Facilitator Notes

OSSID AREA STROOTS
150 © 279

Equity Foundational
Training

August 21, 2023

BIG IDEA: To set the stage and give background information and context to Equity Foundational Training.

THINGS TO SAY:

Housekeeping

- Sign-in. . .
- Bathrooms...
- Pumping/Prayer Area. . .
- "Parking Lot"...

CONTEXT:

Begin by honoring that we are on indigenous land.

2 Land Acknowledgement

We stard on the traditional hornished of the people
of the Dockloan Mallow. We home with gralitude the
people who have stewarded the land throughout,
the generations and their organize contributions to
this region. We acknowledge the organicy
injudices that we have committed against the

BIG IDEA: To honor the land we are on and the indigenous community that is still here

TIME ESTIMATE: 2 minutes

THINGS TO SAY: Facilitators read the Land Acknowledgement or choose a participant to read it aloud.

URL: https://nativegov.org/news/a-guide-to-indigenous-land-acknowledgment/

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BIG IDEA: To set expectations of what the training will accomplish.

TIME ESTIMATE: 2 minutes

CONTEXT:

The purpose of this work is directly aligned with our district work. The language here is from our priority work that was developed by our core planning team and adopted by our school board and that has been leading our district for some time. This is not a new priority work.

All of these systems tools are going to help us identify and respond -- to the influence of race and culture on learning. Just two things to remember: 1) Identify and 2) Respond.

Address the expectation to what this training will and won't do. We cannot look for it to do something more than it was designed to do. It is partial, always becoming. It was designed to do two things: Identify and Respond. These are foundational for us to do our work going forward.

Naming of culture is not reducing the conversation on race -- but is nuancing it. (Think about and offer an example from your site of students who may be in the same racial category but who may have different cultural backgrounds. How

		,
		does this impact them?)
		Even though it's simple, we know that if each and every person engaged deeply, the outcomes would be transformational.
4	Outcomes Participants will Ullius systems tools and establish common Common their consciousness around the influence of race, culting, and the infresection	BIG IDEA: To help people see this as a continuation of our work.
	of identity on learning. 3. Evaluate their ballets and convictions about race, culture and the intersection of identity. 4. Be prepared to implement personal commitments that align with district mission.	TIME ESTIMATE: 2 minutes
		CONTEXT: Our outcomes are directly aligned to the 3 C's of Change. None of this is new language: it's a continuation of our equity work. This is Osseo's own vision, our language and values. For example, the definition of intrinsic value is each scholar, staff member and family is valued and respected for their perspective, experience and contributions. Strategic Direction: Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. Create a system of operational innovation, excellence, accountability and sustainability. Address, acknowledge and reduce systemic disparities, barriers and
		inequities as we lead, develop and align our district toward continuous improvement.
5	Introduction	Superintendent Dr. Kim Hiel 1 min 24 seconds
6	Disclaimer Today's session contains content that may illiot discomfort. The experience may fugger different emotional responses.	***REVISIT AFTER LUNCH****
7	Productive Zane of Disequilibrium	BIG IDEA/Objective: Productive Zone of Disequilibrium TIME ESTIMATE: 3 minutes
		THINGS TO SAY: Connection to ZPD (Zone of Proximal Development) Adult learners have responsibility to stay in a space of learning together. Agreement: stay in the productive zone

Because it's not easy quick or ever finished, we want everyone to stay in their productive zone of disequilibrium

You might be familiar with this graphic which shows the zone of transformative work

This is important because....this is the place that is necessary to get to in order to do transformative equity work, visionaries as Resmaa Menakem call this the place of clean pain, it is the place of necessary discomfort through which healing and transformation happens. Because we want to sustain improvement efforts over time, we want to offer you a concept and practice for leaning into decentering whiteness in climates, and build Skill to lean into difficult conversations as well as to hear difficult messages and use the message to impact positive change. And so we will introduce the idea of clean pain and dirty pain and experience an application, a body centered practice to keep you in the productive zone of equilibrium as you lean into decentering whiteness across the systems...

"When the body feels unsafe — whether it's a physical threat of attack or a psychological fear of losing a job or catching a disease — the brain signals adrenal glands to pump stress hormones. Adrenaline and cortisol flood the body, activating the fight-or-flight response. They also disrupt bodily functions that aren't necessary for immediate survival, such as digestion and reproduction. When the danger is over, the hormones return to normal levels. But during chronic stress, such as a pandemic, the body keeps pumping out stress hormones until it tires itself out. This leads to increased inflammation throughout the body and brain, and a poorly functioning immune system."

URL: Somatic Article and concept of Wisdom

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BIG IDEA/Objective: To have a baseline of the audience.

TIME ESTIMATE: 2-3 minutes

ACTIVITY STEP:

Have the participants scan the QR code and answer the questions.

THINGS TO SAY:

Please complete the survey.

URL: https://forms.gle/JoeTxDU1Bk3NxFEW7

BIG IDEA: Introduction of 3 C's of Change System Tool (first tool they will engage with) *CLEARLY DEFINE WHAT EACH C MEANS OR "LOOKS" LIKE

ACTIVITY STEP:

Introduce the 3 C's

POSSIBLE THINGS TO SAY:

This tool is used to guide analysis and evaluation of how change occurs when attention is given to these 3 necessary components of change. Without attention to the depth of each component, what it means at different times, how you are showing up

Notice the interconnectedness of the 3 C's- How might the desired outcome of change be impacted if one of the 3 c's is not intentionally increased?

When you are met with an equity issue, which area of the 3C's is illuminated the most for you? Which area might you lean into naturally? Which area is more difficult for you and why?

CONTEXT:

The 3 Cs are visually represented as a Venn Diagram as it speaks to how they intersect and impact each other. They are not isolated but instead overlap.

One normalized pattern is often to move from C1 to C3 without understanding C2. Thus, much of our deep work is uncovering C2 and working through it.

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BIG IDEA: Introduce and define C1, Consciousness

TIME ESTIMATE: 3 minutes

THINGS TO SAY:

Consciousness pertains to awareness and even attentiveness. C1 is about developing your own personal awareness about an issue impacting a desired outcome of change. In this case, we are giving attention to the very predictable outcomes of achievement due to the impact of race and culture on education.

Notice the interconnectedness of the 3 C's- How might the desired outcome of change be impacted if one of the 3 c's is not intentionally increased? Let's consider each scenario: *If staff do not readily share a scenario, consider sharing the example.

You have high amount of conviction about something which pushes you quickly to make commitments, but your consciousness is very low- has change been achieved? What is an example you can think of in this scenario? Through an Equity Walk done by your site equity team you and the rest of the site staff are shown data that illustrates events, patterns, systems, and mental models that are contributing to students having low sense of belonging and bias within adult behavior. You are passionate and convicted so you demand commitments be made- even you start doing things differently in your room to address this- for example, you commit to not being racially biased by allowing your Black, Brown, and Indigenous students to take naps whenever they want to since you think maybe waking them up contributes to them feeling targeted. You have not asked any further questions from staff, students, or families. Your conviction pushes you to quickly commit but the lack of consciousness building actually created low expectations for these students which was then reflected in their academic success in your room. Without any real consciousness building for change, nothing changes and inequity persists.

CONTEXT: C1 is all about **DEVELOPING** racial consciousness.

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BIG IDEA: Introduce and define C2, Conviction

TIME ESTIMATE: 2 minutes

THINGS TO SAY:

Notice the interconnectedness of the 3 C's- How might the desired outcome of change be impacted if one of the 3 c's is not intentionally increased? Let's consider each scenario: *If staff do not readily share a scenario, consider sharing the example.

