WELCOME!

As you settle in,

1. Prepare any materials that support your learning
2. Take the Zoom poll (it's anonymous)
3. Introduce yourself in the Zoom chat:
   - Name and Pronouns (optional)
   - School and Role
   - Indigenous Land You Reside On

Panorama Education

Our mission is to **radically improve student outcomes** by helping educators act on data and improve their practice

Social-Emotional Learning

measurement at district, school, classroom, and individual student levels

Student Success

MTSS data system, credit tracking, early warning system, tiered supports, and Intervention monitoring

Surveys for Students, Staff, and Families

focused on well-being, school climate, distance learning, equity, and inclusion

Meet the Panelists

Cap Aguilar (she/they)

Adult Learning Facilitator
Boston, MA
Unceded Wampanoag Land

Steven Dorsey Ed.D. (he/his)

Executive Leadership
Coach for Equity
San Diego, CA
Unceded Kumeyaay Land

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Build Brave Space → **Strengthen Self-Awareness** → **Plant the Seeds**

- Self-awareness: How do our lived experiences and the intersection of our social identities shape our educational philosophy?
- Social awareness: Can our educational philosophy center equity without centering social justice?
- Collective inquiry: What are your commitments to practicing liberation today so that the future experiences more liberation?
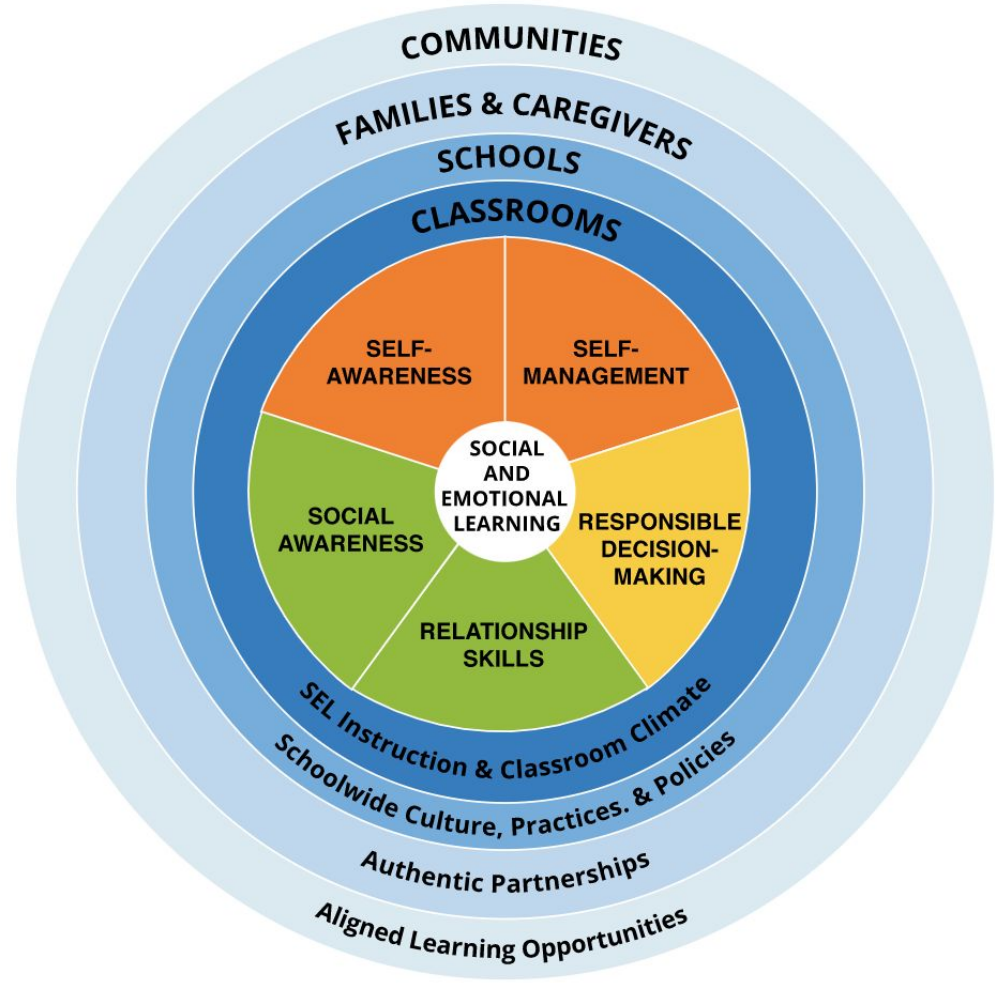
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Community Expectations

