

**Building a Community of Trust through Racial Awareness**  
***Facilitator Preparation***  
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**Preparing to Lead These Modules**

We recognize discussions of race are rare in most preparation experiences for educational leaders and you may not have had many opportunities to engage in this work. As you explore this module, we want to offer some guidance to facilitate the process. Here are some lessons we learned along the way as we led discussions about race with educational leaders.

- 1. Begin with Your Self.** If you are serious about doing this – complete your own racial autobiography (PLE 4.1). There are at least 2 reasons to do this:
  - a. It is good practice to lead by example, because this is an experience that increases participant vulnerability and your sharing your racial autobiography helps to build trust
  - b. You need to understand your own journey before you can begin helping people unpack their journey and experiences with race
- 2. Work with a Partner.** If possible, co-facilitate this module with another presenter. If that is not possible, locate a critical friend to support your planning and reflection - preferably someone who has a different racial and/or ethnic identity than your own. We found co-teaching to be beneficial for our participants as well as for ourselves. As a black male and white female, we approached this work from different racial and ethnic identities. We found having discussions with a trusted colleague deepened critical reflection as these conversations pushed our thinking and helped us refine our practice. Other facilitators of this module have brought in colleagues or graduate students to co-lead with them – or have worked with a colleague outside of class to plan the experiences and reflect on outcomes.
- 3. Show your Human Side.** Discussions on race can be challenging.
  - a. Authenticity- it has been important to focus on being authentic
  - b. Transparency – admit that this a new experience for you and ask for student feedback along the way
  - c. Demonstrate public learning. Be willing to lead by example through public learning. Be less concerned about mistakes and being perfect – focus instead on creating an honest space where mistakes can be discussed openly.
- 4. Embrace New Habits of Practice.** Creating a more democratic learning environment that engages deeply in student/participant voice may offer a new way of facilitating learning. Inviting critical reflection with colleagues who serve as

critical friends – and publicly co-constructing learning with participants is a powerful experience that but one that you might want think through as you prepare to teach this kind of content.

**5. Prepare for the Emotions:** Griffin and Ouellett (2007) note that participants in social justice education courses often report the following responses and they manifest these responses in a variety of ways. We believe these responses necessarily incorporate emotions. Please see their chapter for a complete discussion if you are uncomfortable or feel unprepared to respond appropriately to displays of emotions in the classroom. These authors offer suggestions on how to recognize these emotional responses and how to support students in the process and sustain the learning. Following are some summarized descriptions.

- Resistance: Dissonance-raising issues around race will surely unsettle unconscious and deeply held beliefs thereby causing disequilibrium and possible initial resistance in participants. Both advantaged and targeted groups can express this.
- Anger: advantaged group members sometimes feel angry or deceived that no one has revealed privilege before now, and at how privilege operates or that they have been duped into buying into one reality over another. Targeted groups may feel empowered and then angry that no has one articulated this truth before now.
- Immobilization: if they agree with the content, individuals from either advantaged or traditionally marginalized groups may feel overwhelmed and powerless that privilege and oppression are so prevalent in American society. Participants may have fear of being called a bigot (advantaged) or sellout or afraid of how they will be perceived when speaking their truth about race (targeted).
- Conversion: may occur when participants passionately embrace content and perspectives and become highly critical of others. For example, they may actually call other advantaged members bigots (advantaged) or sellouts (targeted) if they don't meet some standard. This zeal is without critical self-examination.

For a deeper exploration of potential reactions of participants and suggested ways to facilitate emotionally charged discussions on race, prejudice and bias, read Clark, P., (2010) *I don't think I am biased*. Downloaded from the Teaching Tolerance website, Volume 37, [www.teachingtolerance.org](http://www.teachingtolerance.org). [provided as PDF and linked here]

We invite you to join us on this journey to *Build a Community of Trust through Racial Awareness* with the hopes that this experience will lead you and your participants to a greater understanding of race, a deeper need for advocacy, and eventually to a passionate drive to take action to improve school experiences to provide equity and excellence for each and every student.



**Building a Community of Trust through Racial Awareness**  
***Pre-Assessment***

| <b>Element</b>    | <b>Participant Instructions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Instructor/Facilitator Notes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Purpose:</b>   | <p>Open up iMovie, Photobooth or other digital capture format. You are the incoming principal of Catonsville School and have just received a call from a local television news station. A reporter would like to interview you for an upcoming segment on the measured academic achievement gaps in your school's data.</p> <p>Using a digital capture format, you have up to 4 minutes to film your answer to these 2 questions:</p> <ol style="list-style-type: none"> <li>1. What are your hunches about the causes of the academic achievement gap between White students and students of color?</li> <li>2. What strategies would you recommend your school adopt to address these academic achievement gaps?</li> </ol> <p>Save the video and submit to the instructor/facilitator</p> | <p>The following Pre-Assessment has been designed to serve as a snapshot of participants' attitudes and beliefs regarding the interplay of race and achievement. The pre-assessment encourages participants to articulate their beliefs about the relationship between race and achievement. Participants will also engage with this pre-assessment at the end of the module to provide a point of comparison that can be used to self-assess and serve as a baseline to track changes, if any, in perceptions. To complete this assignment, students may need training on iMovie or Windows Moviemaker, Photobooth, or recording on a digital camera. This pre-assessment only requires a simple one shot interview response.</p> |
| <b>Assessment</b> | This is a non-graded assignment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Assessment:</b> This is not a graded assignment – unless you wish to offer a grade for completion. The pre-assessment is a formative assessment and is meant to serve as a baseline snapshot of attitudes and beliefs. We find that our graduate students enrolled in a principal preparation program enter the program with considerable variance in their attitudes, beliefs, and behaviors regarding race and race-based school issues. Some students may identify institutional and societal variables that contribute to achievement gaps that include deficit thinking, low teacher expectations, high turnover of teachers in schools that serve large</p>                                                            |

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|                                                                                                                                                                                                                                                                                                                                                      |  | <p>percentages of students of color, limited access to rigorous coursework through exclusive class placement practices such as tracking, etc. Other student responses may assert achievement gaps are the result of parents’ disinterest in education, limited financial resources of the family, inadequate academic skills that require extensive remediation, etc. Rather than confront these disparate attitudes at this time, we recommend gathering and viewing the pre-assessment information and providing a series of powerful learning experiences, readings, class discussions and reflection to engage in dialogue with other participants whose views may differ significantly and thus disrupt current ways of knowing and ways of thinking about race.</p> |                                                                                                                                                                                                                                          |                                                                                                                                                               |  |
| <p>When reviewing the pre-assessment interview products consider the following equity continuum to locate a student’s initial response to the scenario.</p>                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                          |                                                                                                                                                               |  |
| <p><b>Racial Awareness &amp; Advocacy Development</b></p>                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                          |                                                                                                                                                               |  |
| <p>__ Responses reflect deficit thinking regarding student ability to achieve (does not recognize inequities , makes sweeping assumptions about student and/or families such as family doesn’t think education is important; blames poverty and/or low self-efficacy in making a difference in education of traditionally marginalized students.</p> |  | <p>__ Responses reflect candidate’s awareness of inequities and desire to address inequities but strategies limited to superficial changes impacting students &amp; parents (tutoring, family nights, etc.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>__ Responses reflect candidate’s awareness of inequities and desire to address inequities by examining and changing school-based structures and learning environment through professional development, inclusive classrooms, etc.</p> | <p>__ Responses include examination of institutional structures that have traditionally marginalized students and/or adoption of strategies incorporating</p> |  |