- You have high amount of consciousness, low conviction about something but need to or are required to create commitments- has change been achieved? What is an example you can think of in this scenario?
 - The school board has passed a Gender Inclusion Policy and an LGBTQIA+ History and Culture resolution, as a new staff member you go through training on the processes and procedures of the policy and resolution which has grown your consciousness. Since you are an employee the commitment is mandatory for you to follow policy and resolution. But, you are not convicted- you do not believe in the work and therefore end up only doing the bare minimum to not get in trouble. Without any real conviction for change, nothing changes and inequity persists.

"The work of measuring conviction is essential work that often gets skipped. It is a pattern in our society (and especially in education) to notice there is an issue (Consciousness) and move directly to implementing some action to 'fix' the issue (implementing Commitment) while skipping C2. For example, we become aware that racism exists and is impacting our students, so we want to jump to 'doing something' about it. But if we skip over the deep work of measuring our Convictions and changing our mental models, then our outcomes will stay the same."

CONTEXT: The work of C2 is **MEASURING** Conviction.

Examine the normative set of ratios and set

BIG IDEA: Introduce and define C3, Commitment

TIME ESTIMATE: 2 minutes

THINGS TO SAY:

Notice the interconnectedness of the 3 C's- How might the desired outcome of change be impacted if one of the 3 c's is not intentionally increased? Let's consider each scenario: *If staff do not readily share a scenario, consider sharing the example.

- You have a high amount of consciousness and conviction about something but make no commitments- has change been achieved? What is an example you can think of in this scenario?
 - Your Instructional Leadership Team has prioritized building consciousness and conviction around the behavior referral data within the district and your site. The equity gaps shared include significant overrepresentation of students of color and indigenous students in behavior referrals- they share data that highlights when this is occurring and in which behavior referral categories has highest rates. You feel anger and sadness and a fire within you to do something about the injustice of it all. But, with limited time and space for planning your team/site does not make any concerted effort to create a commitment to address what everyone in the room now knows and is convicted on. Without any real commitment for change, nothing changes and the inequity persists.

"The 'doing' in Commitment is not achieved by taking ANY kind of action. It is specifically about addressing racial and social dominance and privilege in a way that positively impacts the lived racial experience. 'Doing something' isn't enough. It is necessary to challenge the status quo and implement new systems in order to achieve change."

CONTEXT: The work of C3 is **IMPLEMENTING** Conviction

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BIG IDEA/Objective: Learning Objectives in 3 C's of Change of the Who Am I? module

Utilizing the 3 C's to set up connection to Frame of Reference Priming of next module (Who Am I) utilizing 3 C's of Change

TIME ESTIMATE: 2 minutes

THINGS TO SAY:

Here are the objectives of what we are going to learn (reference back to former slides for each 3 C's)

Facilitator invite participant voices in the space by asking them to read the objectives in each circle

Please reference back to the former slides to hold the definitions in your mind as we move forward to creating our frame of reference.



BIG IDEA: Help people to see that they have a frame through which they view the world.

TIME ESTIMATE: 5 minutes

ACTIVITY STEP:

- 1. Discuss the purpose of a frame. What do frames do?
- 2. Each participant makes a frame and writes on the outside of the frame elements of who they are.
- 3. Table share- each person shares one element from their frame they believe is most important to knowing who they are.
- 4. Whole group share- was there anything a person at your table shared that then caused you to remember something you needed to add to your frame?

THINGS TO SAY:

Add to your frame and come back to it throughout the day- this frame will help us remember how each person comes from a different frame of reference, that there are a variety of elements that shape or have shaped our frame of reference, and that our frame of reference can expand throughout our lives and our experiences although we may never have the same frame as someone else because of our lived experiences that differ.

What are the most important things you want people to know about who you are?

If someone was to describe you, what are the most important things they would share about you?

Facilitator(s) is looking for a space that is prime to point out/connect to:

- dominant/non-dominant identities
- relationship based identities- i.e. parent of a child with a disability, cousin to gueer person, best friend is BIPOC
- Invisible identities- ex: neurodivergence, childhood poverty, generational trauma(s)
- Invisibilized identities- ex: LGBTQIA+, MENA, American Indian (blood quantum) in data
- Hidden identities: Some identities that are oppressed might bring about fear to acknowledge in a group of people that you may not trust the people in the room to hold it
- social construction of identity (example: perceived vs real identitieshistory and context/place/time, etc)
- any impact on teaching and learning
- any connection to the scholars or families or staff they will be working with

BIG IDEA/Objective: Transition slide into next activity

THINGS TO SAY:

The intersections of our identities allow us to find a sense of belonging within many or multiple spaces, which is explored in section 2 Cultural Identity.

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BIG IDEA/Objective: To develop an understanding of what culture means, and defining it in their words.

TIME ESTIMATE: 10 minutes

ACTIVITY STEP:

- 1. Participants will individually write their response to the first question.
- 2. Participants will then discuss in their small group, and create a shared definition.
- 3. Participants share with the whole group what their small groups came up with.

THINGS TO SAY:

"If this activity was easy, it is likely because you have previously thought about it before. And for those for whom it was difficult, this may have been the first time you have considered your cultural frame of reference."

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BIG IDEA/Objective: Build collective understanding of culture

TIME ESTIMATE: 3 minutes

THINGS TO SAY:

"What you HAVE impacts what you THINK, which impacts what you DO, which is what impacts what you HAVE -- it is both cyclical and interconnected."

"HAVE" refers to your material possessions.

"THINK" refers to beliefs you hold or things that happen in the brain space.

"DO" refers to actions you take.

Culture determines the way we walk through the world; Ways of knowing and being.

Dr. Yvette Jackson states that culture is whatever is meaning and relevant to an individual or group

CULTURAL frame of reference- because race doesn't define culture. Rather, culture defines race. Race was socially constructed through cultural ways of being. (AEIOU Protocol: Isolate Race. Understanding both the intersection of race/culture and the social construction of race)



BIG IDEA: Culture has layers, not all are seen, and most are difficult to articulate if you are part of the dominant culture.

TIME ESTIMATE: 3 minutes

ACTIVITY STEP:

- 1. Have participants "notice" either out loud or in chat anything that stands out to them and either why or how
- 2. Pose the thought to continue to think on throughout the training: what is "culturally relevant/responsive/validating" in our environment, instruction, and content?

THINGS TO SAY:

Culture is the lens through which we make sense of the world. Zaretta Hammond is quoted as writing, "Culture, it turns out, is the way that every brain makes sense of the world. That is why everyone, regardless of race or ethnicity, has a culture. Think of culture as software for the brain's hardware. The brain uses cultural information to turn everyday happenings into meaningful events." — Zaretta L. Hammond, Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students

A key takeaway being that culture is not static, rather regularly changing/adjusting.

CONTEXT/Other resources:

Cultural Tree

Hannah Storm's created iceberg

Another iceberg

Another iceberg 2

URL:

https://docs.google.com/document/d/1fyTsF7aEGQH8icNJydoBoxPgaD_4I7SafC 4KX c3N6Q/edit?usp=sharing

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BIG IDEA: Help people to see that they have a frame through which they view the world.

TIME ESTIMATE: 3 minutes

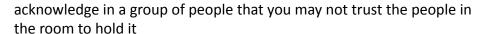
ACTIVITY STEP:

- 1. Give time and space for people to add to their frames
- Acknowledge that they may have already written elements of their cultural identity on their frames as a part of the first interaction with the frame.