- Honor safe space / create brave space

- Practice a growth mindset and self-inquiry

BREATHE WITH THE SHAPE

SEL can help address various forms of inequity and empower young people and adults to **co-create thriving schools and contribute to safe, healthy, and just communities**.
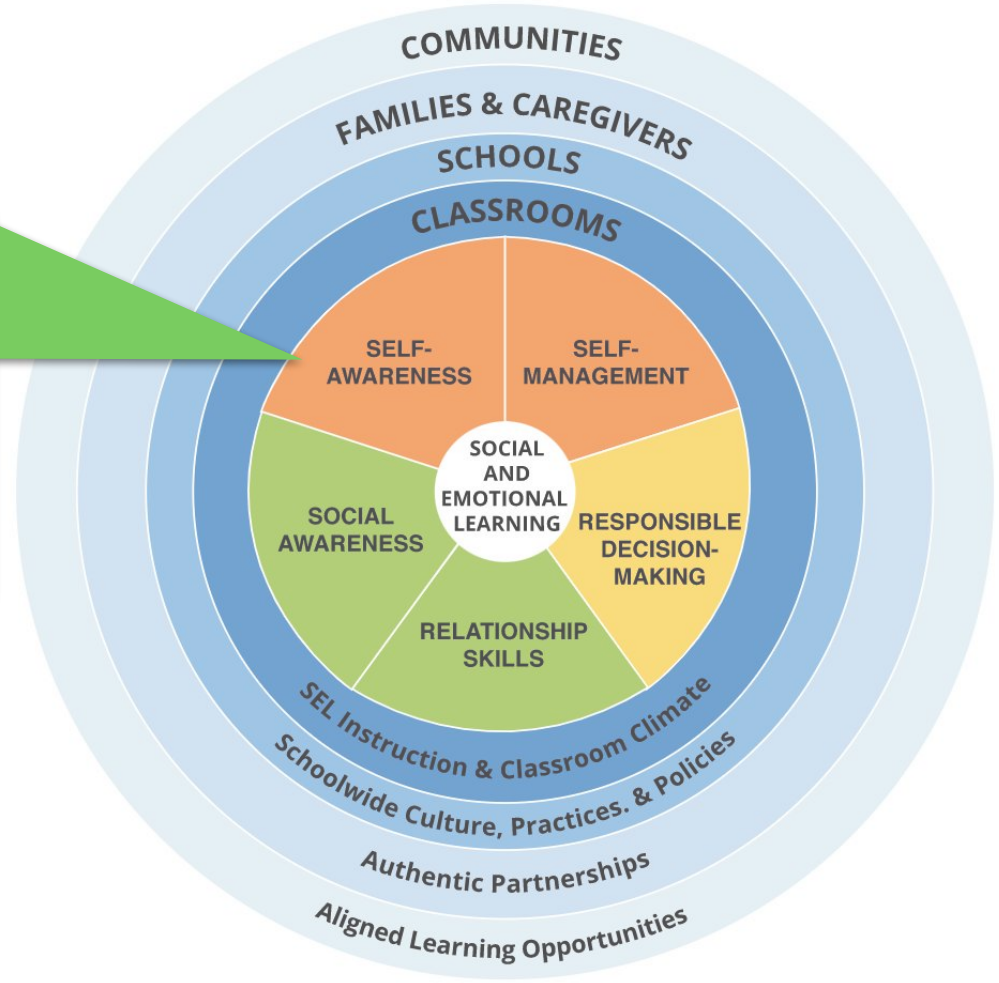
Think back to your time as a student.

What expectations about your educational success did adults set for you? What impact did their expectations have on your life journey?

How do our lived experiences and the intersection of our social identities shape our educational philosophy?

Self-Awareness

- Understand the links between personal and sociocultural identities that are defined by cultural and/or family values, ethnicity, race, socioeconomic status, gender and other factors.

- Examine what it means to belong to a group or community, including how ethnicity and race impacts one's sense of self and beliefs. (A healthy sense of ethnic-racial identity is important for psychological, academic, and social well-being.)

- Recognize biases and understanding how thoughts, feelings, and actions are interconnected.

- Ground oneself in and affirm one's cultural heritage(s) or communities

> "Where we are born into privilege, we are charged with dismantling any myth of supremacy. Where we are born into struggle, we are charged with claiming our dignity, joy, and liberation.
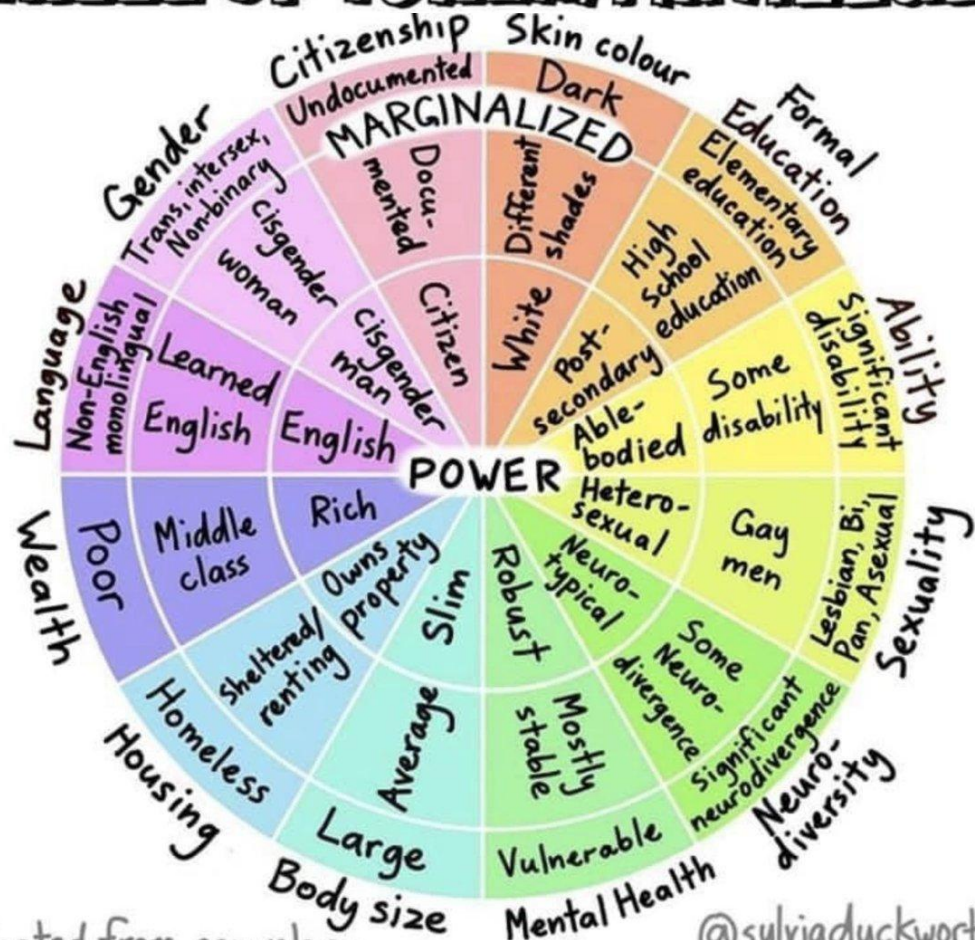
Adrienne Maree Brown