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|                          |     |  |  | culturally responsive leadership through shared power, advocacy and inclusion. |  |
| <b>Extended Activity</b> | n/a |  |  |                                                                                |  |

## Building a Community of Trust through Racial Awareness

### Section 1: Building Trust to Enhance Racial Dialogue

#### Powerful Learning Experience 1.1 Sharing Artifacts

| Element                                                                                                                          | Participant Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Instructor/Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Purpose/Learning Objective</b></p> <p>Begin process of trust building by sharing personal significant life experiences</p> | <p>We plan to begin class by getting to know each other. Please bring 3 or 5 artifacts that help to tell your story. You will have a small area to set up your artifacts and about 5 minutes to share with the group why you selected these items and what they say about you. Artifacts may include a variety of items, photographs, or mementos, etc. When selecting artifacts, think about: What is unique about you? What has influenced you on your path to leadership? What do you want others to know about who you are?</p> | <p>If the class members or participants are meeting for the first time, we recommend you begin by sharing personal artifacts. Prior to the initial meeting date, communicate the need to bring artifacts to the session/class. (See participant instructions). We have also introduced this experience as <i>being the curator for a museum exhibit on yourself</i>. What are the important or significant or unique areas of your life you would want highlighted? What artifact(s) might best represent aspects of yourself?</p> <p><b>Note:</b> Professor/Facilitator <b>must</b> participate. It may be a good idea for you to go first to model what to do.</p> <p><b>Materials:</b> Print or have participants create a name tent to label their exhibit of personal artifacts.</p> |
| <p><b>Process:</b> 60 to 90 Minutes (will vary on size of group)</p>                                                             | <ol style="list-style-type: none"> <li>1. Take your name tent and display/arrange your artifacts on a desk or table top</li> <li>2. Participate in a gallery walk to observe everyone’s artifact displays. What do you notice about the artifacts? What do you want to learn more about?</li> <li>3. Actively listen as each participant shares about 5 minutes about her/his artifacts.</li> <li>4. Contribute to group debrief discussion and/or individual journal exercise</li> </ol>                                           | <ol style="list-style-type: none"> <li>1. Learning Environment: Arrange the room so that each person has a table or desk area to display artifacts with his/her name tent. (multiple displays can be on a single table).</li> <li>2. Remind students/participants that this is just the beginning of getting to know each other and that it is not necessary to reveal everything about yourself – just a brief glimpse of who you are as represented by these artifacts</li> <li>3. Remind participants to actively listen as each person shares. (See Advocacy Module for Active Listening Process)</li> </ol>                                                                                                                                                                          |

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|                              |                                                                                                                                                                                                                                                                                      | <ol style="list-style-type: none"> <li>4. The professor/facilitator models the process by going first</li> <li>5. Invite people to stand by or near each exhibit as the person presents</li> <li>6. Rely on participants to volunteer to go next rather than establish an order for the presentations</li> <li>7. Encourage applause, thank each person for sharing</li> <li>8. After everyone has finished, debrief to discuss: what was the purpose of this experience?</li> </ol> |
| <b>Video/Digital</b>         | n/a                                                                                                                                                                                                                                                                                  | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Guided Discussion</b>     | <p>What was the purpose of this experience?<br/>         In what ways did this process support your knowledge of one another?<br/>         What connections did you make?<br/>         How might you adapt this process to building trust with teams or groups of staff members?</p> | <b>Facilitator Debrief:</b> We suggest you debrief each learning experience included in this module and have participants articulate personal connections as well as possible future applications when working with school or district educational teams.                                                                                                                                                                                                                            |
| <b>Readings</b>              | n/a                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Supporting Materials</b>  | n/a                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Related Websites</b>      | n/a                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Reflective Journaling</b> | Optional: Participants may respond to guided discussion questions, or other prompts developed by facilitator in a journal entry.                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Assessments Level One</b> | n/a                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Extended Activity</b>     | Take a digital photo of each person's display without his/her name tent.                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Optional Follow</b>       | A few days later, you can display the digital images in a PowerPoint or Keynote and have participants name each                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <b>On Experience:</b><br>15 minutes | person's display. We have often used this as the entry point in an 8 week summer course. A few days later, most people can name each person by first name. Challenge participants to also know each other's last names. |
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**Building a Community of Trust through Racial Awareness**  
**Section 1: Building Trust to Enhance Racial Dialogue**  
*Powerful Learning Experience 1.2 Developing Shared Agreements*

| Element                                                                                                                                                                                  | Participant Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Instructor/Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Purpose:</b><br/>Create a positive learning environment through developing agreements that outline how the group will engage in discussions and build support for risk-taking.</p> | <p>Consider what you will need in order to create an environment that is safe for the personal risk taking required to deeply discuss race.</p> <p>Think about a time when you felt safe enough to explore a difficult topic free of judgment.</p> <p>For the purposes of our discussions, we will build on the Four Agreements of Courageous Conversations, (Singleton &amp; Linton, 2006, p. 17)</p> <ul style="list-style-type: none"> <li>• Stay engaged</li> <li>• Speak your truth.</li> <li>• Experience discomfort.</li> <li>• Expect and accept non-closure</li> </ul> | <p>Students/participants are responsible for working together as leaders to develop what their agreements will be for the class. This set of agreements establishes the foundation for communication in the entire class and it helps deepen the conversation when they begin discussing topics about race. Agreements will include guidelines for allowing members of the class to speak their truth and to accept non-closure. Students should be warned that these topics may cause anxiety and they should expect to experience discomfort. Accordingly, to ensure that learning takes place it will be essential to keep the conversation honest and respectful.</p> <p><b>Materials:</b> Four Agreements of Courageous Conversations from Singleton &amp; Linton, 2006, p. 17, chart paper, markers, journals (optional)</p> <p><b>Learning Environment:</b> Learning Environment: Arrange the room so that students/participants can work as individuals and then move to partners/quads, etc.</p> |
|                                                                                                                                                                                          | <p>1. Reflect on a time when you felt safe to explore a difficult topic – free of judgment. What elements or</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>10. Probe participants to consider what other agreements they might need to</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p>Think about a time when you felt safe enough to explore a difficult topic free of judgment. Think about a time when you felt safe enough to explore a difficult topic free of judgment.</p> <p><b>Process</b></p> | <p>conditions were present that supported your ability to stay engaged? What might others need from you to feel safe and supported during challenging dialogue. Journal Option: Write a few notes in your journal.</p> <ol style="list-style-type: none"> <li>2. Listen as the facilitator outlines the 4 Agreements of Courageous Conversations</li> <li>3. Consider your needs for a supportive learning environment/</li> <li>4. Write 1-3 additional agreements you suggest be considered</li> <li>5. Join a partner and revisit/revise/combine to offer 1-3 additional agreements for consideration</li> <li>6. 2 Partner groups join for a quad to revisit/revise/combine to offer 1-3 additional agreements for consideration</li> <li>7. Join another quad for a group of 8 and repeat process recording suggested agreements on chart paper</li> <li>8. As a whole group, view the charts,</li> <li>9. Share and discuss any additional agreements and come to consensus on amending the original four agreements as needed. (see column at right)</li> </ol> | <p>build an environment for explorations of race.</p> <p>NOTE: Coming to consensus is not the same as voting with majority rules. *Note: Coming to consensus is not the same as voting or moving forward by the consent of the majority.</p>                       |
| <p><b>Video</b></p>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                    |
| <p><b>Guided Discussion</b></p>                                                                                                                                                                                      | <ol style="list-style-type: none"> <li>1. Reflect on the agreements</li> <li>2. Describe what following and not following the agreements might look like, sound like, feel like.</li> <li>3. Do you feel you can commit to following these agreements?</li> <li>4. If not, why not? What would need to change in order for you to make this commitment?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Guide the group toward coming to consensus. Allow the space for discussion to be sure each participant is clear about a shared understanding of what each agreement means. Encourage participants to listen to and carefully consider any dissenting views.</p> |

