



DE-PBS Deep Dive

Discussing Race, Racism, & Important Current Events

Learning Objectives

1. Understand the background & purpose of this guide
2. Discuss information and resources within the guide and share district examples
3. Discuss ways District Coaches can utilize & apply this guide into your work



Expectations & Courageous Conversations

| | |
|-------------------|--|
| ENGAGED | <ul style="list-style-type: none">● Unmute yourself or use chat box to ask questions● Participate in polls and breakout rooms● Use video when possible, especially when speaking● Stay engaged |
| REFLECTIVE | <ul style="list-style-type: none">● Share questions you have for full group● Note follow up questions for PBS team and/or individuals● Focus on problem solving around areas of concern● Expect to experience discomfort● Speak your truth |
| SUPPORTIVE | <ul style="list-style-type: none">● Share successes, ideas, useful resources● Listen with openness and understanding● Attend to your own needs● Accept a lack of closure |

What we are bring into today...

- The Demands
- Your Experience
- Your Spark
- Resilience Through This
Community



Introduction

- In the midst of a global health pandemic, many students & educators witnessed the continual racial injustice occurring in our communities.
- Many districts across the U.S. have been working to improve equity and inclusion, but caught off guard without a plan to respond to anti-Black racism, incorporate anti-racist work in schools, and give more voice to students.



Purpose of Guide

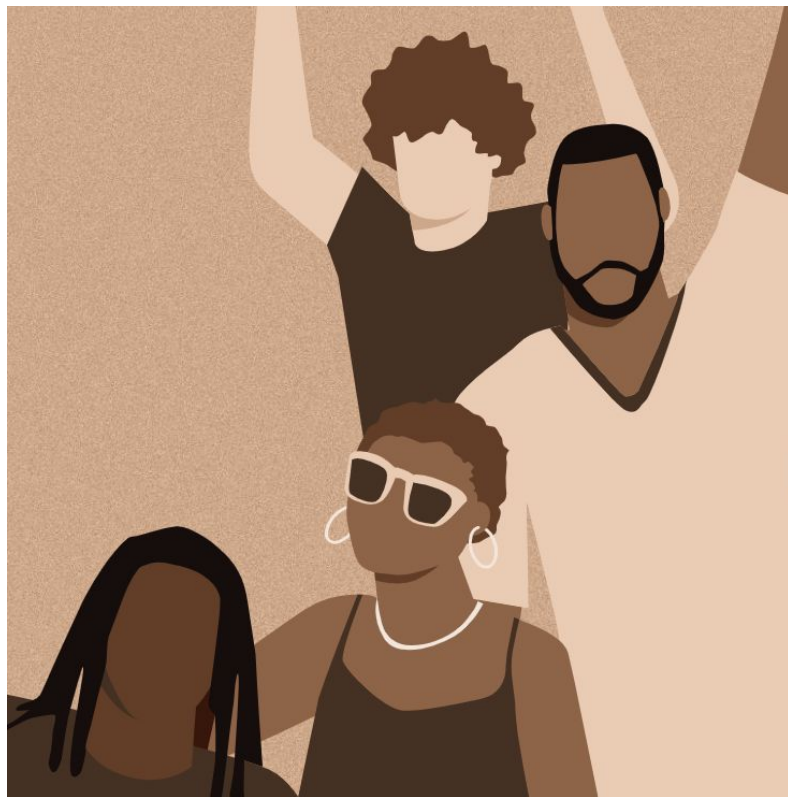
To increase the frequency and quality of conversations about race, racism, and current events regarding race in K-12 classrooms to support students and provide voice and self-reflection.

Center on Positive Behavioral Interventions and Supports (July 2021). *Discussing Race, Racism, and Important Current Events with Students: A Guide with Lesson Plans and Resources*. University of Oregon. www.pbis.org.