WHEEL OF POWER/PRIVILEGE

Adapted from ccrweb.ca

@sylviaduckworth

WHEEL OF POWER/PRIVILEGE

Adapted from ccrweb.ca
@sylviaduckworth
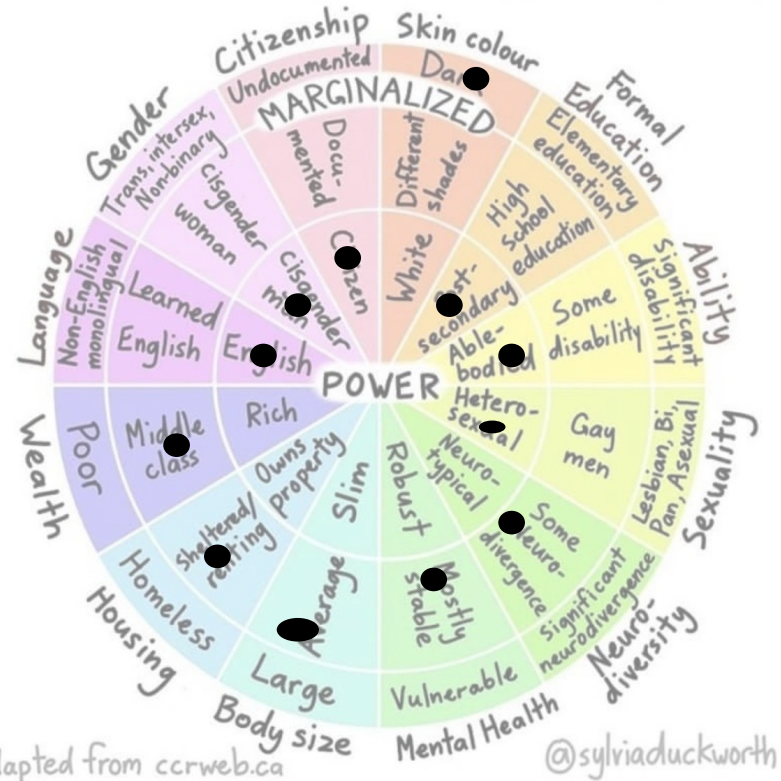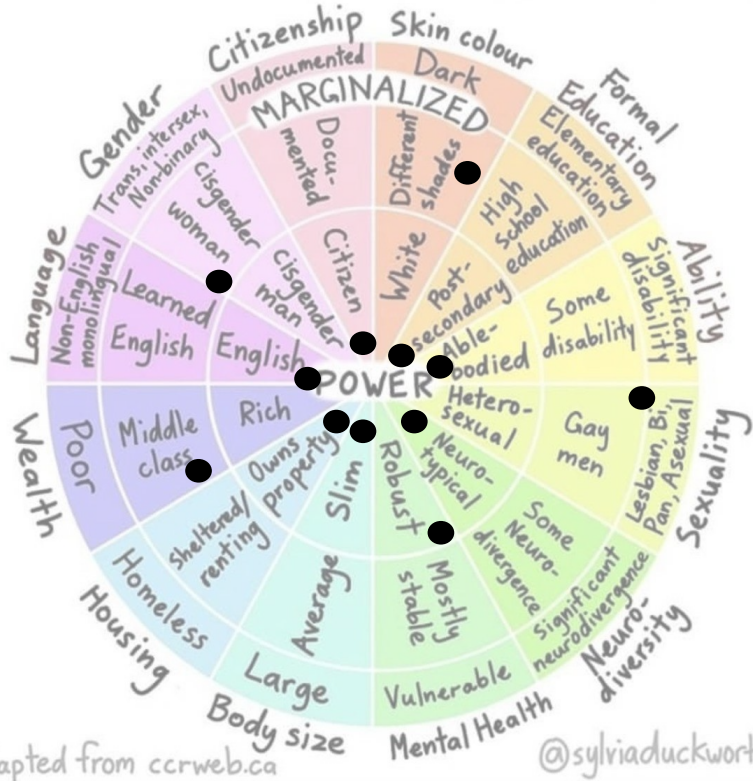
WHEEL OF POWER/PRIVILEGE

Adapted from ccrweb.ca

@sylviaduckworth

Your Educational Philosophy

1. What is the purpose of school?
2. What is the role of a teacher in a student's life?
3. How do students learn? Do your instructional practices align to your beliefs about how students learn?
4. What is the purpose of your curricula?
5. What are your values? How do your values shape your educational philosophy?