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| <b>Readings</b>              | Four Agreements of Courageous Conversations from Singleton & Linton, 2006, p. 17 |  |
| <b>Supporting Materials</b>  |                                                                                  |  |
| <b>Related Websites</b>      |                                                                                  |  |
| <b>Reflective Journaling</b> |                                                                                  |  |
| <b>Assessments Level One</b> |                                                                                  |  |
| <b>Extended Activity</b>     |                                                                                  |  |

**Building a Community of Trust through Racial Awareness**  
**Section 2: Race and White Privilege**  
*Powerful Learning Experience 2.1 What is Race?*

| <b>Element</b>                                                                                                                  | <b>Participant Instructions</b>                                                                                                                                                                                                                               | <b>Instructor/Facilitator Notes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Purpose:</b><br>Develop an understanding of race as a social/political construction for people of color in the United States | Review the agreements you developed in our previous session.<br><br>On an index card, write your personal definition of race. This is your own definition and should be developed without referencing any other sources (dictionary, digital resources, etc.) | While race is a social/political construction, it is not unusual for individuals to hold strong beliefs in misconceptions that race is biologically or genetically based. This learning experience has been designed to guide participants in recognizing that humans created categories of race and that beyond surface characteristics and physical traits, people who are identified as having the same racial identity are not more similar genetically than those individuals identified as having a different racial identity. |

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|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | In America, race and ethnicity are often used interchangeably.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Process &amp; Guided Questions</b> | <p>Please be willing to share your definition of race. Remember, this is your interpretation so there is no right or wrong answer.</p> <p>Read this brief online article entitled "<a href="#">What is Race?</a>"</p> <p>Read online <a href="#">Ten Things Everyone Should Know About Race</a></p> <p>How would you now define race? What does it mean to you?<br/> How many races do you think there are? What are they?<br/> How do you decide which race someone belongs to?<br/> Look around the room or around your community. Who do you think is likely to be most similar to you, biologically or genetically? Why?<br/> Where do your ideas about race come from? What are the sources of your information?</p> | <ol style="list-style-type: none"> <li>1. Invite participants to write personal definition of race. Stress that these are personal definitions so there are no right or wrong answers at this time.</li> <li>2. Ask for at least 3-5 volunteers to share their own definition. Ask for clarification as needed – but do not dwell on or deeply discuss these definitions.</li> <li>3. Provide time for participants to read <i>Ten Things Everyone Should Know About Race</i></li> <li>4. Ask for volunteers to share anything that they found to be surprising.</li> <li>5. Offer this online definition of race: <a href="#">Audrey Smedley's Definition</a></li> </ol> <p>Race is an ideology that says that all human populations are divided into exclusive and distinct groups; that all human populations are ranked, they are not equal... Race wasn't invented because it is a set of beliefs and attitudes about human variation. It has nothing to do with the biological variation itself. You can have many societies with great diversity in physical features without the idea of race. Race represents attitudes and beliefs about human differences, not the differences themselves.</p> |
| <b>Video</b>                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Guided Discussion</b>              | <p>What did you find surprising in the readings?<br/> What else do you want to know?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Review these questions to close the unit.<br/> Have students reflect and write written responses</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                                      | <p>Which definition of race is consistent with your current thinking?</p> <p>What examples in school settings appear to support that race has a biological basis?</p> <p>How does your thinking about race influence your decisions as an educational leader?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>in their journals. This gives them time to process the information and to help them reflect on what they want to say in this processing stage.</p>                |
| <p><b>Readings &amp; Comprehension Questions</b></p> | <p>Complete the Race Literacy Quiz<br/> <a href="http://newsreel.org/guides/race/quiz.htm">http://newsreel.org/guides/race/quiz.htm</a></p> <p>What is the difference between a biological and a social view of race?</p> <p>Excluding your immediate family members, are you more likely to be genetically like someone who looks like you or someone who does not?</p> <p>Who has benefited from the belief that we can sort people according to race and that there are natural or biologically based differences between racial groups?</p> <p>How did you do on the quiz?</p> <p>What do you now know about race that you did not know before?</p> <p>Does taking the quiz enhance your thinking about race and its application to you leadership?</p> <p>Could these materials help you have better discussions about race and its impact on educational leadership and learning?</p> | <p><i>Provide time to take the Race Literacy Quiz (about 20 questions) and allow participants to self-check answers.</i></p>                                         |
| <p><b>Supporting Materials</b></p>                   | <p>These additional readings offer an opportunity to explore these topics more deeply:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Cook's article on Beyond critical legal studies: The Reconstructive theology of Dr. Martin Luther King, Jr. offers participants an opportunity to see some of</p> |

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|  | <p>Cook, A.E. (1995). Beyond critical legal studies: The Reconstructive theology of Dr. Martin Luther King, Jr. In K. W. Crenshaw, N.Gotanda, G. Peller, &amp; K. Thomas (Eds.). <i>Critical race theory: The key writings that formed the movement</i> (pp. 276-291). New York, NY: The New Press.</p> <p>Ladson-Billings, G. (1998) 'Just what is critical race theory and what's it doing in a nice field like education?' <i>International Journal of Qualitative Studies in Education</i>, 11: 1, 7 – 24.</p> <p>Tillman, L. C. (2004). (Un)Intended consequences: The impact of the Brown v. Board of Education decision on the employment Status of Black Educators. <i>Education and Urban Society</i>, 36(3), 280-303.</p> | <p>the origins of critical race theory as described in the Ladson-Billings article. It helps participants to consider that racism is prevalent in law and education and likely other aspects of life. They continue to grapple with how the pieces fit together. It is important that they continue to explore at this point what all of this means for them as leaders. Another important point from Cook is the idea that there is a reconstructive element that follows the large amount of deconstructing that will happen in the class. The Cook article gives them exposure to Dr. King’s thinking about how to advance a social justice agenda.</p> <p>The Ladson-Billings article pushes the reader to consider how race applies to schools. It considers first a broad discussion of critical race theory and its origins. It then takes them through how there is likely a property right in curriculum and other aspects of education that correlate with race and privilege.</p> <p>The Tillman article highlights the actual outcomes of Brown v. Board of Education. Rather than eliminating segregation, more than fifty years after Brown, our nation’s schools are still deeply segregated by race. Participants are exposed to some of the root causes of continued segregation as well as the impact this segregation has on students, schools and academic achievement gains.</p> |
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| <b>Related Websites</b>      | <p>Additional Resources:<br/> <a href="http://www.pbs.org/race/000_General/000_00-Home.htm">http://www.pbs.org/race/000_General/000_00-Home.htm</a><br/><br/> <a href="http://newsreel.org/video/RACE-THE-POWER-OF-AN-ILLUSION">http://newsreel.org/video/RACE-THE-POWER-OF-AN-ILLUSION</a></p> | <p><i>Race: The Power of an Illusion: The Difference Between Us.</i> This film provides an historical perspective about the development of racism and white privilege in the United States and lays a foundation for understanding the systemic features of racism.</p> <p>The film can be purchased or checked out from university or community libraries. Transcripts for all 3 film are currently available for free at the website. Ask participants to be prepared to reflect as they watch the film by jotting down questions, reactions, and feelings as they watch. This can be used in conjunction with the Tillman article that explains a reality that happened in schools and impacted lives even though race is a social construct.</p> |
| <b>Reflective Journaling</b> |                                                                                                                                                                                                                                                                                                 | <p>One way to maximize the journaling experience is to give students time in class to share what they are learning about themselves/their leadership. This serves to highlight the value of the journal and also give you insight into where their learning needs are.</p> <p>These journals can also be done on-line via individual discussion boards, blogs, etc.</p>                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Assessments Level One</b> |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Extended Activity</b>     |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**Building a Community of Trust through Racial Awareness**  
**Section 2: Race and White Privilege**  
*Powerful Learning Experience 2.2 Unpacking White Privilege*