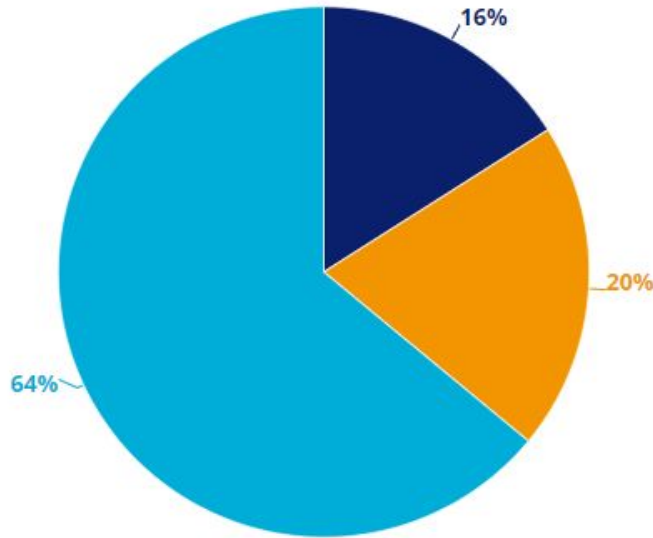
Purpose of the Guide Presentation

Although this guide is tailored for classroom teachers, our presentation focuses on supporting your role as a coach and provides you the opportunity to increase your understanding of this topic and resource, as well as build a capacity to turn this training around for your district or schools.



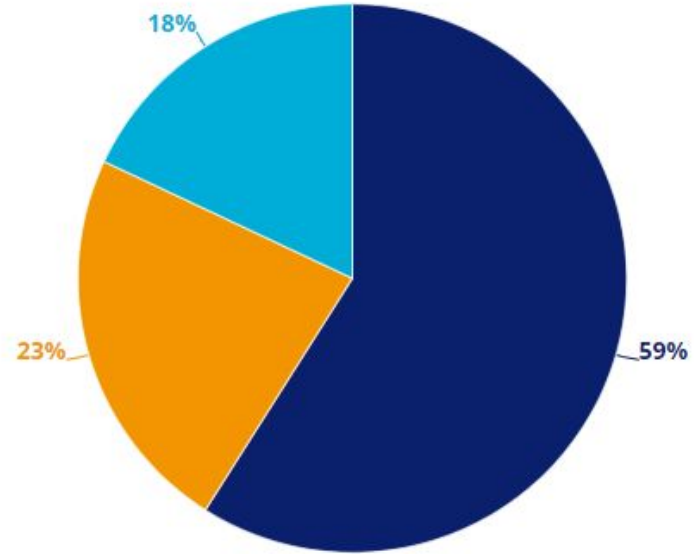
Purpose of Presentation: EdWeek (2021)

When do you talk about racism in your classroom?

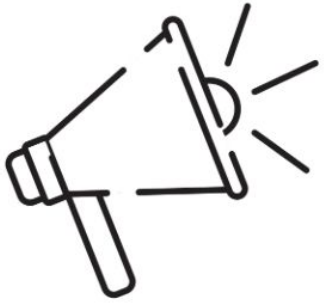


● Never ● Only as it relates to history or historical context of a lesson
● As it relates to both history and present-day issues

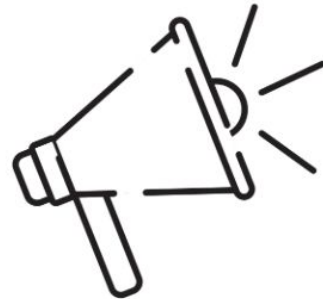
Do you believe systemic racism exists, meaning racism is embedded in systems and structures throughout society rather than only present in interpersonal interactions?



● Yes ● No ● I'm not sure

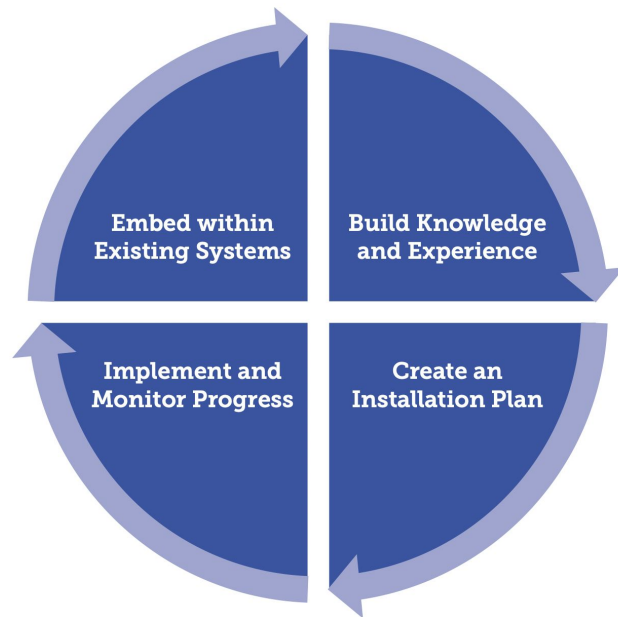


Share Out Activity



Foundations & Recursive Process for Deep Implementation *Page 7*

The image to the right is the foundations how educators can achieve racial equity by depicting a deliberate process on supporting conversations focused on race and racial equity that is informed by implementation science and stages of implementation (Fixsen et al., 2013)