Social Awareness

- Understand social norms for behavior in diverse settings.
- Recognize family, school, and community resources and supports.
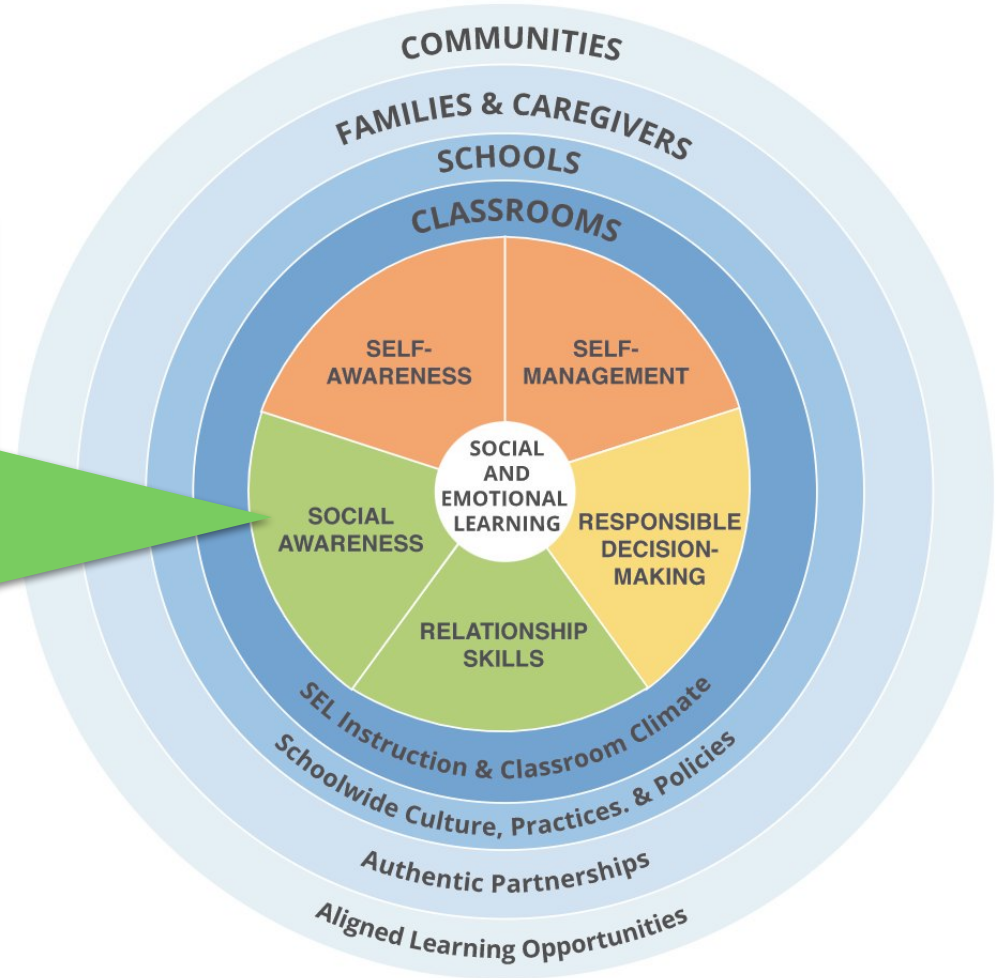- Recognize and examine potentially competing cultural and race-related messages and expectations.
- Explore the importance of different types of diversity in classrooms, school, and community settings.
- Recognize cultural demands and opportunities across different settings
- Recognize issues of race and class across different settings.
- Assess power dynamics and how these dynamics can disadvantage others.
- Envision ways to co-create safe and constructive learning environments.

What is Equity?

Equality

Equity

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Equity:
A commitment that each student receives what he, she, or they need to develop to their full academic and social potential

What is Social Justice?

Social justice is the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

-Racial Equity Tools

Power at its best is love implementing the demands of justice.

Justice at its best is love correcting everything that stands against love.

– Martin Luther King, Jr., 1967

Social Justice Teaching Standards

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

TEACHING TOLERANCE

Social Justice Teaching Standards

K-2 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.K-2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.	For show and tell, Joi brings in a picture of her family on a church camping trip. "My family goes camping a lot. I like camping," she says. "I'm a Christian, and sometimes my family goes camping with the church. I'm also a big sister, so I have to help my parents take care of my little brother, especially when we go camping."
Identity 2	ID.K-2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.	
Identity 3	ID.K-2.3	I know that all my group identities are part of me—but that I am always ALL me.	
Identity 4	ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.	
Identity 5	ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.	

