



Group Facilitation Guide:

Culturally Responsive Teaching

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Introduction

In order to provide equitable outcomes for a growing diverse student population, it's important that we truly examine our beliefs, actions and instructional practices. Culturally Responsive Teaching is more than simply celebrating diverse cultures or building strong relationships. It's identifying our students' varied perspectives and experiences in order to build bridges toward rigorous learning. It's knowing yourself, your own assumptions and biases, and how these impact interactions with others. Through reflection, discussion, and interactive exercises, participants will build cultural proficiency, learn strategies to interrupt systems of bias and inequity in their practices, as well as explore methods for making learning more relevant and rigorous for students. This guide serves as a pathway towards greater self-awareness, inclusivity, and equity for all students.

Overview

The activities in this guide are divided into 7 sections:

1. Framing the Work-- Build community and clarify the goals and intentions of the group.
2. Shifting Educator Mindsets-- Investigate new ways of thinking.
3. Creating a Culturally Responsive Environment-- Explore strategies to increase relevance and rigor in the classroom.
4. Understanding Your Cultural Lens-- Examine beliefs and biases, and the resulting impact on student learning.
5. A Reflection of Learning-- Reflect on learning throughout the sessions and create a vision for the future.
6. Resources for Further Study-- Links to additional articles, websites and videos to extend learning.

Suggestions for Implementation:

- The learning activities within each section are best facilitated in a large group setting.
- We've provided a "lesson plan" for each activity that will walk you through the specific steps and talking points necessary to advance participant learning. Each "plan" also includes links to multimedia resources such as videos and articles, as well as suggested questions for discussion.
- To get the most out of this guide, we recommend that your group follow the sequence of activities for a total of 17 hours of professional learning over a period of time (several sessions with a few days or weeks in between). This allows participants to digest the information learned and engage with the ideas and skills in the classroom. Then observations can be shared with the group for a more enriched experience.

- If needed, some parts of this guide can be completed individually, in smaller breakout groups, or even online. For ideas to help you configure your sessions, take a look at this [Suggestions for Implementation](#) document.
- One way to support continued conversation between and beyond each session is to provide an online space for discussion. Sites like [Padlet](#) or [Flipgrid](#) make asynchronous communication a snap!
- Also, consider your school's LMS (Schoology, Canvas, Google Classroom, etc.) as an option to house resources and host online discussions.
- Once you've read through the entire guide, all you need to do is determine your plan of action and gather a group of educators ready to begin their journey!

Note to the Facilitator(s):



The path towards understanding is rarely a straight one! It may be messy and uncomfortable; emotional and exhausting. Your group may even find itself stuck on a wayward path. In order to lead this important work around often challenging issues, a facilitator must intentionally set up the conditions for productive, respectful dialogue. Review the steps below prior to beginning your meeting to prepare both yourself and your colleagues:

1. For conversations about sensitive topics, your responsibility is to create and maintain a safe environment for students/staff to engage in honest, productive dialogue. Responsibilities include:
 - Helping participants understand the difference between dialogue and debate
 - Encouraging participants to examine issues from many points of view
 - Making each participant feel like their opinion is valid and welcome
 - Identifying group dynamics and intervening appropriately:
 - Encouraging those that are quiet to share
 - Cutting off those that are dominating or overly talkative in a supportive manner
 - Challenging outrageous statements by asking questions
 - Bringing up ideas and perspectives that participants may not be addressing

2. [Responding to Challenging Situations](#)-- Even with the best preparation, issues and dynamics will come up that may be challenging-- participants get off track, a group is resistant to the activities, someone hijacks the conversation, etc. To help you resolve these issues respectfully, we've compiled a list of difficult situations and our suggestions on how to handle them.
3. [Creating Norms and Agreements](#)-- Taking the time to set some community agreements can help create a safe environment for conversations about sensitive issues. Grounding your work with community agreements will allow participants to learn from each other, deepen their understanding of issues, and ensure that everyone feels heard and safe.

The following activities will ground the work participants delve into and will help clarify the goals and intentions of the group.

Framing the Work

[Quote Walk](#)

To begin this inspiring work, participants will select a quote that resonates with themselves and engage in community-building conversation with others.

[Reality Check](#)

In order to understand the state of the school/district, it's important to fully connect with your community's shared values and evaluate whether or not those values are represented in the data. In this activity, small groups examine student data to evaluate the school/district successes and areas of growth as they relate to student engagement and achievement.

[Understanding Inequality](#)

In this activity, participants will watch a video that explores the social inequalities in the US education system and the factors that contribute to the pervasive achievement gap. Small groups will then discuss how to prioritize and plan for efforts to address inequities observed in the localized data.

Shifting Educator Mindsets

The journey towards a more responsive approach to teaching follows two paths: mindset and skillset. The activities that follow can help educators shift their perspective and examine new ways of thinking.

[Expanding your Cultural Lens](#)

Making progress towards addressing inequitable outcomes for students means first identifying and seeking to understand their unique cultures and perspectives. In this activity, participant groups will engage with multimedia resources to expand their

awareness and understanding of underrepresented groups. Through discussion, participants will work to synthesize their learning and determine how to affect impactful change in the classroom.

[Reframing Deficit Thinking](#)

In this activity, participants will review the origins and definitions of deficit thinking--negative attitudes towards some students and families. They'll examine their own practice to determine when autopilot mode kicks in and deficit attitudes dominate. Small groups will then select a scenario and practice mindfulness protocols for catching and reframing deficit thinking.

Creating a Culturally Responsive Environment

Culturally Responsive Teaching (CRT) is an approach that moves beyond just honoring culture and celebrating holidays. The activities laid out below will challenge educators to recognize the strengths students bring to the classroom that can be leveraged to make learning more relevant, rigorous, and effective for them.

[What is Culturally Responsive Teaching \(CRT\)?](#)

The term culturally responsive teaching has been around for decades with various iterations and definitions-- multicultural education, culturally relevant teaching, etc. This activity will clarify the meaning, key practices and teaching moves that make up the CRT framework. Participants will explore common misconceptions and review examples of research-based instructional strategies that are known to yield academic success.

[Building Partnerships with Students](#)

Strong relationships built on mutual trust are the foundation for student success. It's the glue that binds teachers and students together, and the bridge that spans different racial, ethnic and socioeconomic lines. In this activity, participants will evaluate their own relationship-building practices and learn two approaches for cultivating and sustaining authentic connections-- Trust Generating and Becoming a Warm Demander.

[Engaging Families at School](#)

Is your school simply involving families in their child's education or are they fully engaged? After reading about and discussing the difference between each phrase, participants will use our Family Engagement Planning Tool to reevaluate a future school event. Groups will consider barriers to participation and implement strategies to communicate with, engage and empower all families.

Understanding Your Cultural Lens

“Our **beliefs and unconscious biases** determine our actions and practices, our **actions and practices** inform how our systems develop, and our **systems** reinforce the beliefs that shaped them, effectively constraining any efforts to change. An attempt to overturn inequities in schools must address change at all three levels.” (Berg & Gleason, 2018)

The activities that follow provide opportunities for each participant to explore their own cultural beliefs and perspectives, and the impact on the learning environment.