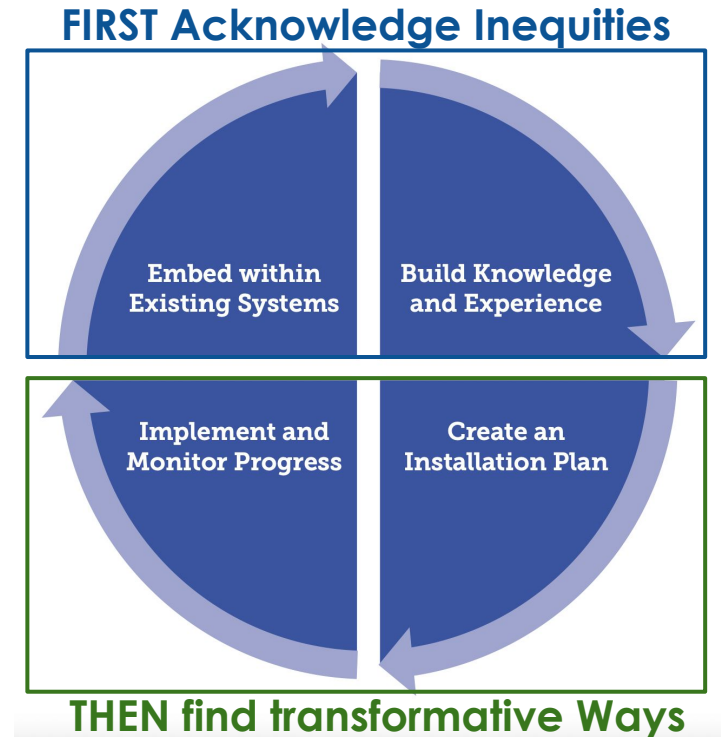
Foundations & Recursive Process for Deep Implementation p. 7

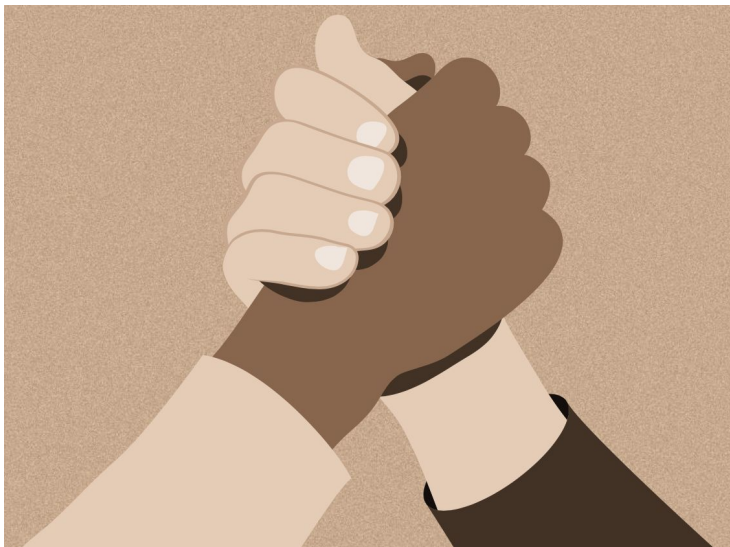
To truly achieve racial equity in our classrooms we must..

FIRST acknowledge inequities

THEN find transformative ways
of discussing them.