TEACHING TOLERANCE

You can't pour from an empty cup

Social Justice in Your Classroom / School

1. What Adult SEL resources and tools do you access when you encounter issues of injustice in the classroom?

2. What practices do you leverage to gather student voice?

Building Rapport: Cultural Synchronization Questions

What questions might you ask your focal student in an informal "One-to-One"?
(Several questions or action could meet several of the points – the goal is to design a series of questions that would allow you and the student to deepen understanding in support of his/her learning or behavior)

Questions:
- What types of activities and/or traditions do you do with your family?
- Do you have any special family meals over the weekend? If so, what do you eat?
- Who are some family members that you are close with that don't live with you? When do you see them and what kinds of things do you do?
- What are the various kinds of music your family plays at home? Which is your favorite?
- What radio stations do you listen to?
- What are 2-3 of your favorite songs right now?
- What chores or responsibilities do you have at home?
- What's your favorite family tradition?
- What are important holidays that you celebrate?
- Do you play video or online games? If so, what are your favorites?
- What sports do you enjoy watching or playing?

Considerations
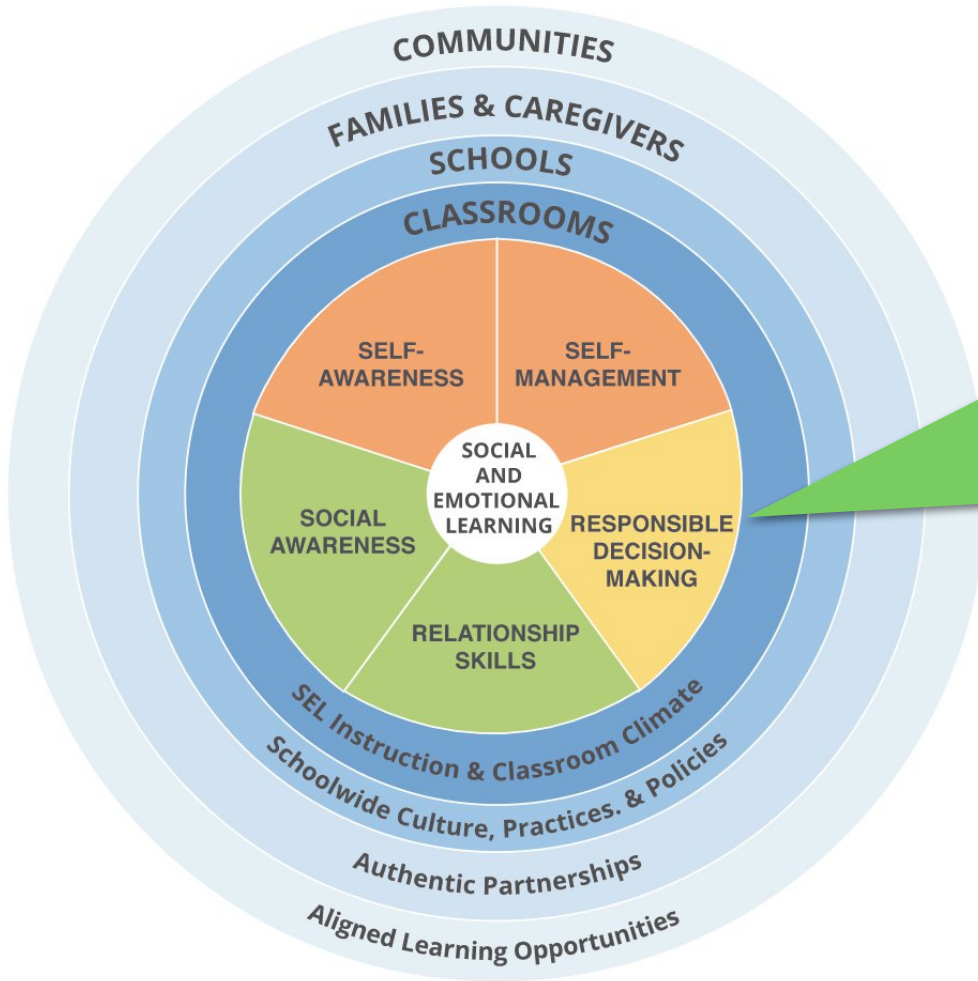
- Don't make assumptions about students' background knowledge and/or parents' intentions. Put aside preconceived ideas, and refrain from passing judgment.

- Ask follow up questions.

- Paraphrase—restate in your own words—what you think the student has said (show you're listening).
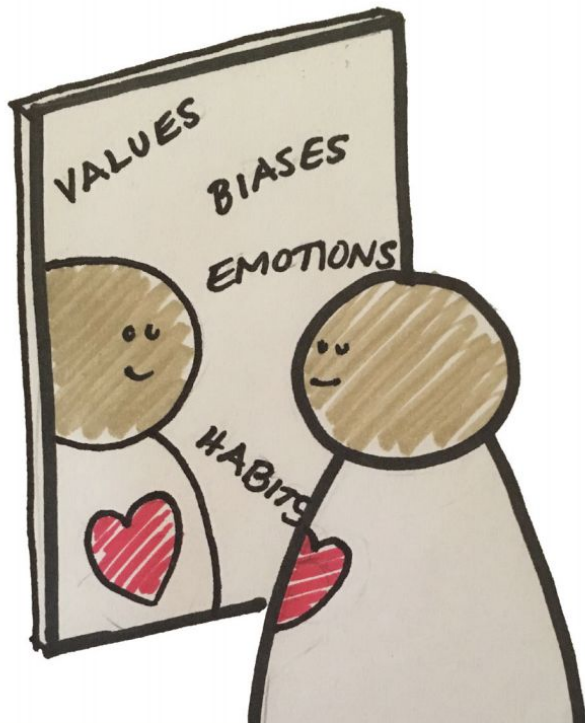
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Practice Self-Awareness

We design from who we are. So we need a clear "mirror" to better see how who we are shapes what we see, how we relate, and how we design.