[Identity Walk](#)

In this activity, participants delve into personal identity, exploring both the visible and invisible characteristics used to categorize and define us. They'll listen to a set of statements and move around the room to identify the characteristic that matches. Participants will then engage in conversation around their personal experiences and the varied dimensions of their identity.

[Privilege for Sale](#)

To better understand privilege-- the unconscious, unseen advantages that are granted to certain identities-- participants will work in groups to determine which privileges to “purchase.” They'll share their rationale with the large group and do some further reading to understand the connection to actions, structures and processes within the school environment.

[How Diverse is Your Universe?](#)

The purpose of this activity is for participants to think about their day-to-day interactions and the level of diversity with which they surround themselves. The diversity matrix linked in the activity will teach participants to take notice of their environment and challenge them to consider how their interactions shape how they view other people and the world.

[Understanding and Interrupting Implicit Bias](#)

It's a fact that we all have biases. A series of videos will present the research behind what bias is and why we all have it. Participants then engage in discussion around the impact that biases have on our thoughts and actions. Finally, participants will review and select strategies that help to intervene and interrupt our biased thoughts.

A Reflection of Learning

[Creating a Vision for Your Diverse Community](#)

It's time to celebrate your journey towards greater cultural proficiency and responsiveness! In this activity, participants will tap into their creative side to develop a hopeful vision for diversity and inclusion in the school or greater community. They'll reflect on their journey and determine what's needed to continue moving forward with intention.

Resources for Further Study

The following resources can guide further investigation and conversation around the topics studied in previous sessions:

For more information on social justice issues:

- Article: [Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools](#)
- Video: [Systemic Racism Explained](#)
- Website: [Anti-Defamation League \(ADL\)](#)

To further expand your cultural lens:

- Article: [Curating a Diverse Classroom Library](#)
- Webinar: [Best Practices for Serving English Language Learners and Their Families](#)
- Webinar: [Children in Need: Poverty & Education](#)

For general information on CRT topics:

- Article: [Equity Literacy for All](#)
- Podcast: [Culturally Responsive Teaching & the Brain](#)
- Webinar: [Culturally Relevant Teaching: Strategies to Motivate and Engage](#)
- Webinar: [How to Care for the Mental Health of Our Students](#)
- Website: [Teaching Tolerance Classroom Resources](#)
- Website: [Facing History Educator Resources](#)
- Website: [Teaching Channel](#)

Learners Edge offers over 100 self-paced, media rich continuing education courses for your continued professional growth! Check out the 2 and 3 credit courses available in our [Culture and Language](#) category as well as our build-your-own courses in our [Personalized Continuing Ed](#) category.

CRT Group Facilitation Guide Suggestions for Implementation

Option 1: Whole Group Sessions with Self-Paced PD Course

Half-Day Session— 3.5 hours

- Gather to create group *Norms and Agreements*
- Complete *Framing the Work* section to establish community and purpose

Self-Paced Study— 10 hours

- Individuals complete Learners Edge PD course 124: Culturally Responsive Teaching (CRT)

Half-Day Whole Group Session or Asynchronous Small Groups— 3-4 hours

- Complete *Cultural Lens* and *Deficit Thinking* sections to gain perspective and better understand underrepresented cultures.

Whole Group Sessions— 7.5 hours over several (non-consecutive) days

- *What is Culturally Responsive Teaching (CRT)?*
- *Building Partnerships with Students*
- *Engaging Families at School*
- *Identity Walk*
- *Privilege for Sale*
- *How Diverse is Your Universe?*
- *Understanding and Interrupting Implicit Bias*

Whole Group Wrap-Up— 1.5 hours

- Conclude by facilitating the *Creating a Vision for Your Diverse Community* activity

Opportunities for Further Study

- PLC follow-up for accountability
- Revisit plans at staff meetings and in committee work
- Facilitate a Group Book Study through Learners Edge
- Register for [graduate courses from Learners Edge](#) on Culture and Language

Option 2: Whole Group Sessions

Half-Day Session— 3.5 hours

- Gather to create group *Norms and Agreements*
- Complete *Framing the Work* section to establish community and purpose

Half-Day Session or Assign to Asynchronous Small Groups— 3-4 hours

- Complete *Cultural Lens* and *Deficit Thinking* sections to gain perspective and better understand underrepresented cultures.

Whole Group Sessions— 7.5 hours over several (non-consecutive) days

- *What is Culturally Responsive Teaching (CRT)?*
- *Building Partnerships with Students*
- *Engaging Families at School*
- *Identity Walk*
- *Privilege for Sale*
- *How Diverse is Your Universe?*
- *Understanding and Interrupting Implicit Bias*

Whole Group Wrap-Up— 1.5 hours

- Conclude by facilitating the *Creating a Vision for Your Diverse Community* activity

Opportunities for Further Study

- PLC follow-up for accountability
- Revisit plans at staff meetings and in committee work
- Facilitate a Group Book Study through Learners Edge
- Register for [graduate courses from Learners Edge](#) on Culture and Language

Option 3: Quick Start

If your time is very limited, we recommend the following sequence of activities:

Session— 1 hour

- Display pre-established *Norms and Agreements*
- Complete *Understanding Inequality* section to communicate purpose

Self-Paced Study— 10 hours

- Individuals complete Learners Edge PD course 124: Culturally Responsive Teaching (CRT)

OR

Continue with the activities below...

Whole Group Sessions— select from the options below for up to 12 hours of study

- *Cultural Lens*
- *Deficit Thinking*
- *What is Culturally Responsive Teaching (CRT)?*
- *Building Partnerships with Students*
- *Engaging Families at School*
- *Identity Walk*
- *Privilege for Sale*
- *How Diverse is Your Universe?*
- *Understanding and Interrupting Implicit Bias*

Whole Group Wrap-Up— 1.5 hours

- Conclude by facilitating the *Creating a Vision for Your Diverse Community* activity

Opportunities for Further Study

- PLC follow-up for accountability
- Revisit plans at staff meetings and in committee work
- Facilitate a [Group Book Study](#) through Learners Edge
- Register for [graduate courses from Learners Edge](#) on Culture and Language



Group Facilitation Guide:

Appendix

Responding to Challenging Situations

Prepare yourself for dialogue around sensitive topics and ensure a safe space for all participants! The following are situations that may occur during your sessions. Read through each one and note our suggestions for handling the challenge with respect.

How do you handle keeping a conversation from going off track and having participants still feel heard?

- If the point is relevant: You can put it in the parking lot and state: “That’s a great point. We are planning to go deeper into these types of conversations and topics later on in our sessions. Let’s capture this point and make sure that we bring it back up during that time.”
- If relevant (but too long): “In the interest of time, we are going to let ... (whoever it is) make the last point and we will move on.” Or...”we will take this one last comment.”
- If not relevant: “Thank you for sharing, but if you remember the goal of the activity is...”

Someone has hijacked the conversation. How do you cut them off without being rude?