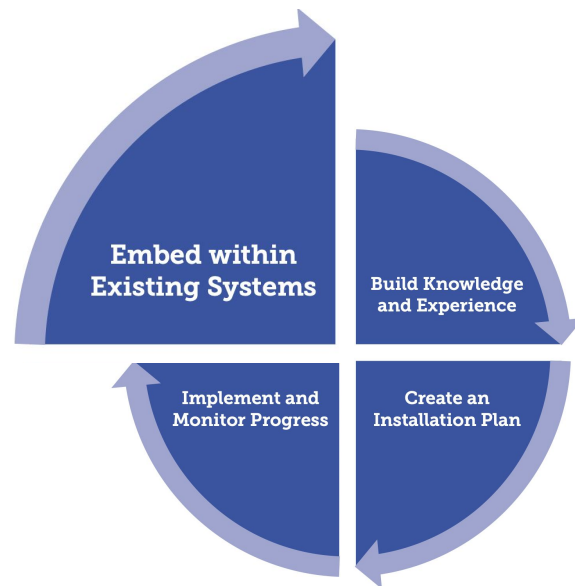
The image to the right boxes out which foundational process focuses on acknowledgement & finding transformative measures





FIRST Acknowledge Inequities

P. 20-24



First Acknowledge Inequities

Embed this Work within Existing Systems p.9-10

To maximize implementation, this work is best done within EXISTING collaborative teaming structures, such as

- Professional Learning Communities
- District Professional Development Coaches
- Grade Groups
- PBIS teams

Below are further recommendations to embed this work within existing systems:

- 1) Leverage Existing Teams
- 2) Use Current Meeting Structures & Processes



First Acknowledge Inequities

Critically Examine Systems in Place p.12-14

To address racial disparities, it is necessary to engage in explicit and ongoing conversations about race and equity. Teams should assess & review the following systems that are in place:

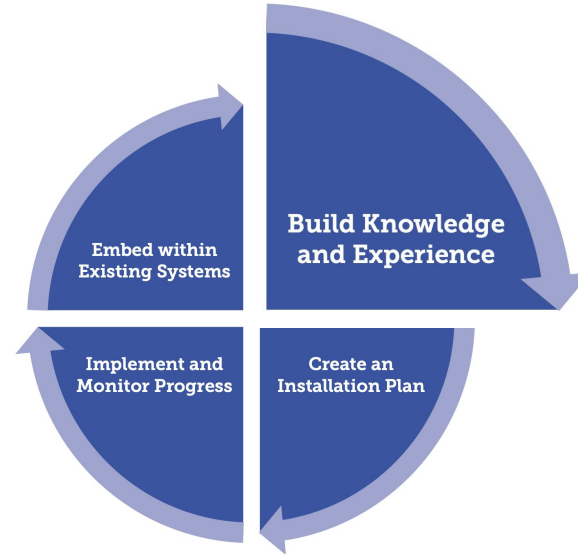
- School Policies & Procedures
- Representation @ School
- Team Decision-Making Process
- Use of Race-Specific Language
- Capacity of Racial Equity Discussions
- Academic & SEL Curricula





FIRST Acknowledge Inequities

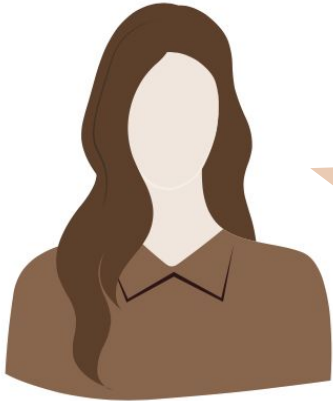
P. 20-24



First Acknowledge Inequities

Building Knowledge & Experience p.15

Ongoing critical self-reflection is necessary for engaging students, embracing diversity, and fostering belonging in classrooms. This process is ongoing and cannot be obtained in an instant.



As such, it requires a commitment to lifelong learning instead of attending a small number of events or trainings.

First Acknowledge Inequities

Areas of Learning p. 15-18

The guide focuses on the following topics for readers to fully immerse in their critical reflection process:

- Cultural Awareness
- Intersectionality
- Exploring Privilege
- History of Systemic Racism
- Identity Development
- Understanding Bias & Making Decisions
- Social Justice



First Acknowledge Inequities

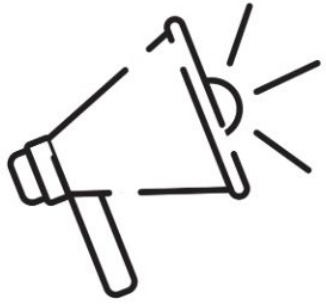
Ex: Resource-Student Voice Video p. 6



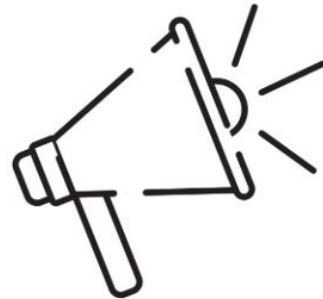
Video Clip:

“Education Week spoke with 10 Black high school students from across the country about how they think issues of race and racism should be handled in school. In the final video of this series, students share what they wish educators knew”.