THINGS TO SAY:

Add to your frame and come back to it throughout the day- this frame will help us remember how each person comes from a different frame of reference, that

22	Let's share our cultural frame of reference in small groups of 3-5 people !	there are a variety of elements that shape or have shaped our frame of reference, and that our frame of reference can expand throughout our lives and our experiences although we may never have the same frame as someone else because of our lived experiences that differ. BIG IDEA/Objective: To get some insight on how others view their frame of reference. TIME ESTIMATE: 5 minutes ACTIVITY STEP: Participants share in small groups what they have added to their frame of reference. THINGS TO SAY: Let's share in small groups what you may have discovered
		about yourself that you may not have thought of before this activity.
23	Who Am I? Section 3 Social Identity	
24	Social Identity And any identifies that are making to your fame. And more categories of social dentity you find the missing to you find the missing the you find the miss	BIG IDEA: Help people to see that they have a frame through which they view the world. TIME ESTIMATE: 5 minutes ACTIVITY STEP: 1. Acknowledge that they may have already written elements of their social identity on their frames as a part of the first 2 interactions with the frame. 2. Give time and space for people to add to their frames THINGS TO SAY: Add to your frame and come back to it throughout the day- this frame will help us remember how each person comes from a different frame of reference, that there are a variety of elements that shape or have shaped our frame of reference, and that our frame of reference can expand throughout our lives and our experiences although we may never have the same frame as someone else because of our lived experiences that differ. Choose one of the identities and discuss with a partner how that identity impacts your lived experience HERE AND NOW vs. another time/place. Facilitator gives example (reiterate how these identities are socially constructed). Each of these identities is impacted/interacted with differently depending on the culture, history, and place you are interacting with. CONTEXT: WHY did you "forget" to include one or more of these identities? • Some identities that are marginalized might bring about fear to



• identity intimately impacts the way with which you see and engage with the world and in turn- your learning (or teaching)

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BIG IDEA: Forming your own implicit bias and those of the collective group

ACTIVITY STEP:

- 1. Share the 6-digit code of the site specific Mentimeter question you created (via poster board, email, etc.).
- 2. Participants each add their 5 identities in menti.com (make sure you enter how YOU IDENTIFY, not the label of the identity).
- 3. CREATE YOUR MENTI WORD CLOUD THAT WILL BE SEEN THROUGHOUT THE TRAINING.
 - a. You will want the word cloud you generated in the training present for the remainder of the training. Options are to quickly print it on a large poster board, have a second computer set up to project the image simultaneously or to write the 5 top responses (identities) where participants can see them in the room.
- 4. Identify as a large group which of the 5 identities show up most in this space.
- Discuss how the identities that are most prominent and the middle of the word cloud get centered in your work/site/department/school/etc.
- 6. Discuss how privilege and disadvantage are connected to the identities that are most centered in your word cloud and in your work.

POSSIBLE THINGS TO SAY:

Our racial and cultural identity form the basis of the implicit bias we each hold.

CONTEXT:

NOTE You will need to have created your own Mentimeter and have saved the URL for the Word Cloud to be used at this time. Instructions are in the Facilitator Guide

It will be important to have a visual reminder of the responses that your site gave throughout the rest of the training. It will be essential for the Invisible Perspectives activity (in two slides). If printing the word cloud is not an option, then having it projected or writing it on a large poster board could also work.

This is going to be a differentiated conversation for each training and community. It will depend on what comes up and who is in your space that will guide your conversation.

Once again, notice how AEIOU is being used to Identify and Respond to the impact of Race and Culture and find ways to name it so that it is modeled throughout the training. This activity is an access point to discuss implicit bias. In EFT 1.0 we discussed implicit bias. Some staff might need more time understanding what it is and how it works and what our racial and cultural identities have to do with forming our implicit bias. Mentimeter URL: https://www.menti.com/alj25kegaqb9 26 BIG IDEA/Objective: Reflect on Frame of Reference TIME ESTIMATE: 4 minutes **ACTIVITY STEP:** Facilitator asks for volunteers to read the four reflection questions. Move into next slides to explain about the Think-Pair-Share strategy 27 BIG IDEA/Objective: Participants practice the art of listening and asking mindful inquiries TIME ESTIMATE: 4 minutes **ACTIVITY STEP:** Facilitators walk through the activity steps. **THINGS TO SAY:** Steps 2 and 4 are opportunities for you to practice the art of mindful inquiry from Lee Mun Wah's Stir Fry Seminars and Consulting on diversity initiatives. This is an opportunity for us to listen to one another deeply to understand the stories and perspectives of our colleagues. **URL:** Art of Mindful Inquiry 28 BIG IDEA/Objective: Participants practice the art of listening and asking mindful inquiries TIME ESTIMATE: 5 minutes **ACTIVITY STEP:** Facilitator walks through the activity steps and shares the cue to pay attention to start and the cue to call the group back.

Start timer after you give the cue to start.

SILENTLY.

THINGS TO SAY: Read the steps and encourage Partner 2 to practice listening

29 BIG IDEA/Objective: Participants practice the art of listening and asking mindful inquiries TIME ESTIMATE: 3-5 minutes **ACTIVITY STEP:** Facilitator walks through the activity steps and shares the cue to pay attention to start and the cue to call the group back. Start timer after you give the cue to start. **THINGS TO SAY:** In this part of the activity Partner 2 will respond to what was just shared by using mindful inquiry prompts. You may use the three suggested here but they are also others that you can reference in your workbook. 30 BIG IDEA/Objective: Participants practice the art of listening and asking mindful inquiries TIME ESTIMATE: 3-5 minutes **ACTIVITY STEP:** Facilitator walks through the activity steps and shares the cue to pay attention to start and the cue to call the group back. Start timer after you give the cue to start. THINGS TO SAY: In this part of the activity Partner 2 will respond to what was just shared by using mindful inquiry 31 BIG IDEA/Objective: Participants practice the art of listening and asking mindful inquiries TIME ESTIMATE: 3-5 minutes **ACTIVITY STEP:** Facilitator walks through the activity steps and shares the cue to pay attention to start and the cue to call the group back. Start timer after you give the cue to start. THINGS TO SAY: In this part of the activity Partner 1 will respond to what was just shared by using mindful inquiry prompts. You may use the three suggested here but they are also others that you can reference in your workbook. 32 **BIG IDEA:** Introduce the new version of the compass. TIME ESTIMATE: 4 minutes

ACTIVITY STEP:

Raise your hand if you have seen this before. What is it?

Post it Compass walk- visit each part of the compass on this topic: what

What do you notice about it?

What is its purpose? How is it used?

1.

2.

3.

4.

does it make you feel? believe? think? want to do? Intentionally visit each quadrant. When you go on break-place a Post It in each quadrant around the room. 5. Acknowledge that there is no "right or wrong" for where you are at on the compass but that you can also utilize it to get or remain centered. THINGS TO SAY: Study the compass to understand each quadrant and its presented questions. Then briefly think about WHEN in the presentation you've shown up there...write it on a sticky note in your workbook. **CONTEXT:** This compass was adapted from the PEG Compass. The credit at the bottom honors the knowledge we have gained, adapting it to meet our own needs. 33 **TIME ESTIMATE**: 5 minutes **ACTIVITY STEP:** Participants take a moment to place themselves on the compass in their workbook. 34 **Make connection back to ZPD- using tools to stay in the productive zone of disequilibrium BIG IDEA: Highlight the connection between 3 C's of Change and the compass TIME ESTIMATE: 3 minutes **ACTIVITY STEP:** 1. Have participants notice the connection between the 2 tools. 2. Ask: Which area(s) do you gravitate toward often? a. Which area(s) do you typically not visit or even maybe actively b. avoid? CONTEXT: The color-coding is intentional: Consciousness color is purple from the thinking quadrant. Conviction color is yellow from the belief quadrant. Commitment color is agua from the acting quadrant (and AEIOU protocol). 35 THINGS TO SAY: In the previous sections we looked into our identities and how society shaped our identities. We are now going to look into how bias and implicit bias shapes how we view others as we start to navigate outward. **CONTEXT:** Bias consists of attitudes, behaviors, and actions that are prejudiced in favor of or against one person or group compared to another.