- “It sounds like you have done a lot of thinking about this. Let’s see if we can get some other perspectives as well.”
- Remind the participants of the community agreements. “Remember that we said everyone would have a chance to talk (or something similar that the group decided). Let’s see if others have something to add.”
- “This is an important topic. But, we need to move on to the next activity. Let’s put this idea on the parking lot and we will come back to it later in the session.”

What if the participants are off-topic (to your question) but the conversation is revealing of other issues? How long do you let them go on?

- There is no definitive answer. Is the conversation useful? Does it appear to be additive? If yes, you can allow the conversation to continue until it becomes repetitive.
- Have the participant capture their ideas on a piece of paper. Say, “This sounds important to you and we want to make sure that it’s shared with the group, please add your point to the parking lot.”

Some participants answer right away while others don’t participate in large groups.

- This is usually due to communication styles and comfort levels. Before getting responses, ask the question and tell the group to take a few minutes to think about or write down their answers. Don’t take any responses until the end of the allotted time. This will give “thinkers” time to get their answers before the dialogue.

Should you clarify another participant's statement when you know the whole group is confused?

- You need to be careful with clarifying. Participants may think you are putting your own slant on the subject. They may not feel comfortable contradicting you if you get it wrong. Also, be aware of cultural/racial perceptions if the facilitator restates a comment made by a participant from a different background. However, it is your job to point out the confusion. You can then ask someone else to clarify.
- Say, "It appears that some people are confused by your comment. Would you mind clarifying or giving an example?"
- "Can someone else help clarify what ___ is trying to say?" (Then make sure you go back to the original person to ensure it was clarified correctly). "Does that capture what you were saying?"

There is an obvious offense in the room but no one has said anything about it. Should you/how do you bring it up?

- It's the job of the facilitator to point out group dynamics and get the students to discuss contentious issues. So, don't just let it pass if no one says anything. Some ideas include:
- "How are others feeling about what ___ just said? Do you agree, or are there different perspectives?"
- If you don't think people are ready to talk about it right away, write down the comment. Bring it back at another time to get input.

A participant is dismissed after responding to another participant with emotion.

- Do not further invalidate the participant by moving on.
- Pause and say, "___ just expressed a very passionate view. Are there others who feel the same way? Have others had the same experience?"
- "Are there others who can understand why _____ feels this way?"

Untimely humor or laughter occurs in response to or during a serious comment made by another student.

- It's important to remember that people react differently to the discomfort of sensitive conversations. Some try to relieve the tension by making a joke, while others are not comforted by the humor or are offended.
- Point out these differing feelings and reactions, and ask the group to please be mindful of both.

A participant, or a segment of the group, is resistant to the information/activity and shuts down.

You could say,

- "It feels to me like we have lost some participation in this conversation or activity. Is anyone willing to share what they need from the group in order to comfortably reconnect?"

If no one responds, you could say, "If you're not comfortable sharing in the group, please talk to me afterward so that we can best meet your needs."

- You can pass out index cards and have participants write down their current feelings. Collect the cards, but make sure they stay anonymous. You would then use the information on the cards to plan for your next conversation.

Creating Norms and Agreements *1 hr*

Prior to beginning the work of your group, we recommend taking a few minutes to discuss and develop a set of norms and/or agreements that will set the stage for productive dialogue.

First, explain why are you creating the conditions.

1. “The work that we’re about to begin can often be difficult. Since we all have different experiences and beliefs, some issues may impact us more than others. We are going to set up some agreements on how to have these conversations so we can learn from each other, deepen our understanding of issues, and ensure that everyone feels heard and safe.”
2. Explain why it is often hard to talk about these issues of identity, culture, race, gender, bias, inequity, social justice, etc.
 - a. Many people have had bad experiences with these conversations, so they are hesitant about engaging again.
 - b. We are afraid there may be repercussions if we say the wrong thing.
 - c. We feel so passionate about these issues. We want the other person to understand our perspective but are not interested in hearing theirs.
 - d. We are often talking about different things. For issues like discrimination, some of us are talking about our personal experiences, while others of us are talking about a system of oppression.
 - e. Most of us don’t intend to hurt each other. However, sometimes the words we use or the things we say have a very negative impact on the people we are talking with. We need to pay as much attention to the impact as we do to our intent.
 - f. We are afraid to be vulnerable and expose ourselves in front of others. As a group, we want to create a list of agreements to provide guidance to help us manage challenges when they arise.
3. Ask participants to think about what keeps them from engaging in dialogue. Then ask them to think about what they need from the facilitator and other participants to feel safe to engage. Write one or two ideas down. Ask the group to share ideas aloud and record them on chart paper.
4. Begin to consolidate and combine ideas into larger “rules.” The following list can act as a guide as you pull together big ideas:

Possible agreements:

- a. Lean in and Lean out
 - If you are someone who easily jumps into a conversation, we ask you to lean out. That means, count to 10 to give space for quieter participants to lean in.
 - If you are typically quiet or sit back, we ask that you try to lean in more quickly than you normally would.

- b. Listen to understand
 - Usually, we are listening to someone else so that we can either agree or refute them. For this dialogue, we want to try to listen just to understand their experience.
 - c. Lead with empathy/compassion.
 - d. Speak for yourself, don't try to speak for "your group." Use "I" statements. Remember, that no one else is representing "their group."
 - e. If you feel hurt by what someone says, say "Ouch" and say why. We will then give you a chance to explain why it bothered you and then give the other person a chance to clarify their thoughts.
 - f. Try to suspend your own beliefs to hear someone else's experiences. Be curious about others and ask questions.
 - g. Talk about the *impact* and not just the *intent*.
 - h. Be vulnerable.
 - i. Understand that it's okay to disagree.
5. Build consensus for each agreement by asking for a "thumbs up." If the majority agrees, we will put it on the chart paper. If not, we can talk about it some more.
 6. Before concluding the exercise, read through the agreements and make sure everyone is okay with them. Then remind everyone that is up to the group to hold everyone accountable to these agreements. Place the agreements in a visible spot and refer to them throughout the work time.

Quote Walk *30 mins*

Objective

- To build community and engage in conversation

Set-up

To prepare for this activity, you'll need to select and post quotes around the room. The number of quotes will be determined by the size of the group. We recommend choosing enough quotes for small groups of approximately 4-5. The best way to find quotes is to do a Google search. We recommend looking for quotes related to themes in this series: diversity, culture, difference, identity, privilege, bias, inequality, community, engagement, education, teaching, learning, etc.

Steps and Talking Points

1. Explain that there are several quotes related to our work posted on the walls. In just a moment, you'll read each quote and move to the one that resonates with you the most. When there are 4-5 people at your quote, introduce yourselves and start a conversation about why the words resonated with you.
2. When groups have finished, bring the group together to share what was discussed.
 - a. In what ways did the quotes speak to you? What similarities and differences did you observe?
 - b. How might you summarize the discussion?
 - c. What are you interested in learning more about related to the themes of this professional learning experience?
 - d. What are you nervous or anxious about?

Reality Check *1 hr*

Objectives

- To understand and reconnect to the purpose of education.
- To evaluate the school's successes and areas of growth as they relate to student engagement and achievement.