This video is 5 minutes



Share Out Time



First Acknowledge Inequities *page 15*

Example of Critical Reflection

HISTORY OF SYSTEMIC RACISM IN THE U.S.

Watch: [Let's Get to the Root of Racial Injustice](#)²⁶ (Ted Talk by Megan Ming Francis)

Read: [Historical Timeline of Public Education in the US](#)²⁷ (article on Race Forward)

Reflect:

- What are my personal views on racism and systemic racism?
- What effects might systemic racism have on my students' health, behavior, achievement, and wellbeing?

My next steps:

1. _____
2. _____

ACTIVITY

IDENTITY DEVELOPMENT

Watch: [I'm Tired of Talking about Race](#)³³ (Ted Talk by Jasmine Roberts)



Read: [Race and Racial Identity](#)³⁴ (article from the National Museum of African American History and Culture)



Reflect:

- Complete a racial autobiography activity (see [Appendices I and J](#)). What insights surfaced?
- How does being Black or brown in the United States shape the learning experiences for my students?
- What are my students' prior experiences and frames of references when it comes to race in the United States? What are mine?

My next steps:

1. _____

2. _____

Discussion Questions

How are you thinking about your own racialized identity after learning more about race?

What are some experiences or identities that are central to who you are? How do you feel when they are ignored or “not seen”?

How might you use this activity in your own work? Or what ways could you use an activity like this when coaching school teams?

Example Activity

Example Autobiography Template

The diagram illustrates an autobiography template. At the center is an orange rounded rectangle labeled "Your Name". Ten blue rectangular boxes, numbered 1 through 10, are arranged around the central box. Four green rounded rectangular boxes, numbered 1 through 4, are positioned between the blue boxes. Arrows point from the central orange box to each of the ten blue boxes. Additionally, arrows point from each of the four green boxes to the central orange box.

Directions

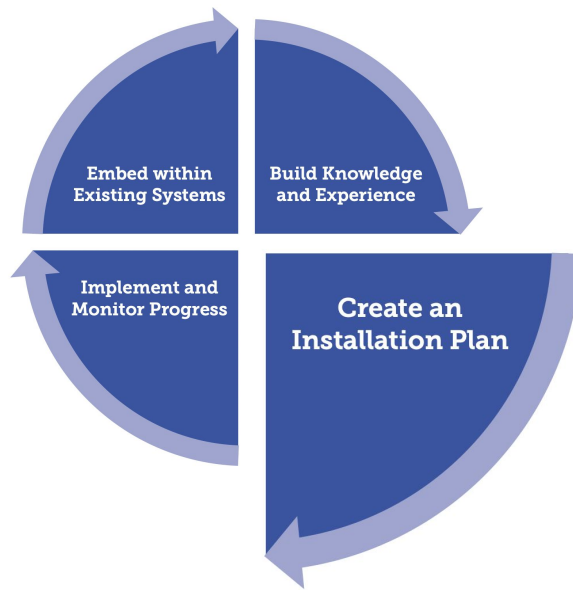
Green Boxes: Fill out these boxes with 4 adjectives that describe who you are as a person

Blue Boxes: Identify 10 times in when race impacted your life and who you are today



Find Transformative Ways to Promote Racial Equity

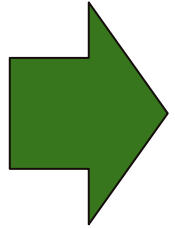
pages 20-24



Create an Installation Plan

Start with thinking of a PLAN that can support productive conversations, below are steps for this process