Implicit bias is a form of bias that occurs automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors. Research has shown implicit bias can pose a barrier to recruiting and retaining a diverse scientific workforce. 36 THINGS TO SAY: So far we have covered the following objectives in building consciousness around identity: I can define bias and implicit bias and understand the difference between the two. I can investigate how bias is socialized to build my consciousness. In this next section we are going to move into conviction around bias and implicit bias: **CONTEXT:** Using this tool, 3 C's of Change, to organize our learning objectives aims to help conceptualize some of the ambiguity of the terms. Which may be better understood when simply stated, how can I grow my consciousness, conviction, and commitment around the role of bias and implicit bias in my career/position? 37 **BIG IDEA:** Introduce the new protocol. TIME ESTIMATE: 20 minutes **ACTIVITY STEP:** 1. Read the new protocol to yourself. 2. Have a table conversation about what you notice about this protocol. 3. Share with the large group what you notice. THINGS TO SAY: AEIOU Protocol is a tool that can be used to navigate learning experiences and more specifically, conversations. **CONTEXT:** Connect back to ZPD- stay in productive zone This protocol can be present at tables and used to help guide participant reflection and engagement with the tools; encourage referring back to this on their own throughout the day and the breaks. This is the only new systems tool that we are presenting. We are calling it the AEIOU Protocol. It provides shared language so that we can more effectively Identify and Respond to the influence of Race and Culture.

Key things to share after the large group share-out. (Give the room a chance to

see it and say it first.)

In blue at the top, it has the purpose of the PROTOCOL.

AEIOU are the building blocks of reading and are the start of each of the bolded sections. In our protocol they represent the things we will do all the time.

Why is there no "y"? Because "y" is only sometimes. Protocols are all the time. Bullet points provide more context for the bolded concepts.

Credits are at the bottom. We adapted from AVID and Learning Forward (AEIOU Norms) as well as CCAR protocols.

It is color coded: the light colors (AEI) are the protocols that most will help with IDENTIFY, and the dark colors (OU) are for RESPOND.

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BIG IDEA/Objective: Introduce/define Implicit Bias and its connection to EFT

TIME ESTIMATE: 2-3 Minutes

ACTIVITY STEP:

- 1. Read the slide.
- 2. Possibly elicit table talk around anything new for them when offered this definition or other information of slide.
- 3. Wrap up slide with introduction of NYT Implicit Bias Series Introduction

THINGS TO SAY:

Implicit Bias is defined as, the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

As student facing professionals we are acting and making decisions regularly—and that affects even our most marginalized scholars, whether we mean well or otherwise. The reality of unconscious bias is that we are not conscious of it. Until we are made aware that such a thing exists. To be clear, being aware of a bias doesn't change it, but it does give you the opportunity to identify and interrogate the source so that the impact or outcome changes.

Some key characteristics of implicit bias include:

- 1. Implicit biases are pervasive, meaning, they are 'unwelcome' and can be entrenched understandings.
- 2. The implicit associations we hold do not necessarily align with our declared belief or even reflect stances we would explicitly endorse.
- Implicit bias, like the brain, is malleable meaning it can be formed and molded; implicit associations can be gradually unlearned through a variety of debiasing techniques or strategies to implement in your practices.

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BIG IDEA/Objective: Introduce implicit bias clearly and concisely connected to race and the impact it leads to.

TIME ESTIMATE: 5 minutes to view video both times; 3 minutes to talk at tables (20 minutes total)

ACTIVITY STEP:

- 1. Begin video from beginning and end at 1:55; replay and end at 2:21.
- 2. Instruct participants to watch and do nothing first time
- 3. Instruct participants to watch and take notes on things that stick out: connections, questions, aha's, etc.
- 4. Give participants time at their tables to discuss/process initial reactions

THINGS TO SAY:

Before: It's important to establish the importance of identifying implicit bias and the common misunderstanding it has in the context of race relations; often mistaken for racism/racist behavior instead it needs to be taken into consideration as a symptom of the sickness of racism

Before: This video will serve as an introduction to key ideas and understandings regarding bias and implicit bias. We will watch it twice. First Viewing: Watch, listen, take in. Second Viewing: While watching, take notes on what sticks out to you. Connections? Questions? etc.

After: "Culture- images, education, conversations, etc. is a fog we've been breathing in our entire lives, that fog leads to associations that lead to biases."

URL:

https://www.nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html?action=click&module=video-series-bar®ion=header&pgtype=Article&playlistId=video/who-me-biased

CONTEXT: Implicit Bias is something that keeps systemic racism intact; it is a by product or symptom if you will of racism

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BIG IDEA/Objective: Example Given aside from the peanut butter & jelly reference

TIME ESTIMATE: 15 minutes

ACTIVITY STEP:

- 1. Individually take 1 minute to complete number one; review your notes and highlight what stands out.
- 2. Silently, reflect on number two and write a response, in 2 minutes.
- 3. Take 1 minute to think about question number three; prepare to share aloud
- 4. Turn and Talk: share with a partner your response to number 3; max 1 minute per person
- 5. Then, with the same partner share a response of your choice of numbers one and two; 2 minute max per person.

THINGS TO SAY:

How we are socialized largely depends on the messages surrounding us. However, we aren't always aware of those messages because there are quite a few to be honest. The three questions on the screen are designed to help you reflect on how aware you are of the messages around you. More importantly, it

helps to conceptualize why we associate the way that we do in our now. 41 BIG IDEA/Objective: Implicit Bias in the Classroom TIME ESTIMATE: 3 minutes **ACTIVITY STEP:** Play video and instruct participants to reflect on the questions posed at the bottom of the screen. 2. Have participants write in their workbook to capture a quick response. 3. Facilitators chose a few participants to share. 42 BIG IDEA/Objective: Evaluate FoR Connections; How does our frame of reference connect to our biases? TIME ESTIMATE: 5 minutes **ACTIVITY STEP:** With a partner take turns talking and listening to the following questions. THINGS TO SAY: With a partner, identify one aspect of your frame you have in common. Discuss the following questions. Continue to use the listening strategies from the Think, Pair, Share Facilitator: story/example of how you (as facilitator) have developed/formed biases that are connected to your frame, and how you have experienced biases from others. What from your frame contributes to a bias you hold or creates a blindspot? (ex: as an able bodied person, it is not on my radar that those with differing abilities (hidden or physical) go through mental gymnastics before considering if they should attend a social event like a community fair, family gathering, party, etc.) 43 TIME ESTIMATE: 5 minutes **ACTIVITY STEP:** 1. Instruct participants to continue reflecting quietly 2. As they reflect, encourage participants to think about what is missing from their frame of reference with knowledge of self. *Facilitator shares personal story example as an addition to their frame of reference. 3. Instruct participants to add new ideas using a different color pen/pencil. 4. Time participants for 1.5-2 minutes as they write. 5. Instruct participants to stop writing and pair up-insert a 'fun' objective like matching color shirt or shoes, etc.-- to share additions. *Edairra shares a personal story as an example of adding to my frame of reference. 2 minutes max. THINGS TO SAY:

Reflection as a practice allows us to unearth things that may not present

themselves on the surface. It's easy to include our victories or very trying experiences that have shaped ourselves, however, sometimes we forget about smaller moments that added to how that experience played out. Completing this activity requires the AEIOU protocol to be front and center in my brain, because it requires a lot of courage.