| Element                                                                                                                                                                                                                                                  | Participant Instructions                                                                                                                                                                | Instructor/Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Purpose:</b><br/>           Explore Whiteness and privilege and the impact that each has on the individual as well as on education Describe the cultural and institutional privileges/advantages attached to "Whiteness" in the United States.</p> | <ol style="list-style-type: none"> <li>1. Revisit the Class Agreements (PLE 1.2) before proceeding with any discussion.</li> <li>2. We will explore What is White Privilege?</li> </ol> | <p>Many people who have grown up white in America do not recognize white as a race, nor have they considered the benefits regularly experienced by people with white skin. When asked about their race and ethnicity, whites in America often respond that they are Americans. This inability to see white as a race reinforces white normative values. In schools, and elsewhere in society, these white values are often used invisibly as a basis to include and exclude others based on race (Singleton &amp; Linton, 2006).</p> <ol style="list-style-type: none"> <li>1. Assign participants to read Holladay, 2000 prior to session.</li> <li>2. Reading this article and the dialogue in class that follows may be one of the first times white participants have considered what it means to be white. Confronting one's own privilege may create significant cognitive dissonance. For an individual who has been reinforced to believe in meritocracy, confronting that much of what he/she has achieved may be influenced by invisible privilege may be overwhelming. Strong emotions are likely to surface such as anger, denial, shame, guilt and embarrassment. For students of color, who have dealt with issues associated with white privilege all their lives, the reaction of White students may also trigger strong emotions such as anger, frustration,</li> </ol> |

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|                              |                                                                                                                                                                                                                                                                                                                                                                                                               | impatience, incredulity, and disgust.                                              |
| <b>Pre-Activity</b>          | Read Holladay (2000) (see below)                                                                                                                                                                                                                                                                                                                                                                              |                                                                                    |
| <b>Video</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                    |
| <b>Guided Discussion</b>     | <ol style="list-style-type: none"> <li>1. When you read Holladay, what became more clear?</li> <li>2. What questions do you have?</li> <li>3. McIntosh published her article, <i>White Privilege: Unpacking the Invisible Knapsack</i> in 1988. Holladay published hers in 2000. As you consider today's context, do you think white privilege has increased, decreased, or stayed about the same?</li> </ol> |                                                                                    |
| <b>Readings</b>              | <p>Holladay, J. R. (2000). On racism and White privilege White anti-racist activism: A personal roadmap: Crandall, Dostie &amp; Douglass Books, Inc.<br/> <a href="http://www.tolerance.org/article/racism-and-white-privilege">http://www.tolerance.org/article/racism-and-white-privilege</a></p>                                                                                                           |                                                                                    |
| <b>Supporting Materials</b>  | <p><i>MacIntosh, (1988). White Privilege: Unpacking the Invisible Knapsack.</i></p> <p><i>Delpit, (2012) Chapter 1, There is no achievement gap at birth. Multiplication is for White People.</i></p>                                                                                                                                                                                                         | These two sources are ideal for digging in deeper to the topic of white privilege. |
| <b>Related Websites</b>      | www.tolerance.org                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                    |
| <b>Reflective Journaling</b> |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                    |
| <b>Assessments Level</b>     |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                    |

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| Extended Activity |  |  |

**Building a Community of Trust through Racial Awareness**  
**Section 2: Race and White Privilege**  
*Powerful Learning Experience 2.3 Experiencing the Color Arc*

| Element        | Participant Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Instructor/Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Purpose</b> | <p><i>Peggy McIntosh, (1988) in White privilege: Unpacking the invisible knapsack, wrote:</i></p> <p><i>As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage. I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools , and blank checks (1990, p. 1)</i></p> <p>This learning experience offers a visual representation of how varying levels of privilege impact people with different racial and/or ethnic identity.</p> | <p>Introduce The Color Line/Arc. This activity has been designed to visually reinforce what White privilege entails in daily living situations. While it is important for students of all races to examine White privilege, this activity requires that participants in the group be representative of different races i.e. it simply will not resonate if everyone in the group is White. If the group is majority white, it may be beneficial to enlist the support of colleagues of color to join the class for this experience (see additional notes below).</p> <p><b>Learning Environment:</b> Individual seating for the completion of the Understanding White Privilege: The Color Line Exercise and an open area large enough for all participants to stand and form an arc.</p> <p><b>Note:</b> While this experience offers powerful representation of privilege, it can also cause considerable stress – especially for</p> |

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|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>participants of color. Participants of color may feel exposed and vulnerable during this activity. If you have only a few participants of color, we suggest you invite additional colleagues of color to join the group during this activity. Consider the status of invitees. For a graduate course, inviting professors or color – or for a group of practitioners – inviting people of color who have at least equal – if not greater – employment status than the majority of the participants may help to alleviate power differentials within the group.</p>                                                                                                                                                                                                        |
| <p><b>Process</b></p> | <p>The Color Arc Activity (sheets) Adapted from Courageous Conversations About Race (Singleton &amp; Linton, 2006) by Mark A. Gooden, Ph.D. &amp; Ann O’Doherty, Ed.D. The University of Texas at Austin; gooden@austin.utexas.edu; 513.460.5234.</p> <p><b>Complete The Color-Arc Exercise[1]</b><br/> <b>Please click <a href="#">here</a> to download the Color-Arc Exercise file.</b><br/>         Respond to each question using one of the following scores:<br/>         5 if the statement is mostly true for you<br/>         3 if the statement is sometimes true for you<br/>         0 if the statement is seldom true for you</p> <p>2. When directed to do so, form an arc with other participants beginning with the lowest number results and moving sequentially through the highest number results.</p> | <ol style="list-style-type: none"> <li>1. Pass out Color Line Exercise sheet to each student/participant. Once complete, each person totals his/her score.</li> <li>2. Be sure to have participants form an arc with people standing from 0 to 65 in order of number. An arc shape allows participants to face each other.</li> <li>3. After everyone has settled into their numerical spot, have each individual, beginning with 0 report numbers.</li> <li>4. Stand proportional to the number. Ex: If one participant has a score of 40 and the next participant has a score of 60 they should not stand side by side, but should leave proportional space between them to represent the numbers 40 through 60</li> <li>5. Note: When we conduct the Color Arc</li> </ol> |