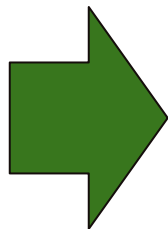
- Develop the purpose & expected outcomes of the conversations
- Provide common language & definitions of key terms
- Examine the local historical context of race
- Establish community agreements for engaging in challenging conversations
- Provide emotional and instructional support for those engaged in the discussion

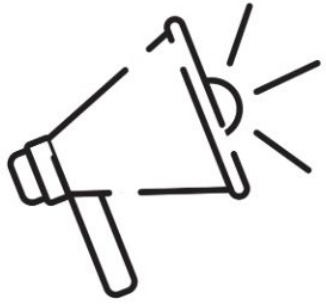


Create an Installation Plan

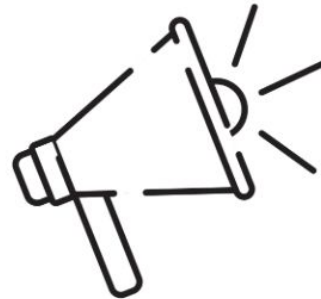
Then move onto creating a scope & sequence, below are steps and suggestions teams should consider

- Establish learning objectives & outcomes
- Identify existing resources for possible use
- Use stakeholder input to inform development
- Install a careful process for rollout
- Provide a draft scope & sequence to stakeholders for feedback & refinement





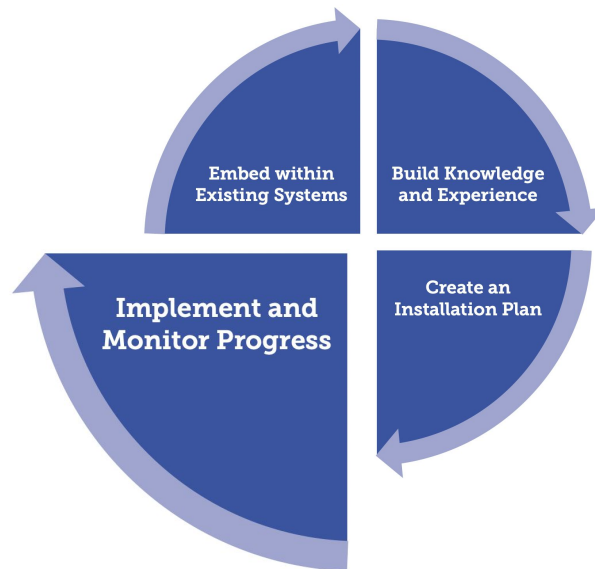
Share Out Time





Find Transformative Ways to Promote Racial Equity

pages 20-24



Implement and Monitor Progress



Conversations about race and racism are met with varying degrees of discomfort, and yet it is important to take action to ensure we are promoting racial equity.



The following list below are some suggestions that can help **prepare facilitators for these conversations:**

| |
|---|
| Set a Purpose |
| Leverage School-Wide (Organization-Wide) Expectations |
| Recognize Racial Justice Advocacy & Allyship |
| Accept & Proceed through Initial Discomfort |
| Model Humility & Openness |
| Be Sensitive to Trauma |
| Acknowledge that you don't have all the answers |



Find Transformative Ways to Promote Racial Equity

Implement & Monitor Progress

pages 25-28

**When implementing your plan be sure to
avoid harmful ideologies:**

| |
|-------------------------------|
| Colorblindness |
| Deficit Thinking |
| All Lives Matter |
| White Savior Complex/Syndrome |



Find Transformative Ways to Promote Racial Equity

Implement & Monitor Progress

pages 25-28

If harmful comments are made, be sure
to **respond using:**

| |
|--|
| Neutralizing Routine |
| Thinking through Calling In or Calling Out |
| Using Community agreement to pause conversations when needed |
| Anticipate & Prepare |

Find Transformative Ways to Promote Racial Equity

Page 29

Reflection & Monitoring Outcomes

After implementing a plan and leading a lesson or training, be sure to reflect on the delivery, with particular attention to the instruction...



Reflection & Monitoring Outcomes

What went **well**?

- What parts of the lesson and delivery were particularly effective?
- What elements of preparation helped it go well?



Reflection & Monitoring Outcomes

What could be improved?

- What parts of the lesson and delivery did not seem to work as well?
- What might need to be changed for the next time?