EDAIRRA: I returned to my frame to reflect on the presence or markers of race in my experiences and how that has shaped my FoR as a woman, mother, and educator of color today. I grew up in Saint Paul, Rondo/Frogtown communities and the Eastside of St. Paul, all diverse in cultural/racial categories of people. Naturally I had friends of different races. One day while playing with a brother and sister pair, they told us that we could not come inside their home to play because we were Black. I remember being shocked and confused in the moment, "this is stupid" in my 8 year old brain. My sister and I were devastated, but it turned out to be the first lesson on racial identity and its importance. Clearly it played a role in my life then, so moving forward it created a biased understanding of who I could be in a true relationship and friendship with. Growing up, I never had white friends whose houses I frequented. And then again, there were few friends' houses I did actually visit. Still, I understood that who I was somehow created a barrier between the world and me.

44



BIG IDEA: Highlight the connection between 3 C's of Change, the compass, and AEIOU Protocol.

TIME ESTIMATE: 3 minutes

ACTIVITY STEP:

- Instruct participants to critically examine the tools on the screen for connections
- 2. Encourage participants to note their noticings in their participant workbook on one of the notes pages
- 3. Ask for a few participants to share something they noticed or noted when examining the 3 tools.

THINGS TO SAY:

Understanding that foundationally, the ways in which these tools are connected, establishes the ability to weave the connections between them. Asking yourself different questions like, "how might a courageous conversation or hard conversation go without the AEIOU protocol as a guiding framework"? Maybe there is tension that is misunderstood, and is impacted by one's own bias—something explored using the 3 C's of Change to help con

CONTEXT:

The color-coding is intentional:

- Consciousness color is purple from the thinking quadrant.
- Conviction color is yellow from the belief quadrant.
- Commitment color is aqua from the acting quadrant (and AEIOU protocol).

We are using the color pink because it is connected to knowledge.

4. Reveal second prompt and have participants respond on light blue paper

Reveal the first prompt and have participants respond on a pink piece of paper (sticky note) and place it in the first column (Knowledge space).

3.

- (sticky note) and place in the second column (Skill space). We are using the color, light blue because it is connected to skill.
- 5. Reveal third prompt and have participants respond on yellow paper (sticky note) and place in third column (Will space). We are using the color yellow because it is connected to will.
- 6. Reveal fourth prompt and participants respond on dark blue paper (sticky note) and place in fourth column (Capacity space). We are using the color dark blue because it is connected to capacity.
- 7. Reveal titles of each category- lean in to provide any necessary scaffolding for how the Capacity Equation is a tool to be leveraged and used (the skill of it).
- 8. Reveal the operations symbol- provide scaffolding.
- 9. Differentiate processing depending on individual, small or large group needs.

CONTEXT:

The visual organizer for this Capacity Reflection is an adaptation of one created by Fair Oaks Equity Team members. It is one way of honoring work that has been done around the district.

Capacity does not mean that you have achieved Equitable Student Achievement 100% of the time. It speaks to what your Maximum Capacity to do so is.

Much of our work has focused on Consciousness building and developing our knowledge on racial equity. Today, the push will be to move towards Responding and Use what you have learned to impact change.

49



BIG IDEA: Revisit their frame of reference as it relates to who are we

TIME ESTIMATE: 5 Minutes

ACTIVITY STEP:

- 1. Refer back to frame of reference
- 2. Reflect on how it relates to who are we

THINGS TO SAY: This word cloud represents the folx in this room and the identities we indicated have the most impact on our work and daily life. Take a moment to to take it in

Add to your frame and come back to it throughout the day- this frame will help us remember how each person comes from a different frame of reference, that there are a variety of elements that shape or have shaped our frame of reference, and that our frame of reference can expand throughout our lives and our experiences although we may never have the same frame as someone else

because of our lived experiences that differ. **CONTEXT:** Some identities that are marginalized might bring about fear to acknowledge in a group of people that you may not trust the people in the room to hold it identity intimately impacts the way with which you see and engage with the world and in turn-your learning (or teaching) Mentimeter URL: https://www.menti.com/alj25kegaqb9 50 BIG IDEA/Objective: Gain a clear understanding of Intersectionality from Kimberle Crenshaw who coined the term TIME ESTIMATE: 10 minutes **ACTIVITY STEP:** Go back to your FoR. Circle parts of your identity that are intersectional If you have 5 or more please parts circled find make a group of 2-3 people to discuss your impact statement in this area If you have less than 4 parts circled make a group of 2-3 people to discuss your impact statement in this area THINGS TO SAY: We will hear from Professor Kimberle Crenshaw to gain an understanding of the term intersectionality URL: https://youtu.be/ViDtnfQ9FHc 51 **BIG IDEA:** Analyzing your own racial identity TIME ESTIMATE: 5 minutes **ACTIVITY STEP:** 1) Participants reflect individually on the question in their workbook. 2) With a partner, share your response. 3) Facilitator get a few responses from participants in whole group. **POSSIBLE THINGS TO SAY:** Privilege is defined as Unearned advantage (Appendix A: Glossary). There is a difference between advantages that are earned and those that are unearned. We are specifically focusing on the ones that are unearned. Privileges and disadvantages are socially constructed - not an absolute truth. By naming that they are socially constructed, we are naming how they are perceived and the meanings that are attached to them and that the meaning

you have attached to them might be different from the meaning someone else

attaches to them. Different spaces might elicit different advantaged or disadvantaged identities.

There are identities that are evident and those that are assumed or unseen. The power of intersectionality work is going beyond what is seen or assumed and uncovering the pieces that are remain unnoticed.

Gender and race are some of the most visible parts of our identity.

CONTEXT:

Capacity Equation - The color-coding is intentional:

- Knowledge is purple, like the thinking quadrant and Consciousness.
- Skill is aqua, like the acting quadrant and Commitment.
- Will is yellow, like the belief quadrant and Conviction.
- Capacity is dark blue, like the title of the AEIOU protocol.

A, E, I & O are all being activated throughout this activity. Be prepared to guide participants to continue to move from Knowledge of the protocol to the Skill of using the protocol when you see it missing or to name when you are noticing participants already using it to deepen their conversation and reflection.

52



BIG IDEA: Identify the invisible perspectives

TIME ESTIMATE: 5 minutes

ACTIVITY STEP:

- 1) Participants reflect individually on the question in their workbook.
- 2) With a partner, share your response.
- 3) Facilitator get a few responses from participants in whole group.

POSSIBLE THINGS TO SAY:

The first step is to be able to identify which identities are invisible so that we can respond.

CONTEXT:

This is an activity to begin to see what has previously been unseen.

There is a difference between invisible and missing perspectives. Part of the process is recognizing if these perspectives are truly missing and absent or just devalued in a way where they are made invisible.

Implicit bias forms the foundation to what is valued and thus seen.





BIG IDEA: Identify action steps to center identified invisible identities

TIME ESTIMATE: 5 Minutes

ACTIVITY STEP:

- 1) Participants reflect individually on the question in their workbook.
- 2) With a partner, share your response.
- 3) Facilitator get a few responses from participants in whole group.

POSSIBLE THINGS TO SAY:

This work is about creating space to make everybody feel valued and seen. Doing the work of centering invisible identities brings us closer to valuing the identities that have traditionally been marginalized.

CONTEXT:

Capacity Equation - The color-coding is intentional:

- Knowledge is purple, like the thinking quadrant and Consciousness.
- Skill is aqua, like the acting quadrant and Commitment.
- Will is yellow, like the belief quadrant and Conviction.
- Capacity is dark blue, like the title of the AEIOU protocol.