Practice Self-Awareness

Why?

Liberatory Design requires we minimize the harmful effects of our blind spots and maximize the potential for non-oppressive partnerships. Liberatory Design has the potential to change us to the extent we work with humility, curiosity and courage.

How

- Ask yourself, "How am I positioned (relative to privilege and/or oppression) in all aspects of my identities (e.g. race, class, gender, language)?"
- Ask yourself, "How might these identities impact people and our process?"
- Surface what you don't know. Ask yourself, "What is unfamiliar to me here?"
- Challenge your assumptions.
- Expand your equity consciousness by seeking out new information about privilege and oppression.
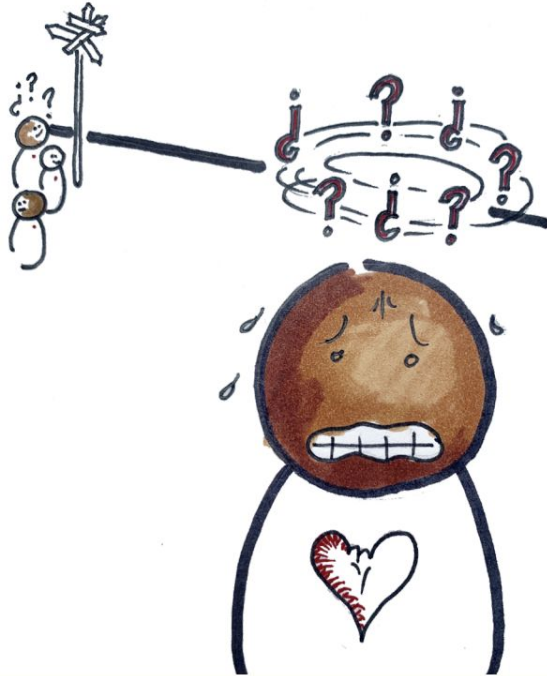
Work with Our Fear and Discomfort

Fear and discomfort are an anticipated parts of this work. This includes feelings related to the situation, as well as what it brings up for you as a designer given who you are. Identifying sources of the fear and discomfort allows us to advance our design work if good or address it if harmful.

Work with Our Fear and Discomfort

Why?

Working in emergent ways on high-stakes challenges of inequity can be stressful. The fear and discomfort we feel is an anticipated part of the Liberatory Design process. It signals to us that there are aspects of our work that are unresolved.

Note, there is a difference between discomfort that arises from the complexity of the challenge and its unknown direction and the discomfort that arises from inequitable dynamics or structures. The first can be a source of growth and creativity while the latter can be destructive and should be addressed. Refer to "Attend to Healing" in that case to release emotions and work towards well-being.

How

- Give space to process and accept that it is present.
- Name the fear or discomfort and discuss what the sources of it might be: lack of clarity? How we're working? A conflict?
- Establish protocols for how to name fear and discomfort and explore their sources as a team.
- Reflect on why it's occurring and if it's a productive moment of fear/ discomfort or if it's becoming unproductive and we need to seek ways to alleviate it.

Toolkits and Surveys

- [Adult SEL Toolkit for 2020-21](#)
- [The District Leader's Guide to SEL and Equity](#)
- [SEL Playbook for Superintendents](#)
- [Panorama Equity and Inclusion Survey](#) for adults and students
- [Panorama Social-Emotional Learning Survey](#) for adults and students
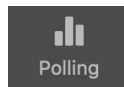
RESOURCES

- [How Washoe County School District Uses SEL Data to Advance Equity](#)
- [SEL and Equity: Lessons From Senior Leaders at DCPS, Portland Public Schools, Aldine ISD](#)
- Teaching Tolerance's [Anti-Bias Framework](#)
- National Equity Project's [Cultural Synchronization Questions](#)
- National Equity Project's [Liberatory Design Card Deck](#)

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Opportunity to Continue the Conversation

Join us for the final session of the webinar series to continue the conversation on SEL and Equity!

Trauma-Informed Care Through an Equity Lens on **Wednesday, December 9th at 1:30pm PT**

To view the recording of the first session visit the SDCOE Webinar Series Page

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# What does it mean to be an anti-racist educator?