Set-up

The facilitator will want to prepare data ahead of time to share with the group. Ideally, a visual representation (graphs, charts) of local school/district shifts in demographics, academic and behavioral data, grade-level assessments, school climate survey results, student focus group data, parent engagement data, etc. works best.

Steps and Talking Points

1. Begin with a discussion of the purpose of education. Facilitate a Think-Pair-Share so participants can discuss their own viewpoints, prior to sharing with the group. Record each response on chart paper or whiteboard. Look for patterns and themes.
2. Discuss the markers or hallmarks of a quality education. How will we know when we've hit the mark?
3. Divide the group into smaller segments and provide sets of data to review. Paper copies or digital representation of local school/district shifts in demographics, academic and behavioral data, school climate survey results, parent engagement data, etc. (preferably broken down by subgroups) are ideal. As the groups review the data, ask the following questions:
 - a. What does the data reveal about the student experience?
 - b. Does the data align with our stated values and principles?
 - c. Which groups of students are receiving a quality education? Which groups are not?
 - d. What connections can be made between the day-to-day happenings in the school/classroom and the deeper meaning of these results?
 - e. What areas of growth can we identify as a group? What actions might we think to develop, that could address these areas?

Ask one person from each group to record the thoughts and opinions from their group's discussion.

4. Bring the groups back together to share out.
5. Wrap up the activity and process with the larger group.

Debrief

- What was the experience like for you?
- Which moments stood out to you during this activity? Which moments challenged your thinking?
- In what ways might our beliefs, practices, and policies create inequitable experiences or outcomes for our students/families?
- What are the future discussions and planning that need to take place in order to educate all students at high levels?

Notes

Make a plan to continue this conversation regarding data with the whole group. At what point can you check back in on the progress you've made? What actions can you undertake to begin working towards quality education for all students?

Understanding Inequality 1 hr

Objectives

- To understand the origins of educational inequality and identify gaps in student achievement
- To understand the impact educational inequities have on student experiences and the factors that contribute
- To examine the factors that contribute to inequality and plan ways to mitigate contributing factors

Steps and Talking Points

Begin by sharing (or re-sharing) school/district/[national-level](#) data on the achievement gap.

Then pose the following question to participants: *What causes the pervasive achievement gap?* Facilitate a brief brainstorming session to contemplate the reasons behind the decades-long, persistent gap.

Watch and Learn



[Schools & Social Inequality](#) by Crash Course.

In this video, you'll explore social inequalities in the US education system. You'll look at variations in school funding and quality, the role of cultural capital, and some of the ways in which the American school system disadvantages minority student groups ([Transcript](#) available). After watching the video, facilitate a discussion using the following questions:

- How has your understanding of the achievement gap changed after watching the video?
- Which students in your school/district/community are experiencing achievement gaps?

- What specific gaps are students experiencing? Gaps in performance on tests? Gaps in access to key opportunities? Attainment gaps?

Read and Learn

Linked are the [Factors that Contribute to Achievement Gaps](#). Pass out copies of the document to small groups and allow time to discuss the following questions:

- Do any of these factors contribute to achievement gaps in our school/district/community? Which ones contribute - and to which gaps do they contribute?
- Which of these factors can we actively work to reverse? How might we begin to prioritize and plan for this work? Which stakeholders do we need to energize around the work?

Debrief

Decide as a group how you plan to move forward from the discussions that have been sparked with this activity. Will a workgroup emerge? Can further discussions be facilitated with other stakeholders? Can each participant set a goal to address one or more of the achievement gap contributing factors?

Expanding your Cultural Lens *3.5 hrs*

Objectives

- To expand one's knowledge about the experiences, perspectives, and needs of diverse groups
- To understand the impact of centering underrepresented stories
- To determine actions steps for the inclusion of underrepresented histories and social justice issues in the curriculum

Set-Up

For this activity session, participants will rotate through stations to broaden their understanding of and compassion for diverse cultures. We are fully aware that this is by no means a comprehensive look at all of the diverse identities our students represent, but it should provide a glimpse and spark continued learning about the stories of other underrepresented or marginalized groups. If there is a particular group that you feel should also be included, you can provide the materials and questions needed to share with the group.

You'll want to set up tables around the room with copies of the materials and discussion questions. Assign participants to small groups and provide a timeframe for the work at each station. If you don't have a large block of time to work with, this activity can be divided over several sessions or customized to include only the most applicable stations.

Steps and Talking Points

Begin the activity by explaining to participants that "in order to address inequities in our schools and classrooms we must take the time to educate ourselves about the unique identities, cultures, and perspectives of the students whom we serve. In this learning sequence, you will rotate through stations to learn more about various cultures and the issues they face. Note: Each station will have materials (videos, articles, etc.) as well as questions to inspire your reflection afterward."

Stations

1. Gender Pronouns and Allyship

Read the following resources:

- [The Gender Spectrum](#)
- [Let's Get it Right: Using Correct Pronouns and Names](#)
- [5 Trans Ally Principles](#)

Discussion Questions:

1. What is your gender story? Have you ever experienced limitations because of gender norms?
2. How might holding discussions about LGBTQ+ issues impact both students within and outside the group?

3. Review the definitions list. Did any of these definitions surprise you or challenge your thinking? Which definitions make you think more in-depth about how these words are used in society?
4. What could you do if hear someone misgendering another person? How could you be an ally in a situation like this?
5. What practices could you implement in your classroom that are inclusive and respectful of gender non-conforming and non-binary students?

2. Native American Narratives

Review the following resources:

- [Meeting the Needs of Native American Students](#) (play the 10 min podcast)
- [Author David Treuer on Rewriting the Native American Narrative](#)
- [Creating a More Welcoming and Culturally Responsive School Community to Engage American Indian and Alaska Native Families](#)

Discussion Questions:

1. What is the narrative you've heard about Native American lives? What is the narrative your school communicates to students?
2. How can you work proactively and with the resources you have available to engage Native students and families, and accurately portray Native culture throughout history and modern times?
3. What culturally responsive teaching practices might you implement to be more inclusive to Native students?

3. Latinx Culture and History

Review the following resources:

- [Latinx Heritage Month: More Than One Word, More Than One Heritage](#)
- [Latino Civil Rights Timeline, 1903 to 2006](#)

Discussion Questions:

1. Discuss the term Latinx and your familiarity with it.
2. Look at the span of your life along the Latino Civil Rights Timeline. What was happening during that period? What do you remember hearing about these events?
3. How can you ensure Latinx culture and history are represented in your classroom/school environment as well as in your curriculum?

4. Diversity within the Asian-American Experience

Review the following resources:

- [Where are you From?](#)

- [I Am Asian American](#)

Discussion Questions:

1. What assumptions or stereotypes about Asian-American students show up in our school/classrooms?
2. Do your curriculum and materials portray the diversity of experiences, cultures, languages, and histories included under the term Asian-American?
3. What are some steps you can take to learn more about Asian-American students' backgrounds? What are some steps you can take to challenge assumptions about them?