54



BIG IDEA: Identify action steps to de-center identified dominant identities

TIME ESTIMATE: 5 Minutes

ACTIVITY STEP:

- 1) Participants reflect individually on the question in their workbook.
- 2) With a partner, share your response.
- 3) Facilitator get a few responses from participants in whole group.

POSSIBLE THINGS TO SAY:

When we decenter our privilege, that makes space for others who do not have the privileges we have.

CONTEXT:

Capacity Equation - The color-coding is intentional:

- Knowledge is purple, like the thinking quadrant and Consciousness.
- Skill is agua, like the acting quadrant and Commitment.
- Will is yellow, like the belief quadrant and Conviction.
- Capacity is dark blue, like the title of the AEIOU protocol.

55	Student Data	BIG IDEA/Objective: Using data as a tool to inform us of who we serve or not serving in Osseo Area Schools TIME ESTIMATE: 2 min THINGS TO SAY: We have been doing some introspection work up to this point of the training. Continue to think through how your lived experiences and the intersection of your identities have informed your perspective of yourself and others as we think about Who Are We in this space. In Osseo Area Schools and its communities. These next few slides are some data that we have on our Scholars of OAS. As we go through it, keep in mind their lived experiences and how the intersection of their identities may affect their schooling experience here at OAS. URL: EFT Survey Data (Student Survey)
		New Teacher Training Slides_23.07.25_v03.pptx (Academic Data)
56	Student Data See at a Stand Mark Mark Mark Mark Mark Mark Mark Mark	THINGS TO SAY: Point out the data as shown
57	Student Stakeholder Survey Belonging Scale The fixturing grafts done the genoming of students responding first, Alabays, "A 1947 with a convey state of the student of the students of the st	BIG IDEA/Objective: Student Stakeholder Survey on Belonging THINGS TO SAY: Facilitator provide context to the next few slides CONTEXT: n-size, 2022 vs. 2023 Am Indian: 435 513 Asian: 3193 3175 Hispanic: 1940 2018 Black: 5198 5337 White: 7960 7792 Multiracial: 1612 1648 EL: 2288 2390 FRPL: 7989 7975 SPED: 2559 2676 All: 20,010 20,070
58	Build flat of the language bases	
59	Parket Makes States of Bangaphan	

60 61 **TIME ESTIMATE:** 5 minutes **ACTIVITY STEP:** Participants individually reflect on the following in their workbook: 1. What are you noticing? What might be our goal of how this might look in the future? b. Why might this be a goal in your opinion? What patterns do you notice across grade levels? c. d. What biases do you notice pop up for you when you are viewing this data? Are there any gaps that are "understandable" in your How does this connect to what we have engaged with so far? e. i. intersectionality? ii. implicit bias? 2. As a group, identify the predictable outcomes or pattern consider demographic breakdowns 62 BIG IDEA: To own our areas of autonomy and responsibility versus those of the stakeholder community. **TIME ESTIMATE:** 4 minutes **ACTIVITY STEP:** 1. Facilitator makes a T-Chart on chart paper. 2. Participants shout out responses from their taxonomy. 3. Facilitator sorts responses into the left and right column without telling participants what each column represents. Have participants guess what the difference is between the two 4. columns. 5. Flip to the next slide. 6. We have autonomy on the items in the left column, not those in the right. We will not create change by continually focusing on and blaming those issues on the right. Our work is on the systems side. 63 BIG IDEA: To own our areas of autonomy and responsibility versus those of the stakeholder community. TIME ESTIMATE: 4 minutes **ACTIVITY STEP:** 1. Facilitator makes a T-Chart on chart paper. 2. Participants shout out responses from their taxonomy.

3.	Facilitator sorts responses into the left and right column without telling
	participants what each column represents.
4.	Have participants guess what the difference is between the two

- columns.
- 5. Flip to the next slide.
- 6. We have autonomy on the items in the left column, not those in the right. We will not create change by continually focusing on and blaming those issues on the right. Our work is on the systems side.

3 C's of Change, Compass, AEIOU Comp

BIG IDEA: Highlight the connection between all of the tools.

TIME ESTIMATE: 3 minutes

ACTIVITY STEP:

1. Have participants notice the connection between the 4 tools.

THINGS TO SAY: At this point we have explored 4 of the 5 equity tools to gain a deeper understanding. We have mentioned throughout so what are the noticings you see with all of these tools?

CONTEXT:

The color-coding is intentional:

- Consciousness color is purple from the thinking quadrant.
- Conviction color is yellow from the belief quadrant.
- Commitment color is aqua from the acting quadrant (and AEIOU protocol).

65



BIG IDEA: Personalizing Capacity Equation and your own leadership

TIME ESTIMATE:

ACTIVITY STEP:

- 1. Guide participants to the workbook page that has the four boxes.
- 2. Feel free to do a small group discussion, writing activity, or large group conversation if you believe it would be helpful.
- 3. Differentiate processing depending on individual, small or large group needs.

POSSIBLE THINGS TO SAY:

The importance of Own Where You Are in this conversation allows you to Identify first and name the reality. Naming is the first step. The actions that are listed under Own Where You On on AEIOU protocol (Analyze...,Share..., Investigate) are all skills that will move us from Identifying to Responding. You will see opportunities throughout Module 1 to Analyze your own racial and cultural identity, Share your own racial and cultural lived experiences and investigate the role and presence of whiteness. These are all skills (actions) that

	,
	will further deepen your Capacity Reflection that we began in this activity.
	CONTEXT: The visual organizer for this Capacity Reflection is an adaptation of one created by Fair Oaks Equity Team members. It is one way of honoring work that has
	been done around the district.
	Capacity does not mean that you have achieved Equitable Student Achievement 100% of the time. It speaks to what your Maximum Capacity to do so is.
	Much of our work has focused on Consciousness building and developing our knowledge on racial equity. Today, the push will be to move towards Responding and Use what you have learned to impact change.
Who Are We? Section 6 Centering Invisible Identities and Absent Narratives	
EIC: BASICs of Pedagogy • Environment • Instructional Practices/Strategies Content/Curriculum	TIME ESTIMATE: 3 min
	THINGS TO SAY: Before we introduce the element of the CLEAR model, it is important that as you listen to and build up consciousness around each letter that you see it threaded throughout the classroom environment, in instruction practices and strategies, and in the content that you teach.
	CONTEXT: CLEAR is a concept or framework that should be threaded throughout the EIC to be pedagogically sound with regard to educational standards of practice.
Introduction to CLEAR	BIG IDEA: Measure convictions to implement commitments.
Dr. Rev Hillstrom (former DOEE Director)	TIME ESTIMATE: 6 minutes
	THINGS TO SAY: Please refer to the CLEAR Model on your participant guidebook.
	VIDEO URL: https://youtu.be/kMDjOFkhwZA
	CONTEXT: The video is a one-minute overview of this module.
	EIC: BASICs of Pedagogy Environment Institutional Practices/Briegies Control/Currorlum Control Currorlum Control Currorlum

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BIG IDEA/Objective: Breaking down and defining each block of CLEAR

TIME ESTIMATE: 2 minutes

ACTIVITY STEP:

1. Read and write responses to each question

CONTEXT:

Express interest in the cultural, racial, and ethnic background of your students

- ➤ Encourage students to research and share information about their background as a means of fostering a trusting relationship with fellow classmates
- Celebrate differences in traditions, beliefs, and social behaviors
- Learn proper pronunciation of student names

* Redirect your role in classroom from instructor to facilitator

- > Reduce the power differential between instructor and students.
- ➤ Authoritarian classrooms might lead to negative behaviors as a result of perceived social injustice
- Provide students with questionnaires about what they find to be interesting or important (intrinsic motivation and connection to material)

Maintain a strict level of sensitivity to language concerns.