Self-awareness • Social awareness • Relationship skills

1. An educator who ACTIVELY rejects or opposes racist language, behaviors, and beliefs
2. Acts as an accomplice for students, families, and colleagues who are Black, Indigenous, and People of Color
3. And uses their power and privilege to eradicate racism at the individual and institutional levels
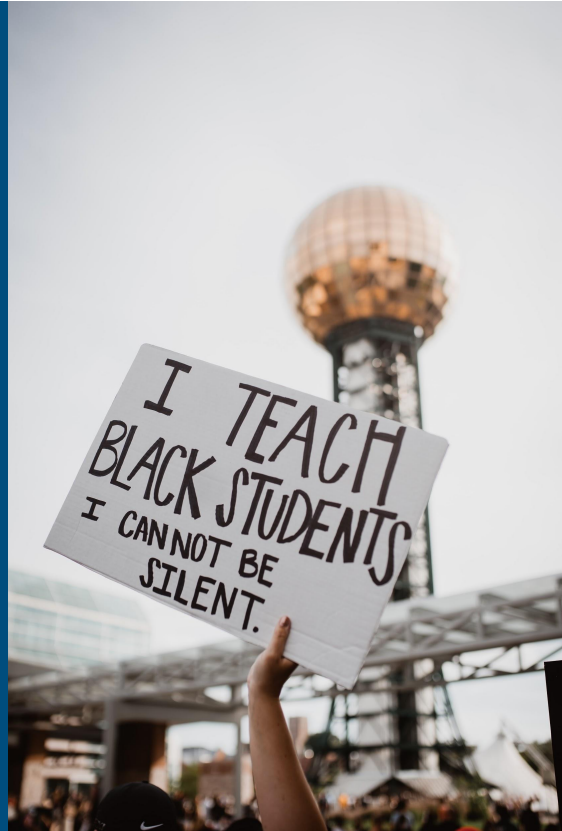
How does anti-Blackness show up in schools?

- Providing art supplies where beige is the only "skin color"
- Over-diagnosing Black students with learning disabilities
- Teaching students to "ignore each other's differences" (i.e. colorblindness)
- Telling Black students that their hair is distracting
- Fearing Black students when they are upset, passionate, or loud
- Believing that your job is to "save" Black and Brown students from their circumstances
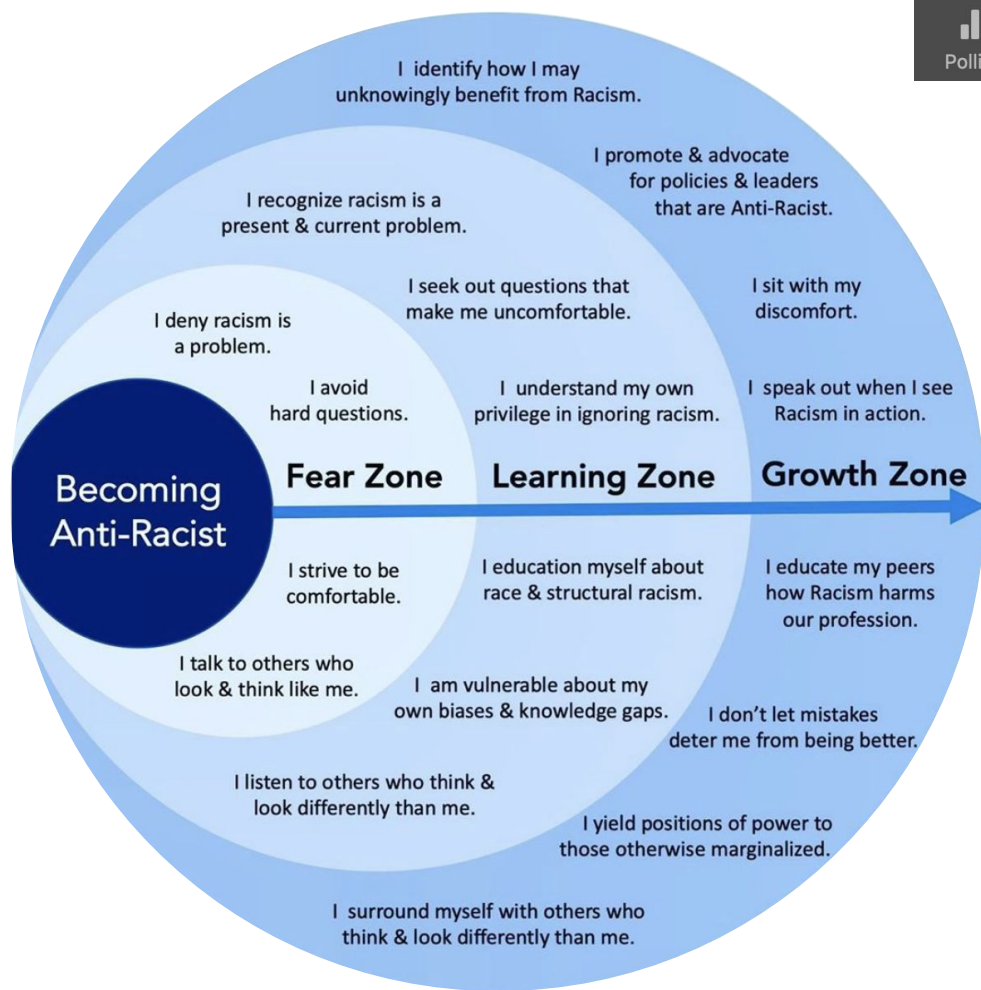
Anti-Blackness is…