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|                             |                                                                                                                                                                                                                                                                                                                        | <p>Mark (score = 13) and Ann (score = 65) were at opposite ends of the arc. Ann, (Euro-American, female) had the highest privilege score, Mark (African American, male) one of the lowest privilege scores. Typically, participants of color will have lower scores. White participants typically have scores above 50. We point out that Mark and Ann both have doctorates and teach at the same university, but that educational level, income and career did not mitigate our relative access to privilege. Only our race did.</p> |
| <b>Guided Discussion</b>    | <ol style="list-style-type: none"> <li>1. What do you notice happening with the arrangement of people?</li> <li>2. What does this mean to you?</li> <li>3. Does everyone experience privilege in equitable ways?</li> <li>4. What implications does this have for your work as a school or district leader?</li> </ol> | <p>Participants often focus on their personal economic ability to purchase “any home they want in any neighborhood”. Guide participants to understand the difference between housing choices restricted by economics and those restricted by race. When a person of color is not shown housing in areas that he/she has the means to purchase – that is the result of a lack of privilege.</p>                                                                                                                                        |
| <b>Readings</b>             | n/a                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Supporting Materials</b> | Courageous Conversations about Race-Singleton & Linton (2006)                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Related Websites</b>     |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| <b>Reflective Journaling</b> | <p>In your journal, respond to the following:</p> <ol style="list-style-type: none"> <li>1. When you were rating each question, what went through your mind?</li> <li>2. When the participants stood in the arc, what did you notice?</li> <li>3. In what ways, if any, have you observed or experienced school decisions or structures reinforcing the color arc?</li> <li>4. What might you take away from this experience in your work as a school or district level leader?</li> </ol> | <p>One way to maximize the journaling experience is to give students time in class to share what they are learning about themselves/their leadership. This serves to highlight the value of the journal and also give you insight into where their learning needs are.</p> <p>These journals can also be done on-line via individual discussion boards, blogs, etc.</p> |
| <b>Assessments Level One</b> | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Extended Activity</b>     | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                         |

**Building a Community of Trust through Racial Awareness**  
**Section 3: Institutional and Societal Racism**  
*Powerful Learning Experience 3.1 Exploring the Opportunity Gap*

| Element                                                                                                                                                    | Participant Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Instructor/Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Purpose</b><br/>Understand the impact that institutional structures and societal practices have on the access to opportunities in neighborhoods.</p> | <p><b>Opportunities:</b> View Opportunity Gap by john powell. Use an online map tool to locate your current school campus or district office. Look for access to education, housing, health, employment, childcare, transportation and effective participation. Label the opportunities noted. Bring your map to class.</p> <p>Based on john a. powell’s lecture, would you characterize your school’s neighborhood or district area as low or high resourced? What leads you to label it this way? Describe the system of opportunity present in the neighborhood of your current school. Is there high or low access to education, housing, health, employment, childcare, transportation and effective participation? What are food deserts? Is your school in a food desert or oasis? What ramifications does this have for children living in this neighborhood? What historical government policies or business decisions might have impacted the presence or absence of opportunities in this area?</p> <ul style="list-style-type: none"> <li>• <a href="http://www.ers.usda.gov/data-products/food-desert-locator/go-to-the-locator.aspx">http://www.ers.usda.gov/data-products/food-desert-locator/go-to-the-locator.aspx</a></li> </ul> | <p>This learning experience offers students/participants a view of what john a. powell, former director of the Kirwan Institute, and director of the Haas Institute for a Fair and Inclusive Society. This system of opportunity is heavily racialized and reinforces both low and high access to education, housing, health, employment, childcare, transportation and effective participation. As John A. Powell cautions, focusing on only one area will not likely impact the system as a whole. After viewing a digital lecture by Dr. Powell, participants will engage in both individual reflection and small group brainstorming process to identify specific action steps that each can take to confront and address racialized practices, structures and policies that limit the opportunities of people of color.</p> |
| <p><b>Pre-Activity</b></p>                                                                                                                                 | <p>View the videos.<br/>Download a map of your current school or district (see resources below).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>Video</b>                | <p>Film: <a href="http://fora.tv/2009/09/07/POWER">powell, j. a. Opportunity is Racialized. Open Square Foundation.</a> (20 minutes)</p> <p><a href="http://fora.tv/2009/09/07/POWER">http://fora.tv/2009/09/07/POWER</a> John A Powell on Opportunity and Race</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Guided Discussion</b>    | <p>In structured triads, share the results of the opportunity analysis of your current school/district.</p> <ol style="list-style-type: none"> <li>1. Based on john a. powell’s lecture, would you characterize your current school/district neighborhood as low or high resourced?</li> <li>2. After completing the mapping activity for class, what evidence do you have to support or refute that a system of opportunity is present in your current school or district?</li> <li>3. What racial patterns do you note across different geographic areas?</li> <li>4. What impact do the varying degrees of access to opportunities have for students and families that live in different neighborhoods?</li> <li>5. What steps might you take as a school or district leader to address disparities in access to opportunity?</li> </ol> | <p>Structured Triads: If possible, place students in triads with 3 different levels of access to resources.</p> <p>Participants may note that people in high resource areas live in more expensive housing and therefore pay greater amounts in real estate taxes – thus justifying greater access to resources (perceived fairness in a pay as you go system). It may be necessary to point out that people who rent pay taxes indirectly and that often people of lower incomes often pay greater percentages of their income in taxes as in the case of fixed rate regressive taxes, sales tax, etc.</p> <p>Also, you may need to point out that while there may be public transportation to grocery stores, when families must pay bus fares to buy food, they have less money to spend on groceries.</p> |
| <b>Readings</b>             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Supporting Materials</b> | <p>Map Resources</p> <p><b>DATA PLACE</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                     | <p><a href="http://www.dataplace.org/place">http://www.dataplace.org/place</a><br/> <a href="http://www.dataplace.org/map">http://www.dataplace.org/map</a></p> <p><b><u>Additional helpful resources</u></b></p> <p><b>DIVERSITYDATA (METRO area data)</b><br/> <a href="http://www.diversitydata.org">www.diversitydata.org</a>.</p> <p><b>MULTIRACIAL DOT MAPS:</b><br/> <b>National map: Multi-racial</b><br/> <a href="http://demographics.coopercenter.org/DotMap/index.html">http://demographics.coopercenter.org/DotMap/index.html</a></p> <p><b>Multi-Racial block census mapping (15 metros only)</b><br/> <a href="http://www.urbanresearchmaps.org/comparinator/pluralitymap.htm">http://www.urbanresearchmaps.org/comparinator/pluralitymap.htm</a></p> |                                                                                                                             |
| <p><b>Related Websites</b></p>      | <ol style="list-style-type: none"> <li>1) NCES resource is: <a href="http://nces.ed.gov/datatools/">http://nces.ed.gov/datatools/</a></li> <li>2) <a href="http://www.policymap.com">http://www.policymap.com</a></li> <li>3) Civil Rights Data Collection <a href="http://ocrdata.ed.gov/">http://ocrdata.ed.gov/</a></li> <li>4) go to state education agency website (state department of education) first &amp; then home district</li> <li>5) ??</li> </ol> <p><a href="http://www.ers.usda.gov/data-products/food-desert-locator/go-to-the-locator.aspx">http://www.ers.usda.gov/data-products/food-desert-locator/go-to-the-locator.aspx</a></p>                                                                                                              | <p>Various websites to explore equity in schools and districts including a USDA Website with locations of food deserts.</p> |
| <p><b>Reflective Journaling</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                             |
| <p><b>Assessments Level One</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                             |