5. Immigrant Voices

Review the following resources:

- [Green Card Voices Video Library](#)
- [Ten Myths About Immigration](#)

Discussion Questions:

1. After watching a few videos from the Green Card Voices library, reflect on some of the commonalities that you heard.
2. How might you use these stories as an educator to provide both a window into immigrant experiences and a mirror for students to feel recognized?
3. Which of the 10 Myths About Immigration were new learning for you?
4. How do you suppose these myths originated?
5. How can you work to dispel these and other myths when you hear them?

6. African American Perspectives

Review the following resources:

- [The Danger of a Single Story](#)
- [A Crooked Seat at the Table: Black and Alone in an Honors Class](#)

Discussion Questions:

1. What single stories have you heard about others? African-Americans? About yourself? In what way(s) are these stories incomplete?
2. According to Adichie, what dilemmas can arise when others view us differently than we view ourselves?
3. What is your response to author Lee-Hart's experience in the classroom?
4. How can you work to create a sense of belonging for black students in classrooms where they are the minority? Where they are the majority?

7. Examining Additional Perspectives

Review the following resources:

- [Navigating Religious Differences](#)
- [Making Disability Explicit](#)
- [Communication Guidelines Related to Disability](#)
- [Broken and Healing: Normalizing Mental Health Issues in Our Classrooms](#)

Discussion Questions:

1. Reflect on how you navigate religious differences amongst students and within the curriculum. In what ways could you change your approach to better prepare “global-ready citizens?”
2. How can you ensure that the representation (and language usage) of those with disabilities in your classroom is both explicit and accurate?
3. How might you work to destigmatize mental health issues and create safe spaces for students to share their stories?

Debrief

- What was it like to do this series of activities?
- What surprised you about your learning?
- What are your major takeaways?
- How might you go about educating students about cultures that are different than their own?
- What actions can you take to continue expanding your cultural lens beyond this session today? Which groups are you interested in learning more about?

Reframing Deficit Thinking *1 hr*

Objectives

- To understand deficit thinking and its impact on students and families
- To practice mindful reflection and communication to examine and reframe deficit thinking

Steps and Talking Points

1. Start by asking participants, “What do all of these comments have in common?”
 - “These kids come without any experiences.”
 - “Those children are loud and don’t know how to sit still.”
 - “These parents don’t come to meetings because they don’t care about their child’s education.”
2. After taking a few responses, explain that this attitude towards students and families exhibits deficit thinking. Provide the following definition:
 - a. Deficit thinking refers to the idea that students (particularly low income, and students of color) experience failure and behavior challenges in school because such students and their families have deficiencies that obstruct the learning process (e.g. limited intelligence, lack of motivation, inadequate home socialization or the absence of morals). A deficit perspective places school failures within the student rather than taking into account the social conditions and systems that are at play.
3. Ask participants to share some other types of deficit thinking they’ve either said or heard. Conduct a think-pair-share to gather ideas about the impact such thinking has on a young student.
4. At this time you will ask participants to read the article titled, [Use a Systematic Approach for Deconstructing and Reframing Deficit Thinking](#), which details the deficit thinking model and specific steps toward a more mindful, reflective approach to communication and interaction. After reading, discuss the following questions:
 - How have you personally contributed to or witnessed instances of deficit thinking in your professional and personal life?
 - How do you think the concepts of [grit](#) and [meritocracy](#) influence deficit thinking?
5. To further explore the process for [Mindful Reflection and Communication](#), provide each participant with a copy of the steps. Form groups and ask each group to walk through the process using a scenario they’ve experienced before.

Debrief

- What was it like to do this activity?
- What surprised you about your learning?
- What are your major takeaways?
- What actions will you commit to taking to reduce and reframe deficit thinking?
- How can you encourage and model mindful reflection and communication amongst your colleagues?

What is Culturally Responsive Teaching (CRT)? 1.5 hrs

Objectives

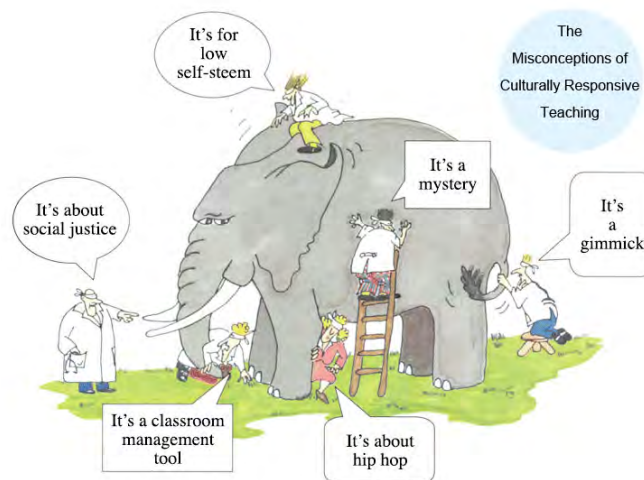
- To help participants understand the meaning of culturally responsive teaching using examples and misconceptions
- To explore the CRT framework, in particular, research-based information processing practices that yield high academic results
- To begin to adapt and implement CRT instructional strategies into individual and team teacher practice

Set-up

There are several resources linked in this activity that you may choose to print as handouts or distribute electronically. Participants will need space to spread out around the room in small groups and chart paper or an electronic document to record their group's discussions.

Steps and Talking Points

1. Begin this session by putting the phrase “culturally responsive teaching” (CRT) on the board or chart paper. Ask participants to define the term in their own words, then gather the entire group together to share. Record responses on chart paper or board. Comment on the similarities/differences in answers. Project the [image](#) below and discuss the varied definitions and misconceptions around what CRT is and isn't. The parable of the [blind men](#) and the elephant is a great connection to this activity.



www.ready4rigor.com

2. Now share the following definition of CRT from *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* by Zaretta Hammond:

- Culturally Responsive Teaching is “an educator’s ability to recognize students’ cultural displays of learning and meaning-making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in relationship and having a social-emotional connection to the student in order to create a safe space for learning.”
3. After you’ve clarified the definition of CRT, invite participants to dig in a bit deeper to dispel some of the most common myths around CRT to develop a better understanding. Assign the following article for individual reading (or play the podcast aloud), [Culturally Responsive Teaching: 4 Misconceptions](#), and engage in a discussion on the following:
 - a. Which of the misconceptions listed in the article are you unknowingly perpetuating?
 - b. Explain the difference between CRT, multiculturalism, and social justice education. How would you label the work you’ve already done in your teaching practice?
 - c. Comment on the following quotes:
 - Relationships are the “on-ramp to the kind of cognitive high-level problem-solving and higher-order thinking we want students to do.”
 - “Teachers need to interrogate their practice a little more robustly, because it’s not an off-the-shelf program, it’s not two or three strategies. It’s not plug and play.”
 - “The instructional shifts that will make the biggest differences don’t always look ‘cultural’ at all, because they aren’t the kind of things that work only for diverse students. This kind of teaching is good for all brains.”
 - d. What shifts are necessary for you to begin a more authentic implementation of the CRT approach in this article?
 4. Hammond’s [framework for CRT](#) divides the key elements of this approach into four distinct practices. Share copies of this framework with participants (or project) and provide a few minutes for them to look it over. Review each of the quadrants noticing the interconnectedness of each and the elements of awareness of culture, strengthening learning partnerships and cultivating a safe environment (all topics to be addressed in this series of sessions), but then direct attention to the information processing section. This is what Hammond means when she says in the definition above, “respond with teaching moves... to promote effective information processing.”
 5. So what are these teaching moves, exactly? For this next step, you’ll provide participants with two resources and divide them into small groups. Each group will review the resources and pull out specific teaching moves or strategies from the readings and record them on chart paper or digital document.