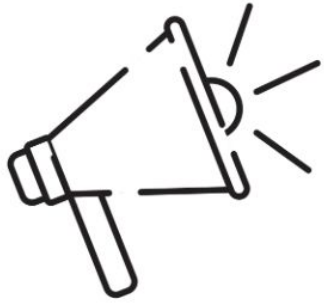


Reflection & Monitoring Outcomes

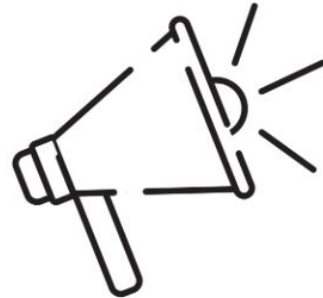
What is **next**?

- What ongoing support do students/educators need?
- What self-reflection activities could be helpful?
- What will the next lesson(s) cover?





Share Out Time



Video Reminder of our Purpose



TED Talk

***Liz Kleinrock - How to
teach kids to talk about
taboo topics***

Learning Objectives

1. Understand the background & purpose of this guide
2. Discuss important educational information within the guide
3. Review the resources found in the guide
4. Look into ways Coaches can utilize & apply this guide into our work

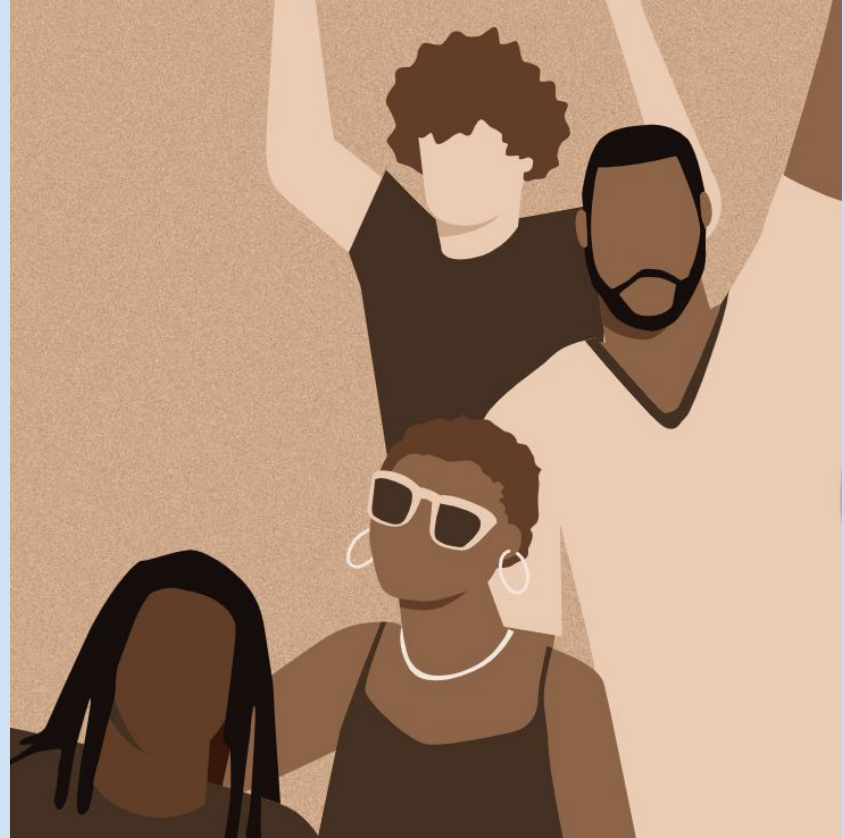


(Cover of Resource Guide)

More To Come

- Presentation Template for Coaches to train their schools on this Resource Guide
- A simplified list of ALL the resources from this guide

**Thoughts
or
Questions?**



Upcoming Pilot Opportunity: Teen Mental Health First Aid (tMHFA)



What: tMHFA teaches teens how to identify, understand and respond to signs of mental health and substance use challenges in their friends and peers. In this training, teens will learn the skills they need to have supportive conversations with their friends and how to get help from a responsible and trusted adult.

How: Visit the DOE Bid Solicitation Directory for more information and webinar overview of program and pilot. Contact Adriana Ignudo with any questions: adriana.ignudo@doe.k12.de.us



Please fill out our
evaluation form to
help us plan for
future events/
meetings!



Thank you for coming!
Next Meeting: DE-PBS Cadre
Thursday February 17th 10 am- 12 pm