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| <b>Extended<br/>Activity</b> |  |
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## Building a Community of Trust through Racial Awareness

### Section 3: Institutional and Societal Racism

#### Powerful Learning Experience 3.2 What distinguishes Institutional, Societal & Individual Racism?

| Element                                                                                                                                                  | Participant Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Instructor/Facilitator or Notes                                                                                                                                                                                                              |
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| <p><b>Purpose:</b><br/>Develop an understanding of race as a social/legal/political construction for people of color and whites in the United States</p> | <ol style="list-style-type: none"> <li>1. Contribute to a discussion and exploration of definitions of institutional and societal racism, chart the answers as bullet points</li> <li>2. “Do you believe schools should be designed to provide equity or equality?”</li> </ol>                                                                                                                                                                                                                                                                                                                                                                | <p>Participants will grapple with institutional and societal racism. Presenting the definition is not as important as helping them come to the realization that racism is bigger than the blatant racial slurs that are shunned by most.</p> |
| <p><b>Pre-Activity</b></p>                                                                                                                               | <p>Consider a racial slur made by a famous person and consider also how this incident has been recently represented in the media.<br/>           How would categorize this type of racism (individual, institutional)? Why?<br/>           How do you feel Americans regard this individual now that the statement has been made and presented to the public?<br/>           Is this kind of behavior common? Why?<br/>           Why do you believe this is important in your learning?<br/>           Why is it newsworthy?<br/>           How might the comment be related to our learning about leadership? Why do you feel this way?</p> | <p>Find an instance where a person famous person makes a racial slur. Be sure this is about race. There are plenty of examples on the Internet referring to Black people. Consider comments by Mel Gibson, Madonna,</p>                      |

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|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Paula Deen, Donald Sterling, etc?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Guided Discussion</b> | <p>Review the site <a href="#">What is Institutional Racism?</a></p> <p>According to Prof. Randall, how does intent play into racial practices?<br/> Do you agree with her? Why or why not?<br/> Do you think institutions can respond to people of color and Whites differently?<br/> Can this institutional behavior really injure Blacks and other people of color?<br/> What does it mean to say that a policy is racist in outcome, but not in intent? Can you think of instances where this occurs?</p> | <p>Present a mini-lecture on the levels of racism paying close attention to <i>Institutional, Societal &amp; Individual Racism</i>. If you have no materials to start, you can review Prof. Randall site <a href="#">What is Institutional Racism?</a></p> <p>There are also resources listed in references that can be helpful. Consider reviewing the Richard T. Schaefer, <i>Racial and Ethnic Groups</i> 76-78 (2000); Kwame Ture &amp; Charles Hamilton, <i>Black Power: the Politics of Liberation</i> (1992). Consider the <a href="#">African American Policy Forum</a> site as a</p> |

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|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                | great free resource.                                                                                                                                                                  |
| <b>Video</b>                | <p>View <a href="#">The (Un)equal Opportunity Race</a></p> <p>What is comes up for you when you the video?</p> <p>What is structural discrimination?</p> <p>How does it compare to institutional racism?</p> <p>What is significant about “year counter” in the video?</p> <p>Who wins the race? Why does this person when the race?</p> <p>Do you agree? Why or why not?</p>                                                  | <p>View the film ahead and time and prepare supporting materials. Consider <a href="#">powell’s video</a> and/or Crenshaw’s <a href="#">work at AAPF.</a></p>                         |
| <b>Guided Discussion</b>    | <p>Review the <a href="#">Dear Colleague Letter</a></p> <p>Why do you believe the racial disparities are present?</p> <p>How would you characterize it relative to what you have learned about discrimination?</p> <p>What is the leader’s role in addressing this issue?</p> <p>Would your recommend taking an anti-racist approach? Why or why not?</p> <p>How would you address this issue as principal in your school?</p> | <p>Have students review the DCL. Consider how institutional racism or structural discrimination is at play here. Prepare some concrete examples to bring to class for discussion.</p> |
| <b>Readings</b>             |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                       |
| <b>Supporting Materials</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                       |
| <b>Related Websites</b>     | <p><a href="http://depts.washington.edu/civilr/segregated.htm">http://depts.washington.edu/civilr/segregated.htm</a></p> <p>Have the students research websites for your geographic area similar to the Seattle Civil Rights and Labor History Project linked above.</p> <p>Or the Austin History Center Desegregation in Austin site:</p>                                                                                     | <p>These websites were both located using the search terms: city name and segregation.</p>                                                                                            |

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|                              | <a href="http://www.austinlibrary.com/ahc/desegregation/index.cfm?action=decade&amp;dc=1950s&amp;yr=">http://www.austinlibrary.com/ahc/desegregation/index.cfm?action=decade&amp;dc=1950s&amp;yr=</a> | Participants may be surprised to learn about legally sanctioned segregation present in their own community. |
| <b>Reflective Journaling</b> | As you reflect on the discussion what were your reactions to other perspectives? How did you reconcile the tension between equity and equality?                                                       |                                                                                                             |
| <b>Assessments Level One</b> |                                                                                                                                                                                                       |                                                                                                             |
| <b>Extended Activity</b>     |                                                                                                                                                                                                       |                                                                                                             |

### Building a Community of Trust through Racial Awareness

#### Section 3: Institutional and Societal Racism

##### *Powerful Learning Experience 3.3 Committing to Action: Anti-Racist Leadership*

| <b>Element</b> | <b>Participant Instructions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Instructor/Facilitator Notes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Purpose</b> | <ol style="list-style-type: none"> <li>1. Individual Reflection: What if racist structures were eliminated and all children had truly equitable access to high opportunities? What structures, practices, and policies exist in your current school and/or district that limit access to high opportunity resources for students of color? What actions will you take to create anti-racist schools? What actions will you stop? What actions will you start? What actions will you continue? (5 minutes)</li> <li>2. Form dyads to share reflections and brainstorm additional ideas (10 minutes)</li> <li>3. Quads: Partners form quads and share reflections and</li> </ol> | <p>Introduce Stop/Start/Continue Action Plan:</p> <p>What if racist structures were eliminated and all children had truly equitable access to high opportunities? What structures, practices, and policies exist in your current school and/or district that limit access to high opportunity resources for students of color? What actions will you take to create anti-racist schools? What actions will you stop? What actions will you start? What actions will you continue?</p> |