- [5 Ways Culturally Responsive Teaching Benefits Learners](#)
 - [3 Tips to Make Any Lesson More Culturally Responsive](#)
6. Invite groups to share out what they've found to the larger audience. Press the group for specific classroom examples, for instance, if project-based learning activities are known to increase problem-solving skills while building awareness of social justice issues, what curricular units/topics could educators develop into project-based activities. Dig into the question: How might we implement these teaching moves into our practice?
 7. Continue to flesh out implementation at a later date and/or in grade-level/ dept. team planning meetings.

Debrief

- What was it like to do this activity?
- What surprised you about this topic?
- What are your major takeaways from the readings, discussion, and planning activity?
- How might your approach to teaching change as a result of your learning?
- What resources are needed to implement CRT practices?

Notes

Make a plan to revisit the CRT moves and the implementation ideas discussed. Determine the best method for checking in. How participants hold each other accountable for the planned changes to their practice?

Building Partnerships with Students 1 hr

Objectives

- To learn strategies for cultivating authentic relationships through trust-building
- To understand the characteristics of the “warm demander” style of teaching and the impact this approach has on student achievement

Set-up

To prepare for this activity, you'll need chart paper and markers for each small group. The room should allow for space to spread out and collaborate.

Steps and Talking Points

1. Begin with a discussion about relationships. Ask participants to do a whip share (each person shares briefly in succession) about how they work to build community in the classroom. Record answers on chart paper.
2. Explain that the first step towards building your students' capacity to do high-level work is to earn their trust. The best way to build trust with students is to show them you care. Time spent cultivating authentic and positive relationships is not wasted. In fact “brain research proves that once a positive, trusting connection is made, the bonding hormone, oxytocin, is released allowing our bodies to feel safe. Building a school culture of care helps students open up, feel relaxed and accept that academic push from the teacher. Lack of trust can result in a fight, flight or freeze response leading students to withdraw or become defensive.” (Harris, 2018) Once trust is built, educators can then leverage that trust to convince students of their own brilliance, demand more, and help them to reach their potential.
3. At this point, you'll divide participants into small groups and have them review two approaches for building trust and nudging kids forward. As participants review the resources below, you'll ask them to synthesize their learning on chart paper or via digital tools (ie, Google Docs, Slides or whiteboard app), then share with the group.

[Using Trust Generators to Build Rapport](#) from Hammond's *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*.

Guiding Questions:

- Which of the trust generators do you display regularly? Which do you find more challenging?
- Identify a staff member you've observed using one of the trust generators and explain what you saw.
- Describe each of the trust generators might look/sound in your interactions with students.

[Becoming a Warm-Demander](#)

[The Warm Demander: How to raise expectations \(and have students rise to meet them\)](#)

Guiding Questions:

- Share an instance in which you had a Warm Demander in your life, including how that person affected you.
- Which aspect of a Warm Demander do you personally feel needs the most development for you professionally? The “warmth” or the “demander”?
- How will you implement this approach in your classroom?

Debrief

- What was it like to do this activity?
- What surprised you about these approaches?
- What are your major takeaways from this activity?
- How might you hold yourself accountable for implementing the new learning you’ve gained today?

Notes

For greater accountability, encourage your participants to collect some data on a small group of students or an individual for a period of time. They may be surprised by the results.

1. Track:
 - Tally each encounter with the student(s) and mark as positive, negative or neutral.
 - Reflect on the overall quality of your relationship. Set some goals for intentional positive interaction and trust-building.
 - Track your progress over time with an occasional tally check.
2. Analyze:
 - Look at the data you’ve collected. How many positive interactions? Negative?
 - Does the data match your intended goals? What were the circumstances of your positive interactions?
3. Act:
 - Identify one small change you can make with your focus group and track its impact.
 - Extend these new actions to other students and groups.
 - Continue to nurture trusting relationships with positive non-verbal communication and affirmations, but most of all-- find time to have a little fun!

Engaging Families at School *1 hr.*

Objectives

- To understand the difference between parent involvement and engagement
- To evaluate current school practices related to the home-school connection
- To plan a future school event using the Family Engagement Planning Tool

Set-up

To prepare for this activity, you'll need pre-printed copies of the items linked below or you can distribute digital copies.

Steps and Talking Points

1. To spark conversation about family engagement. Ask participants to brainstorm the difference between family engagement and family involvement. Record responses on chart paper. When a few examples have been provided, pass out or project the image below:

[Parental Involvement vs. Engagement](#)

2. Then, ask participants to read the following article for greater detail:

[Engagement vs. Involvement: Building an Inclusive School Community](#)

3. Now compare initial responses with the new information gleaned from the resources and build consensus around a new definition. Engage participants in a discussion around the following questions:
 - What impact can each perspective (involvement, engagement) have on families and ultimately student achievement?
 - Which message is communicated to the parents of your school or district? Are you involving parents, engaging with them or both?
 - Are all identity groups participating equally in their child's learning and in school events?
 - How can we ensure that all families feel welcome, included, engaged and empowered in this community?
 - How can we better understand the needs of our families and offer support?
4. Next, you'll pass out blank copies of the [Family Engagement Planning Tool](#)-- a step-by-step guide to the development of an inclusive school event. In large or small groups, walk through the process of planning a real school event such as a family math night, school open house or college fair. Record responses to be used for the actual event or to inform your process for planning events such as these in the future.

Debrief

- What was it like to do this activity?
- What surprised you about this topic?
- What are your major takeaways from the readings, discussion, and planning activity?
- How might your family engagement processes change as a result of your learning?

Identity Walk

Objectives

- To allow space for participants to talk about their experiences and their identities and to provide an opportunity for others to learn from those personal stories
- To discuss how we experience our identities on a day-to-day basis
- To highlight how everyone may experience pain, ostracism, or discrimination within the context of different identities

Set-up

Before the workshop begins, hang up the identity signs (below) around the room so that all participants can easily gather under or close to the different signs. If you think they'll be a distraction, you can hang another piece of paper in front of each one. You may choose to project the statements onto a screen so participants can read them. It is not recommended that you provide participants with the statement sheet ahead of time because they may be distracted thinking about the statements that come later.

For the facilitator

Consider how a person's different identity categories might create sameness as well as uniqueness.