Celebrate diversity of language in the instructional materials provided to non-native speakers

Maintain an inclusive curriculum that remains respectful of differences.

- A culturally responsive curriculum is both inclusive in that it ensures that all students are included within aspects of the school
- This can also encourage teachers to understand and recognize each student's non-school cultural life and background, and find ways to incorporate it into the curriculum.

70



BIG IDEA/Objective: Breaking down and defining each block of CLEAR

TIME ESTIMATE: 2 minutes

ACTIVITY STEP:

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CONTEXT:

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 - Encourage students to research and share information about

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71



BIG IDEA/Objective: Breaking down and defining each block of CLEAR

TIME ESTIMATE: 2 minutes

ACTIVITY STEP:

1. Read and respond to each question

CONTEXT: Equitable: Space to isolate race intentionally. How do we allow students to show they meet the standard? Multiple perspectives in race and culture.

What could it look like in a classroom?

- Using diverse and representative text on a regular basis then having discussions with the group about connections they are making to the text.
- Morning Meeting/Circle shares that directly relate to our students strengths and give opportunities to share who they are.

72



BIG IDEA/Objective: Breaking down and defining each block of CLEAR

TIME ESTIMATE: 2 minutes

ACTIVITY STEP:

1. Read and write responses to each question

CONTEXT: Achievement: Pedagogical approach. How teachers are interacting with students. Systems create multiple ways of achievement with a variety of resources.

What could it look like in a classroom?

- Formative Assessments:
 - Scholars are able to show their thinking during quick check-ins. (A checklist is a quick way to keep track of this).
- Summative Assessment
 - Explaining the Main idea of a text and supporting details:
 - Artistic representation
 - Drawing a picture
 - MultiMedia presentations
 - Create a "tic tok" video
 - Written representation
 - Create a pamphlet explaining what Main idea/details are in a text with examples.

73



BIG IDEA/Objective: Breaking down and defining each block of CLEAR

TIME ESTIMATE: 2 minutes

ACTIVITY STEP:

1. Read and write responses to each question

CONTEXT: Responsive: 4 R's, WBW What could it look like in a classroom?

When teaching an Amplify lesson about how the sky changes, a1st grade teacher used where their students' families are/ are from in order to show what the sky looks like in different places.

74



BIG IDEA: To move people into commitment.

TIME ESTIMATE: 5 minutes

URL FOR VIDEO: https://www.youtube.com/watch?v=JTwHGJaJL_M

CONTEXT:

Judith Marquez Duran is one of our own students, a graduate of Park Center. We can be very proud of that.

We are transitioning from Identifying to Respond.

75



BIG IDEA/Objective: Utilizing the CLEAR Model

TIME ESTIMATE: 3 minutes

ACTIVITY STEP:

Participants write one of their idea onto a post for them to give that idea to a colleague to receive an idea from another.

THINGS TO SAY:

ON THIS SLIDE AFTER PARTICIPANTS HAVE WALKED, TALKED, SHARED, WE SHOW THEM EXEMPLARY EXAMPLES OF CLEAR.

This is the final system tool that we are introducing during the Foundational Training.

We are sharing it with you now because it is a tool that will help us in C3 -- implementing commitments. In other words, this is part of *responding* to the influence of race and culture on learning.

We had to go through all other other pieces of our systems tools so that we were prepared for CLEAR.

The CLEAR model - A Culturally Validating Pedagogy

Created by Dr. Rev Hillstrom one the country's foremost Indigenous scholars leading systemic change for educational excellence and equity.

Benefits:

Sees students through a holistic lens, taking into account learning, autonomy, culture, academic achievement and equity

However may seem elusive in its exact implementation.

CONTEXT:

CLEAR can show up in variety of ways:

- Conversations with families
- Lesson planning
- Culture of the school
- PBIS
- Student Intervention Teams
- IEP documents and meetings

<u> Additional Resources:</u>

<u>Lesson Template</u>

76



BIG IDEA/Objective: Equity System Tools

THINGS TO SAY: All together these are tools that you can use to build up your capacity to center race and culture in all that you do with our Scholars.





THINGS TO SAY: We have just been on this journey of exploring who we are as individuals, who we are as a group and how we are connected to others in the group, and now we are going to explore who we need or want to be to actualize the district mission and vision. This session is going to allow us to learn more about the commitments of OAS.

78



THINGS TO SAY:

Read off the slide 92:

Outcomes: Why do this?

IF WE set aside time to understand the resolutions, policies and commitments of Osseo Area Schools...

THEN WE can develop a deeper understanding of the values of our district and our forward efforts to humanize each and every student...

SO WE can be better equipped to contribute to and sustain the humanizing capacity of Osseo Area Schools supported by the policies, resolutions and commitments.

79



BIG IDEA/Objective: Connect the district mission, vision, and core values with your own values.

TIME ESTIMATE: 5 minutes for self reflection on questions 1 & 2; 10 minutes for group discussion

ACTIVITY STEP:

- 1. Participants read questions
- 2. Participants have 5 minutes to write personal reflection
- 3. Participants have 10 minutes to discuss with their table

THINGS TO SAY:

You will now start reflecting and writing about the follow questions, in order to see if your values/vision aligns with OAS.

- 1. What values do you personally hold? What values do you hope exist in our district?
- 2. What is your own vision for your work in OAS?
- 3. With your table group, read the district values, mission and vision statements.
 - a. *Discuss and share:* Where do you see yourself in the district values?

URL: https://www.district279.org/info-center/strategic-plan

CONTEXT:

Participants must understand the district values, mission, and vision statements.

80



BIG IDEA/Objective: Hanging Hashtags(post-it notes) with Policies and Resolutions around the room

- a. Policy 508-Gender Inclusion policy
- b. Policy 101 Racial Equity Policy

TIME ESTIMATE: 15 minutes

ACTIVITY STEP:

- 1. Individually read the policy
- 2. Write a hashtag for the document: What keyword or short phrase encapsulates this policy?
- 3. Post Its onto the policies
- 4. Read your colleagues Hashtags

THINGS TO SAY:

We will now participate in the Hanging Hashtags activity. You are required to apply the Capacity Equation, where your are collecting valued information to analyze and try to understand how much of your personal values are invested in these policies.

- 1. You will need post-it notes and something to write with.
- 2. Please read the policy individually.
- 3. Write a hashtag- keywords or short phrases that encapsulates the policy you have read. It could be something that resonates with your and your values or something that is intriguing to you. Make sure to write your hashtags clearly.
- 4. Put post-it notes onto the policies.
- 5. You have about 15 minutes.
- 6. Finally, read your colleagues' Hashtags.

While listening to your colleagues share their hashtags, make a mental note on how their hashtags can help you increase your valued knowledge; think about how these hashtags can be applied; project your willingness to apply the acquired knowledge to increase your capacity to be equitable at all times.

81



TIME ESTIMATE: 5 minutes

THINGS TO SAY:

Can we have at least 4-6 participants that can share their ideas and how it connects it to the district mission, vision, and/or core values

- 1. What is the collective theme you noticed from the hashtags?
- 2. What are some of your noticings or wonderings you still have?

82



BIG IDEA/Objective: Voices from the community around the resolution

THINGS TO SAY: Read the quotes by two Hmong guardians in the community. In Osseo Area Schools our student demographic has about 16% students who

identify as Asians and of that we have have the second highest Hmong community next to St. Paul Public Schools.