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|                              | <p>brainstorm additional ideas. (15 minutes)</p> <p>4. Quads discuss brainstorm ideas and select three specific actions they can engage in to create anti-racist schools and record on chart paper or electronically in a three column table: Stop/Start/Continue (20 minutes)</p> <p>5. Group Share: Each quad shares the 3 selected actions with the group. Ask for a volunteer to “type up a table that includes all of the actions described by the group and distribute as a visual reminder of their commitment to action” (Hafner, 2010, p. 206).</p> | <p>Note: This is a brainstorming experience. It may be necessary to review with participants that brainstorming requires that we free the brain of constraints and produce many ideas rapidly – so individuals, partners and groups should record all ideas without judgment</p> |
| <b>Pre-Activity</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  |
| <b>Video</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  |
| <b>Guided Discussion</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  |
| <b>Readings</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  |
| <b>Supporting Materials</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  |
| <b>Related Websites</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  |
| <b>Reflective Journaling</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  |
| <b>Product</b>               | <p><b>Product:</b> Class created Stop/Start/Continue Action Plan for Anti-Racist Schools [adapted from Hafner, M. M. (2010). Teaching strategies for developing leaders for social justice. In C. Marshall &amp; M. Olivia (Eds.), Leadership for social justice: Making revolutions in education (pp. 194-218). Boston, MA: Allyn &amp; Bacon.]</p>                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                  |
| <b>Extended Activity</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                  |



**Building a Community of Trust through Racial Awareness**  
**Section 4: Racial Awareness and Leadership**  
*Powerful Learning Experience 4.1 Racial Autobiography*

| Element                                                                                                                                           | Participant Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Instructor/Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Purpose:</b><br/>Develop own racial awareness of self and others</p> <p>Explore personal experiences of learning about race and racism.</p> | <p>Racial Autobiography – You will write a racial autobiography that recounts one or more significant events in your life that involved you asking really serious questions about your racial identity or your reaction to the racial identity of someone else, as it relates to yours. You should use what we have discussed in class to help you structure this autobiography. For example, consider our unresolved class conversation on definitions of equality and equity. Also, there are examples of racial autobiographies in the <i>Courageous Conversations</i> textbook. You may refer to these for guidance. While the autobiography does not have to be exclusively about education, or about education at all, you should at least share what you have learned as a result of this experience or set of experiences.</p> | <p>Teaching Notes: Through these modules, we serve multiple roles. We are professors guiding our students through these learning experiences, but we are at the same time learners ourselves. We must be vulnerable and also take the risks associated with exploring race at such a personal level. We have each produced our own racial autobiographies and have provided these for your use. We urge anyone leading these modules to produce and share his/her own racial autobiography with students. Ours are posted on the web for facilitators and participants to read. We do not require participants to share their racial autobiographies with each other, but many volunteer to do so. In fact, in the past two years, our students have chosen to maintain a student-only googledocs sharing site and that has served as a way for them to share documents and learning. Some students either share their piece with selected members of the class and some post to googledocs for everyone to read, and others may elect to only share their papers with the professors. Given</p> |

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|                              |                                                                                                                                                                                                                                                                                                                       | the deeply personal nature of the racial autobiography, we have let this evolve naturally and strongly urge you to do the same. Regardless of whether they share broadly, the experience of completing the racial autobiography achieves the objectives of the students exploring racial identity and its impact on their lives and those of others. Though students need not share the Racial Autobiography, allow time and structure to process Racial Autobiography learnings. |
| <b>Pre-Activity</b>          |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Video</b>                 |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Guided Discussion</b>     |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Readings</b>              |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Supporting Materials</b>  | Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). <i>Teaching for diversity and social justice</i> (Second ed.). New York: Routledge.<br>Singleton, G. E., & Linton, C. (2006). <i>Courageous conversations about race: A field guide for achieving equity in schools</i> . Thousand Oaks, CA: Corwin Press, Inc. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Related Websites</b>      |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Reflective Journaling</b> |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Assessments Level One</b> |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Extended Activity</b>     |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**Building a Community of Trust through Racial Awareness**  
**Section 4: Racial Awareness and Leadership**  
*Powerful Learning Experience 4.2 Sense-Making Around Race in Schools*

| Element                                                                                                                           | Participant Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Instructor/Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Purpose</b><br/>Develop an understanding of the ways that racism is communicated and reinforced in society and schools.</p> | <p>Bring your notes on the Evans reading to class.<br/>Contribute to small group discussion.</p> <p>Evans states, “ School leaders must come to understand their own sociopolitical identities and professional contexts, how these shape their view on issues of race, and the implications of their leadership and sensemaking for all students, particularly students of color (2007, p. 159).</p> <ol style="list-style-type: none"> <li>1. What evidence does the author provide to support this claim?</li> <li>2. In what ways did the sociopolitical context of the 3 schools shape the leader?</li> <li>3. In what ways did the leader shape – or fail to shape – the organizational culture to support student and staff needs as a result of demographic change?</li> <li>4. As the incoming principal of Catonsville School, you face similar demographic shifts. Working as a leadership team, map out your approach to addressing the organizational culture of Catonsville.</li> </ol> | <p>This article sets the stage for the next PLE 4.3, <i>Applying the Cycle of Socialization to Educational Leader Context</i>.</p> <p>Bring participant attention back to the Catonsville case description. Before beginning the small group activity ask participants to identify similarities and differences in the description of Catonsville and the 3 schools described in the article.</p> <p>Assign students to groups of 4 or 5 to develop a plan to address the organizational culture at Catonsville School. Each group represents the leadership team of Catonsville School. Offer the discussion questions at left, or devise additional/different questions to guide small group discussion.</p> <p>An alternative would be to assign different groups as the leadership team of one of the 3 schools in the article, Kelly, Johnson, or Parker. In this way, each group would need to take into account the different school contexts in building the plan.</p> |

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| <b>Pre-Activity</b>      | <p>Read the Evans (2007) article, <i>School Leaders and Their Sense-making About Race and Demographic Change</i> and bring notes to class to answer:</p> <ul style="list-style-type: none"> <li>• <i>What areas did you agree with?</i></li> <li>• <i>What areas caused you to pause?</i></li> <li>• <i>What questions do you have?</i></li> <li>• <i>What implications does this research have for you as a school and/or district level leader?</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Video</b>             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Guided Discussion</b> | <p>Contribute to whole group discussion.</p> <ol style="list-style-type: none"> <li>1. As each group shares the major elements of their entry plan as the leadership team for Catonsville School, participants note patterns, similar, or novel approaches.</li> <li>2. What steps did your team members take to intentionally disrupt your own racial biases?</li> <li>3. How might your team address deficit views held by teachers?</li> <li>4. What assumptions has your team made in developing this plan?</li> <li>5. How else might your team plan to shape an organizational culture that supports high cognitive demand learning experiences for each and every student through equitable practices?</li> <li>6. After hearing from each group, revise your plan to include any additional elements that will augment your plan.</li> </ol> | <p>This guided discussion includes an opportunity for each group to revise and refine their plan to incorporate additional ideas and/or elements from other groups. Stress that strategic planning is an iterative process and that even newly formed plans should be discussed, reviewed and refined.</p> <p>Stress the power of collaboration and the benefit of leaders working in collaboration at school sites as well as across school sites.</p> |
| <b>Readings</b>          | <p>Read the Evans (2007) article, <i>School Leaders and Their Sense-making About Race and Demographic Change</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Supporting</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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| <b>Materials</b>             |  |  |
| <b>Related Websites</b>      |  |  |
| <b>Reflective Journaling</b> |  |  |
| <b>Assessments Level One</b> |  |  |
| <b>Extended Activity</b>     |  |  |