Our identity consists of the various characteristics we use to categorize and define ourselves and the various characteristics that are constructed by those around us. Sometimes people only think of identity as those visible characteristics of a person, but sometimes our identity characteristics are invisible. Read the following identity characteristics list:

| | | | |
|-----------|----------------------|-----------------------------|--------------------|
| Gender | Religion | Marital/relationship status | Sexual orientation |
| Ethnicity | Socioeconomic status | Parent or childless | Education |
| Race | Language | Family size and composition | Career |

Steps and Talking Points

1. Explain to participants that “for this activity, we are going to be moving around the room in response to some questions I will pose to the group. The questions are related to your identities, others’ perceptions of your identities, and your experience of your identities. You can choose to share or not share after the questions. (During most rounds, not everyone will share.) This activity is really about getting to know each others’ experiences and having time to

reflect on how we all can have similar or wildly different experiences rooted in our identities.”

2. Give the directions for the activity: “I am going to read a series of statements and would like you to choose an identity that you feel answers the question for you. If you have more than one identity that could be true for that question, you can pick just one as a response. We will then have time to talk about why you answered the way you did and to speak to what that experience is like. I’ll read another question and we will continue the process in this manner. You do not have to share at any point, however, and I encourage you to consider how much you are sharing in order to make space for others. Does anyone have any questions about the instructions of the activity?”
3. Read the first prompt from the list below. Provide time for participants to move around and give time for sharing and processing. Repeat.

Debrief

- What was that activity liked?
- What did you notice about the way that people were distributed around the room that struck you?
- Were there any identity categories that you wish had existed but were not options?
- How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
- Anything else you’d like to add before we move on?

To close this activity, it is good to summarize some of the major points that were brought up in the debrief and/or to thank everyone for their honesty/vulnerability in what they were willing to name or share in the actual activity itself. Even if some people don’t verbally share, moving under/near the signs may bring up a lot of emotion, or may take a lot of courage; therefore, it is good to highlight your appreciation of the group’s participation.

Notes

Without pre-established trust, participants may not be ready/willing to do this vulnerable activity. An alternative, “low trust” version can be facilitated with discussion among participants in small groups.

Adapted from www.socialjusticetoolbox.com

Statements for the activity:

- The part of my identity that I am most aware of on a daily basis is...
- The part of my identity that I am the least aware of on a daily basis is...
- The part of my identity that was most emphasized or important in my family growing up was...
- The part of my identity that I wish I knew more about is...
- The part of my identity that provides me the most privilege is...
- The part of my identity that I believe is the most misunderstood by others is...
- The part of my identity that I feel is difficult to discuss with others who identify differently is...
- The part of my identity that makes me feel discriminated against is...

Sexual Orientation

Race

Gender Identity

Religious Affiliation

Relationship Status

Ethnicity

Mental / Physical Ability

Age

Family Composition

Language Skills

Immigration Status

National Origin

Socioeconomic Status / Class

Privilege for Sale *1 hr*

Objectives

- To understand privilege
- To see how personal perspective, life situation, etc. influence choices
- To explore how privileges, or lack thereof, impact access to healthcare, education, housing, and wealth

Set-up

Pre-write amounts of money on scraps of paper, one for each small group. The amounts should differ (\$300, 500, 700, 900, 1100) and don't have to be divisible by the # of people in the group. You can choose to project the Privilege Menu or distribute copies to each group.

Steps and Talking Points

1. Explain that the identities that define us (whether visible or invisible to the world) carry with them certain privileges. According to Webster's Dictionary, a privilege is "a right, favor, or immunity, granted to one individual or group and withheld from another." Privilege is a key element in perpetuating oppressive systems. Today we are going to spend some time examining privileges and how our varied identities impact our lives.
2. First, divide participants into groups of 3-5, then frame the activity. "Each group will have a specified amount of money and collectively you have to decide which privileges you'd like to buy from this list (\$100 each). For the purposes of this activity, you'll begin with no particular privileges and work as a group to decide which to purchase. I'll come around in a moment with your money."
3. Pass out the [Privilege Menu](#).
4. Pass out slips of paper with various dollar amounts to each group and tell them to begin discussing. Give participants a few minutes to pick privileges.
5. Bring the participants back to reveal their "purchases" with the larger group, explaining what was chosen and why. Follow up with these questions:
 - What issues did you all wrestle with when trying to make this decision as a group?
 - What struck you about the list?
 - What was the process like deciding as a group? What do you think the value of doing this activity in groups was?
6. Next, you have participants deepen their understanding of privilege by reading the following articles. Discussion questions are listed to spark further conversation.

What Is White Privilege, Really? from Teaching Tolerance

- Which of the definitions outlined in the article surprised or challenged your thinking?
- Complete this sentence: “White privilege is not _____.” (Also use other descriptors to elicit other non-examples of various privileges)
- The author teaches us that bias leads to actions and the creation of structures and processes that reproduce inequality. What actions, structures, and processes in our lives/school have stemmed from bias?
- The author describes the “power of normal” and the damage it can cause when public spaces and goods seem catered to one race and segregate the needs of people of other races into special sections. That indicates something beneath the surface.” Evaluate your classroom and school environment. Where do you see one race/gender/class, etc. being normalized where others are relegated to “special sections?”

Taking a Step Forward: The Impact of Privilege in the Classroom by Stefanie Dion Jones

- Where do you place yourself on the “hierarchy of privilege”? Where might your students find themselves?
- What are the shifts in schoolwide or classroom practices that can be made to recognize the identities and experiences of marginalized groups?
- Complete this sentence: This year, I am recommitting myself to improving my cultural competence within the classroom by...

Debrief

- What was it like to do this activity?
- What will you take away from this activity?
- How does identity privilege impact the work you do with students?

Adapted from www.socialjusticetoolbox.com

Privilege Menu

Each privilege costs \$100

1. Celebrating your marriage with your family, friends, and coworkers.
2. Paid leave from your job when grieving the death of your partner(s).
3. Inheriting from your partner(s)/lover(s)/companion(s) automatically after their death.
4. Using public restrooms and restrooms at work without fear of verbal abuse, physical intimidation, or arrest.
5. Using facilities such as gym locker rooms and store changing rooms without stares, fear, or anxiety.
6. Being able to receive medical care, including emergency medical care, without worrying that your identities affect the quality of care that you receive.
7. Being able to see your partner(s) immediately in an accident or an emergency.
8. Having multiple positive TV role models.
9. Reading books or seeing movies where you share identities with the characters.
10. Being able to buy clothes without hesitation or fear of being mocked, questions, or made uncomfortable.
11. Raising children without worrying about state intervention.
12. Feeling unthreatened and safe in your interactions with authority figures and police officers.
13. Raising children without worrying about family, friends, community rejecting your children because of your identity.
14. Having the health insurance provided through your job cover the necessary medical treatments you need.
15. Being able to travel without worrying about your safety due to your identities.
16. Kissing/hugging/being affectionate in public without discomfort, threat, or punishment.
17. Freely being able to discuss your relationship(s) with others.
18. Being able to be a foster parent.
19. Applying for a job/promotion without worrying your name or identities will hold you back.

