, and build toward the application of learning and ideas.

Notes
This module has a lot of reflection, so the time between will allow the participants to examine their practice intentionally. |

- The facilitator may want to engage the participants in a whole group conversation around the guiding question. (5 minutes)

Introduction of the module:
- Set up the context for what they are going to see.
- "Introduce" the speakers.

Video:
- In the video, Val Brown goes over the Takeaway Tool in great detail. The participants will need this in front of them at the start of the video.
- The facilitator will want to explain that the video speaks to systems leaders as well as classroom teachers and educators. Have them use their lens as teachers directly working with students.

Next steps and feedback:
- Have the group complete the Takeaway Tool.
- Ensure that the group understands they will be discussing their use of the Takeaway Tool at the beginning of the next session.
- Ask the participants to explore the CARE website a bit and see the resources available to them. Then, they will share a resource with the group at the beginning of the next session.

Resources:
- [The Center for Anti-Racist Education (Care) website](#)

	Tool exploration:
	• Give the participants 10 minutes to work independently.
	• Debrief: Facilitator may choose:
	  ○ Sharing the tool in pairs
	  ○ Sharing the tool in small groups
	  ○ Engaging the group in a whole group discussion around the following question: How might the application of this tool help them with their work in advancing equity? (make sure participants know which part they will be responsible for sharing)		

Success Criteria: Participants have completed the Takeaway Tool, explored the CARE website, and are prepared for discussion at the beginning of the next session.			
Systems Leadership: Creating an Action Plan to Lead Forward	**Launch** ● Review the norms. ● Begin by having the participants share their thinking with a partner to the guiding questions posed during the last session: What did you learn from the Takeaway Tool? Where might you have room to grow? How will you get there? What resource excites you from the CARE website? (5 minutes) ● The facilitator may want to engage the participants in a whole group conversation around the guiding questions. (5 minutes) **Introduction of the module:** ● Set up the context for what they are going to see. ● "Introduce" the speaker.	**Questions and coaching stems:** ● This discussion will focus on the tools, as completion of the tools will signify the completion of this Learning Pathway. ● Have the participants pair up to share their progress on their tool, questions, and next steps they are considering (10 minutes) ● After the 10 minutes of independent work on the tools, ask any clarifying questions, comments, or a-has. (whole group) **Next steps:** ● Participants will be applying their action plans in their contexts. ● There will be a virtual meet-up in one month for questions, brainstorming, and a check-in.	One month until check-in

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	Video: - There is a lot of information in this video, and the tools will need to be in the hands of the participants before the start of the video. - The facilitator should ensure the participants have a few minutes to look over the tools before starting the video. **Tool exploration:** - Give the participants 10 minutes to explore and try out the tools (The Action Planning Application Tool and the Reflection Tools) independently.		

Success Criteria: The tools are complete, and participants are in the process of implementing their action plans.

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