- 1. Quote from Chee Xiong- "I really appreciated everything that was included in the resolution especially the parts about accountability and creating space that feels safe for students and staff to be able to thrive. As an aunt of students that attend school within district 279 that's really important to me that they don't feel scared going to school or that I don't have to worry about them being in a hostile environment. If it were the case then that there would be measures put into place to address it and stop it."
- Quote from See Vang Lor- "This resolution is important for me because it is a commitment of protecting and ensuring that my API kids have a chance at a non judgemental education so that they, too, can learn and thrive in Osseo. It is #1, acknowledging that racism towards API do exist. And then #2, we will not allow it and we will educate our staff on it. It's about taking accountability."

83



BIG IDEA/Objective: Voices from the community around the resolution

TIME ESTIMATE: 2 minutes

THINGS TO SAY:

Let us now listen to Jordan and Jayson express what Juneteenth celebration means to them. The Juneteenth celebration is part of the George Floyd Resolution. Juneteenth is the celebration of the freedom of African-American slaves. OAS has 26% of students who identity as Black.

URL:

https://drive.google.com/file/d/1zWuE8Ryw2IoVoH6z6vsBXg9yNp2Wk Kf/view

CONTEXT: These are Scholars from OHS, MGHS, and PCHS that all came together from Juneteenth.

84



BIG IDEA/Objective: Voices from the community around the resolution

TIME ESTIMATE: 2 minutes

THINGS TO SAY:

Let us now listen to the poem "Colored Chains" by Saffire who read her poem at the Juneteenth event last year.

URL: https://www.youtube.com/watch?v=nYDvPCvcsn8

85 BIG IDEA/Objective: Voices from the community around the resolution TIME ESTIMATE: 3 minutes THINGS TO SAY: Our Progress Pride Flag was flown on June 1st in all our schools this year, due to our LGBTQIA+ History and Cultural Resolution. Here is what a student had to say: " "Honestly I'm just glad that the flag is here... It's like we have a long way to go, but it's a step in the right direction. Like we should be allowed to be who we want to be, who we are.." URL: Student Voice: Videos but they are only for audio: https://drive.google.com/drive/folders/1-0Y1zfljk89VagscFTdE7vdZB86pUc7S?u sp=drive link 279 insider spotlight: https://www.district279.org/info-center/news/article/~board/news/post/park-c enter-senior-high-school-prism-club-celebrates-pride-month 86 BIG IDEA/Objective: Aligning the use of the equity tools with the policies and resolutions to lead us to who we need and want to be THINGS TO SAY: Today we have taken you all on a journey both within yourself and how you will serve those around you through the guidance of the equity tools. Does anyone remember the tools that have been introduced to you today? (3 C's, The Compass, AEIOU, The CLEAR Model, and most recently, the Capacity Equation) 87 THINGS TO SAY: Here are the outcomes for this session: If we set aside time to understand and build capacity with the Osseo equity systems tools... Then we can effectively apply the systems tools in our own context... So we can be better equipped to contribute to and sustain the humanizing capacity of Osseo Area Schools. 88 **BIG IDEA/Objective:** Overview of our equity tools TIME ESTIMATE: 5 minutes THINGS TO SAY: Let us look at the equity tools briefly. We have the AEIOU Protocol that can used to identify and respond to the impact of race and culture. The 3 C's of change help us understand the steps to equitable change; we first need to analyze consciously, secondly we make sure to have conviction and finally, we need commit to change towards a more equitable event. The Capacity Equation can help in reaching our maximum aptitude capacity if we have valued information that is applied and multiplied by our will or personal investment. The Compass can be used when reflecting- understanding where one stands in

the quadrants in order to move to another quadrant by asking oneself the questions on the quadrant. The CLEAR Model helps to organize how to be

culturally responsive, it can be used while creating lesson plans and planning events. The color-coding is intentional: Knowledge is purple, like the thinking quadrant and Consciousness. Skill is agua, like the acting quadrant and Commitment. Will is yellow, like the belief quadrant and Conviction. Capacity is dark blue, like the title of the AEIOU protocol. 89 BIG IDEA/Objective: What 508 Policy: Gender Inclusion mean to our community (using the Compass to frame conversation) **TIME ESTIMATE:** ~4 minutes (video is 2' 48") THINGS TO SAY:Intro to activity- This is an example of how you can frame your discussion about the resolution using an equity system tool. While watching this video, listen for when a few of the staff leaned into the compass as they shared what Policy 508: Gender Inclusion Policy means to them and the Osseo community. 90 BIG IDEA/Objective: Culminating activity that leads us to work towards who we need and/or want to be using the system equity tools. **TIME ESTIMATE:** 40 minute activity Things to Say: In our next activity we will, apply our systems equity tools to help us to apply the policies/resolutions in order to best serve our scholars and their families. 91 BIG IDEA/Objective: Using the system equity tools to frame discussion around the policies TIME ESTIMATE: 15 minutes **ACTIVITY STEP:** Each table should have 8-10 color coded policies and resolutions stapled with an equity tool for each participant to take one. a. Policy 101 & 3C's (light blue) b. Policy 508 & Capacity (white) LGBTQIA+ & AEIOU (green) c. d. API & Capacity (pink) George Floyd & AEIOU (yellow) 2. Facilitators can organize the meeting areas to tables or tape the colors on the walls for groups to meet in 10-12 people. Have participants go to an assigned area to meet with others reading the same policy/resolution. Have participants take the first 5 minutes to silently read the policy/resolution and circle some key words or phrases that stood out to them. 3. Participants use the system tool to frame their conversation around the

question: How will this policy/resolution inform my work in order to best serve our scholars and their families?

THINGS TO SAY:

We will now start our activity. You will work with your homogeneous group. Each group will have a policy to read. Please take 5 minutes to read the policy silently. Make sure to circle some key words or phrases that stood out to you. Have a conversation about the policy. Please refer to the system tools to frame your conversation around the question: How will this policy/resolution inform your work in order to best serve our scholars and their families?

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BIG IDEA/Objective: Share out your learnings with group to be better informed about the five policies and resolutions that centers marginalized communities

TIME ESTIMATE: 15 minutes

ACTIVITY STEP:

1. Have participants head back to their tables to prepare to share back with their group.

THINGS TO SAY:

You will now return to your original table. Your objective is to share the following 3 items: the intent of the policy, the equity system tool used to frame the prior conversation, and how the policy will show up in your role/educational space.

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TIME ESTIMATE: 5 minutes

ACTIVITY STEP:

Facilitators allow 5 minutes for participants to respond to the questions. Hear from a few participants of their response to the whole group.

THINGS TO SAY:

This time is reserved for your personal reflections. Please answer the following questions:

- Where do you see yourself in the policies, resolutions and mission/vision?
- ➤ Which one is most important to you and why?
- How do the policies and resolutions support what you learned today about centering invisible identities and absent narratives?
- ➤ Which one is new to you or makes you feel uncomfortable?

Please refer to the systems tool to help you answer these questions.

94	". IT IS NOW JOB AS EXPLATANTS TO NOT JUST THAN SCALLS, NOT JUST THAN JUST AND CONTINUENT AND CHANGE AND AS THAN JUST AND CHANGE AND AS THAN JUST AND THAN JUST AN	THINGS TO SAY: As we conclude our training, please reflect on this quote by Dr. Gholdy Muhammad, a fellow educator, author of <i>Cultivating Genius: An Equity Model</i> for Culturally and Historically Responsive Literacy. "It is our job as educators to not just teach skills, but also to teach students to know, validate, and celebrate who they are." We wish you all a wonderful school year. Please know that all of the DOEE is here to assist you in making sure that every scholar, staff member, and families are seen, heard, and valued!
95	NTW Poet Survey	THINGS TO SAY: This is the exit ticket for the day. This will also confirm attendance for the day
	To have the second seco	URL: https://forms.gle/EQiUduw4M4xZ5msK6