20. Being employed as a preschool or elementary school teacher without people assuming you will “corrupt” their children.
21. Receiving validation and acceptance from your religious or spiritual community.
22. Living openly with your partner(s).
23. Being accepted by your neighbors, colleagues, and new friends.
24. Being able to call/access social services without fear of discrimination around your gender and/or sexual orientation.
25. Able to obtain child custody.
26. Being able to share health insurance with your partner(s).
27. Being able to sponsor your partner(s) for citizenship

How Diverse is Your Universe? 1 hr

Objectives

- To examine your level of interaction with people of different identities
- To understand how we might enrich our cultural environment by getting to know people who belong to different groups
- To understand the impact of our environment on beliefs and actions

Steps and Talking Points

1. Begin by asking participants to reflect on the following questions:
 - Do you interact with people of different races/identities?
 - How diverse is the personal/professional circle in which you operate?
2. Explain that you will pass out copies of the [Diversity Profile](#) and that each participant should fill out. Provide 5 min for completion.
3. After participants have completed the profile, facilitate either one large group or several small group discussions using the questions below:
 - What did your visual representation show you? Did it confirm or contradict your initial statement?
 - How might your interactions with people outside of your identity group affect your beliefs and actions? How might these interactions affect your work with students?
 - What are the benefits of intercultural interaction?
 - If you were to do this same activity with your students, how might their answers be similar or different from yours?
 - What are some suggestions for people to increase their level of interaction with people who are different?

Debrief

- What was it like to do this activity?
- What surprised you about your interactions?
- What are you taking away from this activity?
- Identify one or more commitments you will make about broadening your circle.

Adapted from A Booklet of Interactive Exercises to Explore Our Differences, Stockton University (2011)

Diversity Profile

Directions: Put a check (☐) in all appropriate boxes

| | White | Black/ African American | Latinx | Asian | Native/ Pacific Islander | American Indian/ Alaskan Native | LGBTQ+ | Disabled | Native English Speaker | Other: Write in as needed |
|--|-------|-------------------------------|--------|-------|--------------------------------|--|--------|----------|------------------------------|------------------------------------|
| I am ... | | | | | | | | | | |
| My coworkers are... | | | | | | | | | | |
| The people who live in my home are... | | | | | | | | | | |
| My neighbors are... | | | | | | | | | | |
| My closest friends are... | | | | | | | | | | |
| The people who regularly visit my home are... | | | | | | | | | | |
| The majority of people in my childhood community were... | | | | | | | | | | |
| The majority of my teachers have been... | | | | | | | | | | |
| My dentist is... | | | | | | | | | | |
| My doctor is... | | | | | | | | | | |
| The people I worship with are... | | | | | | | | | | |
| My favorite singer/group is... | | | | | | | | | | |
| The characters on my favorite show are... | | | | | | | | | | |

Understanding and Interrupting Implicit Bias *1 hr*

Objectives

- To learn what implicit bias is and what it isn't
- To understand how implicit bias impacts our thinking and actions
- To learn strategies for interrupting and reducing biased thoughts and actions

Set-Up

In this series of activities, participants will watch videos and read an article with a discussion in between. You'll need to have a place to show the videos and either send the article digitally or provide print-outs. Individual reflection, as well as small and large group discussions, are ideal methods gaining insight.

Watch, Read, and Discuss

Video 1: [Peanut Butter and Jelly, and Racism](#)

Participants will watch this video to better understand implicit bias. After watching the video, engage in a discussion on the following:

- What's the difference between implicit bias and racism?
- How did the video use PB & J to explain implicit bias?
- What is blindspot bias?
- Prof. Dolly Chugh suggests that the "fog" of bias and cloaked associations comes from sources such as media, news, conversations we hear at home, and our education. What messages about race and racism have you absorbed from these sources?
- Anything else you consider noteworthy (or that you want to be sure to remember)?

Video 2: [Check Our Bias to Wreck Our Bias](#)

This video will teach participants how to identify and change implicit bias. Watch, then respond:

- What was your reaction to learning that, "Research shows that our racial biases are often more about who we choose to help than who we don't. And we tend to help people who are similar to us"? What are some examples of this that you have seen or experienced in your own life?
- How might this new information impact your teaching?

Video 3: [The Life-Changing Magic of Hanging Out](#)

After learning about bias, this video offers suggestions to overcome it. After watching the video, lead a discussion on the following:

- The video says that "spending significant time hanging out across lines of difference is backed by science as a way to start tackling bias." Why do you

think this approach works?

- What connections can you make between this research and the results of the Diversity Profile Matrix from the activity, 'How Diverse is Your Universe'?

Article 1: [Four Tools for Interrupting Implicit Bias](#)

Author Zaretta Hammond (Culturally Responsive Teaching and the Brain), details 4 strategies for interrupting and reducing implicit bias. Read the article, then discuss:

- Describe diversity, cultural competency, and/or equity training that you've participated in the past. How effective was it?
- Review each of the intervention strategies. Identify specific examples of each one.
- Goal-setting time! Ask individuals to select one or more strategies and commit to practicing them daily.

Debrief

- What was it like to do this series of activities?
- What surprised you about your learning?
- What are your major takeaways?
- Share your goals around interrupting and reducing implicit bias.

Notes

Encourage participants to record their goals for interrupting bias. They can keep a daily journal to reflect on their progress and share insights at the next gathering.

Adapted from Who, Me? Biased?, PBS Learning Media

Creating a Vision for Your Diverse Community *1.5 hrs*

Objectives

- To imagine a community which truly values diversity
- To reflect on the journey towards greater awareness of CRT and its components
- To create action steps in achieving this vision of a healthy and educated diverse community

Set-up

To prepare for this activity, you'll need chart paper and markers for each small group. The room should allow for space to spread out and collaborate.

Steps and Talking Points

1. Begin by posing the following question to the group:

“What would this community be like if we were able to meet the needs of our diverse student body?”

**During this activity, you can circle back to the responses from the activities, Reality Check and Understanding Inequality. Based on your analysis of school/district data, what actions did you identify as priorities?

2. Record some preliminary responses on the board or chart paper.
3. Next, divide the staff into groups of four to six people each. Ask them to do the following:
 - Brainstorm additional responses as a group
 - Create a graphic image of their vision on their chart paper using markers. **They may want to conceal their image from the other groups for a grand “unveiling.”
 - Create two to three action steps which they, as an individual or staff group, can implement that will contribute to achieving this vision. Encourage participants to review the entirety of their work throughout these sessions to determine their action steps.
4. Provide time for each group to present their vision and graphic image to the whole group. Then, have them list their action steps. The other groups can celebrate them and ask questions/make comments.

Debrief

- What was it like to do this activity?
- What surprised you about your vision/action steps? Others?
- What are your major takeaways from this activity and the entire series of sessions?
- How do you define cultural proficiency? Culturally responsive teaching?

- How do you think your newly acquired cultural proficiency and instructional practices work will impact your teaching? Your work with other staff? Your personal relationships?
- What resources will you need to make your vision a reality?

Notes

During this culminating activity, we suggest you push for specific actions participants will take as a result of their work together. What changes have already taken place and what is the work that still needs to happen? It's important that the group walks away with an action plan, including the resources needed to propel them forward. Encourage the group to consider the roadblocks they may encounter and possible solutions to overcome them.

Refer to the section titled, 'Resources for Further Study' for additional topics, websites, and videos to continue the conversation.