### Building a Community of Trust through Racial Awareness

#### Section 4: Racial Awareness and Leadership

##### *Powerful Learning Experience 4.3 Applying the Cycle of Socialization to Educational Leader Context*

| <b>Element</b>                                                                 | <b>Participant Instructions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Instructor/Facilitator Notes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Purpose</b><br/>Apply a theoretical model in an educational context.</p> | <p><b>Before class:</b> Explore the Cycle of Socialization handout (below)<br/>Reflect on the model with a partner/trio. (<a href="#">Cycle of Socialization, Harro, PDF</a>)<br/>Read or re-read Evans (2007) <i>School Leaders and Their Sense-making About Race and Demographic Change (PLE 4.2)</i><br/><i>Annotate the article by labeling elements of the Cycle of Socialization found in the text.</i></p> <ol style="list-style-type: none"> <li>1. <i>How do school and district leaders contribute to socialization of teachers, students and community members?</i></li> <li>2. <i>In what ways are these leaders socialized by the teachers, students and community members?</i></li> <li>3. <i>What examples of institutional and cultural socialization are described?</i></li> <li>4. <i>Find and label at least 3 examples of enforcements.</i></li> <li>5. <i>What results or outcomes are described?</i></li> </ol> | <p>This learning experience offers an opportunity to re-engage with a reading and apply a theoretical model to an actual research study.</p> <p>Have participants join with a partner or trio to explore the first set of questions.</p> <p>Next participants in partners/trios summarize their reactions to the model based on the questions at left. Have participants take about fifteen minutes to discuss connections they see to educational leadership in the model.</p> |

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|                          | <p>In class, consider these questions and discuss in dyads or triads.</p> <ul style="list-style-type: none"> <li>• Does this model of socialization make sense to you? Could you articulate what the model is suggesting? Be prepared to share this summary with one or two other persons.</li> <li>• What does this model tell you about you about how individuals might be socialized?</li> <li>• Describe your reaction to it? Why do you feel you are experiencing this reaction?</li> <li>• Discuss the connections you made between the Evans, Sense-making article and the cycle of socialization.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Ask participants to thank their partners and return to their seats to complete the rest of the assignment. Ask them to note on their copies of the model any examples from their own experiences that are pertinent.</p> <p>Ask participants to share more examples of how education perpetuates this cyclic system.</p> <p>Ask participants to share how they might have played a role in the cycle and what they can now do to change it.</p> |
| <b>Pre-Activity</b>      | <p>Before class: Read the Evans (2007) article, <i>School Leaders and Their Sense-making About Race and Demographic Change</i></p> <p>Explore the Cycle of Socialization handout (below)</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Guided Discussion</b> | <p>Whole Group Discussion</p> <ul style="list-style-type: none"> <li>• What does the cycle of socialization tell you about your leadership practice?</li> <li>• Does it imply anything about your role as a leader? Would</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 | <p>After allowing some discussion, explain that this model illustrates how systematic socialization through individual, cultural, and institutional interactions and norms teach us</p>                                                                                                                                                                                                                                                            |

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|                              | <p>you please explain?</p> <ul style="list-style-type: none"> <li>• Summarize your major points on chart paper</li> <li>• Have the dyads and triads report out to whole group.</li> <li>• In light of this discussion, what refinements might you make to the plan you devised yesterday?</li> </ul> | to accept a system of racism and white privilege/advantage. As facilitator, you should walk participants through the model with additional examples to illustrate the potency of it. Highlight how the cycle impacts education. |
| <b>Readings</b>              | Evans A. E., (2007) <i>School Leaders and Their Sense-making About Race and Demographic Change</i> . Educational Administration Quarterly, 43: 159.                                                                                                                                                  |                                                                                                                                                                                                                                 |
| <b>Supporting Materials</b>  |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |
| <b>Related Websites</b>      |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |
| <b>Reflective Journaling</b> | Participants journal on what they see as real directions for change now that their consciousness level has been raised. Have them provide at least three examples of how they are going to interrogate and/or interrupt this cycle.                                                                  |                                                                                                                                                                                                                                 |
| <b>Assessments Level One</b> |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |
| <b>Extended Activity</b>     |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                 |

**Building a Community of Trust through Racial Awareness**  
***Post Assessment***

| Element                                                                                            | Participant Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Instructor/Facilitator Notes                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Purpose</b><br/>To reflect on key learnings from the exposure to the module experiences.</p> | <p>At the beginning of the module, you assumed the role of the incoming principal of Catonsville School. In response to a request from a reporter, you filmed a digital clip outlining your beliefs about the causes of the academic achievement gaps between racial groups and your suggested approaches to reduce or eliminate these gaps. For the post assessment you will compose a written reflection on your current beliefs regarding the causes of the achievement gap and what has contributed to any shifts in your beliefs.</p>                                                                                                                                                                                                                                                                                                                              | <p>After completing this module, each participant is invited to reflect on the beliefs that she/he held before the module and note shifts, if any, in his/her perspectives, that have occurred since engaging with the learning experiences. Again, we recommend that this be an ungraded assignment and that participants be encouraged to reflect deeply without concerns that this final piece will be included in an evaluation.</p> |
| <p><b>Reflective Journaling</b></p>                                                                | <p>Respond in writing to the following questions:</p> <ol style="list-style-type: none"> <li>1. What is your current response as to the causes of the achievement gap seen in schools between white students and students of color?</li> <li>2. What do you base these beliefs on?</li> <li>3. What are some strategies you would suggest be used to reduce or eliminate the academic achievement gap between racial groups?</li> <li>4. View the digital clip you produced earlier</li> <li>5. What do you notice as you view this clip?</li> <li>6. If there were changes in what you noted as the causes of the achievement gap, or suggested strategies - to what do you attribute these changes?</li> <li>7. What might you want to be mindful of as you continue in your journey as a leader?</li> <li>8. How has this process of reflecting on a pre-</li> </ol> |                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                  | assessment and post-assessment response contributed to your growth as a leader? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Assessments<br/>Level One</b> |                                                                                 | <p>Using the pre-assessment interview clip and the student's final reflective piece, compare where each student appeared prior to beginning the modules on the following continua and where the participant appears to be currently. Racism is embedded in our deep and reference structures. While some participant's beliefs may appear unchanged, others may have experienced significant shifts in beliefs regarding the causes of the achievement gaps and/or their approach to reducing or eliminating achievement gaps. Among all participants you will still likely find considerable variance in attitudes, beliefs, and behaviors regarding race. Some participants may identify institutional and societal variables that contribute to achievement gaps that include deficit thinking, low teacher expectations, high turnover of teachers in schools that serve large percentages of students of color, limited access to rigorous coursework through exclusive class placement practices such as tracking, etc. Other participant responses may still assert achievement gaps are the result of parents' disinterest in education, limited financial resources of the family, inadequate academic skills that require extensive remediation, etc.</p> <p>As stated earlier, racism is deeply embedded in the fabric of society and both conscious and unconscious attitudes, behaviors and beliefs. It cannot be overcome in a single experience, single module, or even single lifetime. Becoming an anti-racist leader is a lifelong process. While some participants may show remarkable growth in expressed attitudes and beliefs and may feel changed and enlightened</p> |

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|                          |  | by this process, it is the everyday behaviors, decisions, internal dialogue as well as unconscious ways of knowing that impact our abilities to interrupt racist beliefs and behaviors in our selves |
| <b>Extended Activity</b> |  |                                                                                                                                                                                                      |