"A system of beliefs and practices that attack, erode, and limit the humanity of Black people. It is the belief that there is something wrong with Black people, that we are not full human beings."
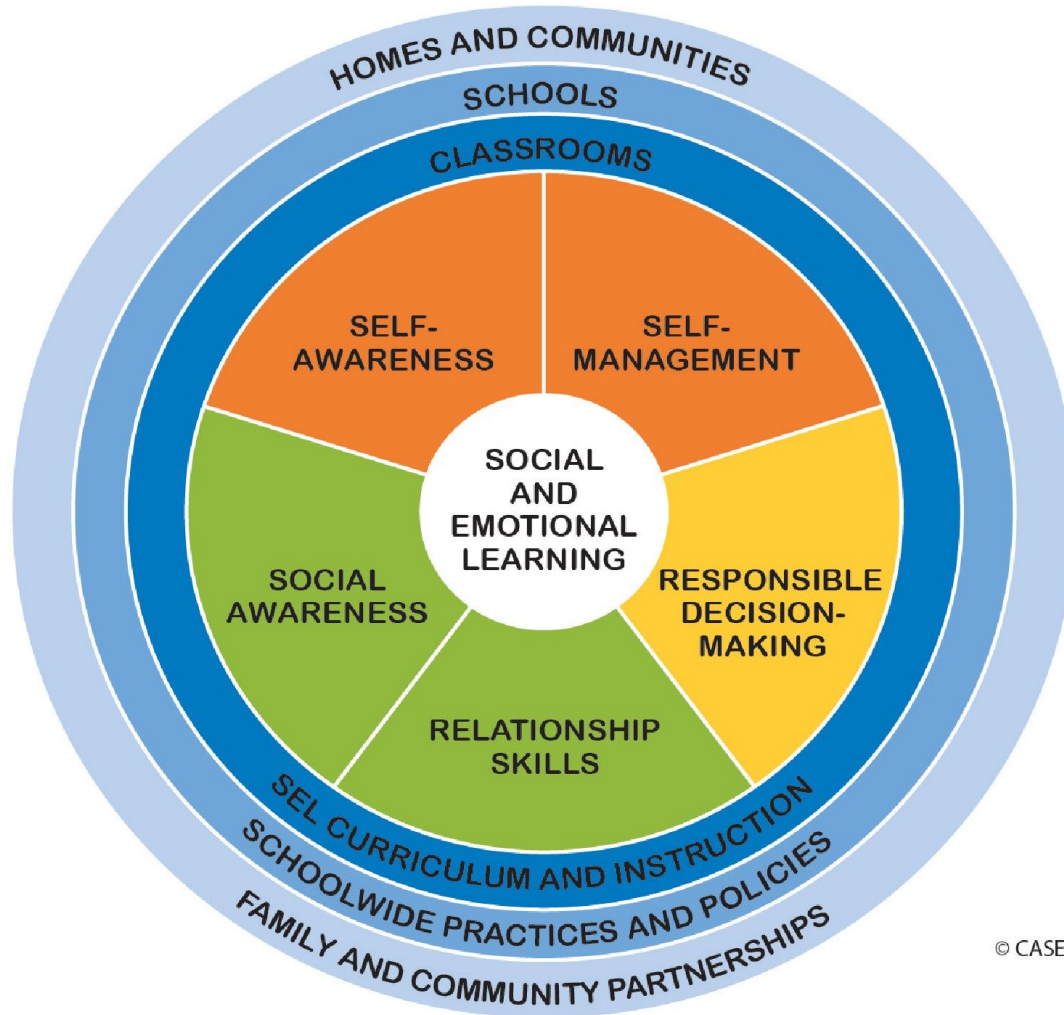
-Charlene A. Carruthers

Journal Prompt

Reflect on your journey as an educator.

How have you moved through these various zones?

Becoming Anti-Racist

Fear Zone **Learning Zone** **Growth Zone**

I identify how I may unknowingly benefit from Racism.

I promote & advocate for policies & leaders that are Anti-Racist.

I recognize racism is a present & current problem.

I seek out questions that make me uncomfortable.

I sit with my discomfort.

I deny racism is a problem.

I avoid hard questions.

I understand my own privilege in ignoring racism.

I speak out when I see Racism in action.

I strive to be comfortable.

I education myself about race & structural racism.

I educate my peers how Racism harms our profession.

I talk to others who look & think like me.

I am vulnerable about my own biases & knowledge gaps.

I don't let mistakes deter me from being better.

I listen to others who think & look differently than me.

I yield positions of power to those otherwise marginalized.

I surround myself with others who think & look differently than me.

Andrew M. Ibrahim MD, MSc
@AndrewMIbrahim

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Equity Connections to CASEL SEL Competencies

SEL competencies can promote greater understanding of different cultures and power dynamics, and support students and adults in building relationships and interacting with others across diverse backgrounds. In this way, SEL competencies can be leveraged to develop justice-oriented, global citizens, and nurture inclusive school and district communities.

Bottom line: Equity is the goal. SEL is the vehicle.

Relationship Building

- Develop cultural competency skills, which includes building relationships with those from different backgrounds in a way that values their culture and history.

- Learn about and navigate cultural differences (for example, by "code-switching").

- Collaboratively problem solve across differences in race, culture, gender, and social roles.

VALIDATE • AFFIRM • BRIDGE • BUILD

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Self-Management

- Cope with the stress of adapting to school culture.

- Cope with discrimination and prejudice.

- Develop a sense of agency, identify societal challenges and pursue individual and collective solutions.

Responsible Decision-Making

- Engage in initiatives and to co-create solutions that are inclusive, equitable, and mutually supportive.

- Develop an understanding of systemic or structural explanations for different treatment and outcomes.

- Assess the impact of personal beliefs and biases.

- Reflect on how actions taken by individuals, group and institutions impact equity.

- Make caring, constructive choices about personal behavior and social interactions across diverse settings.

Group Reflection Prompt

Why are your own self-awareness and relationship skills essential for supporting your students' SEL during this pandemic and movement for racial and social justice?

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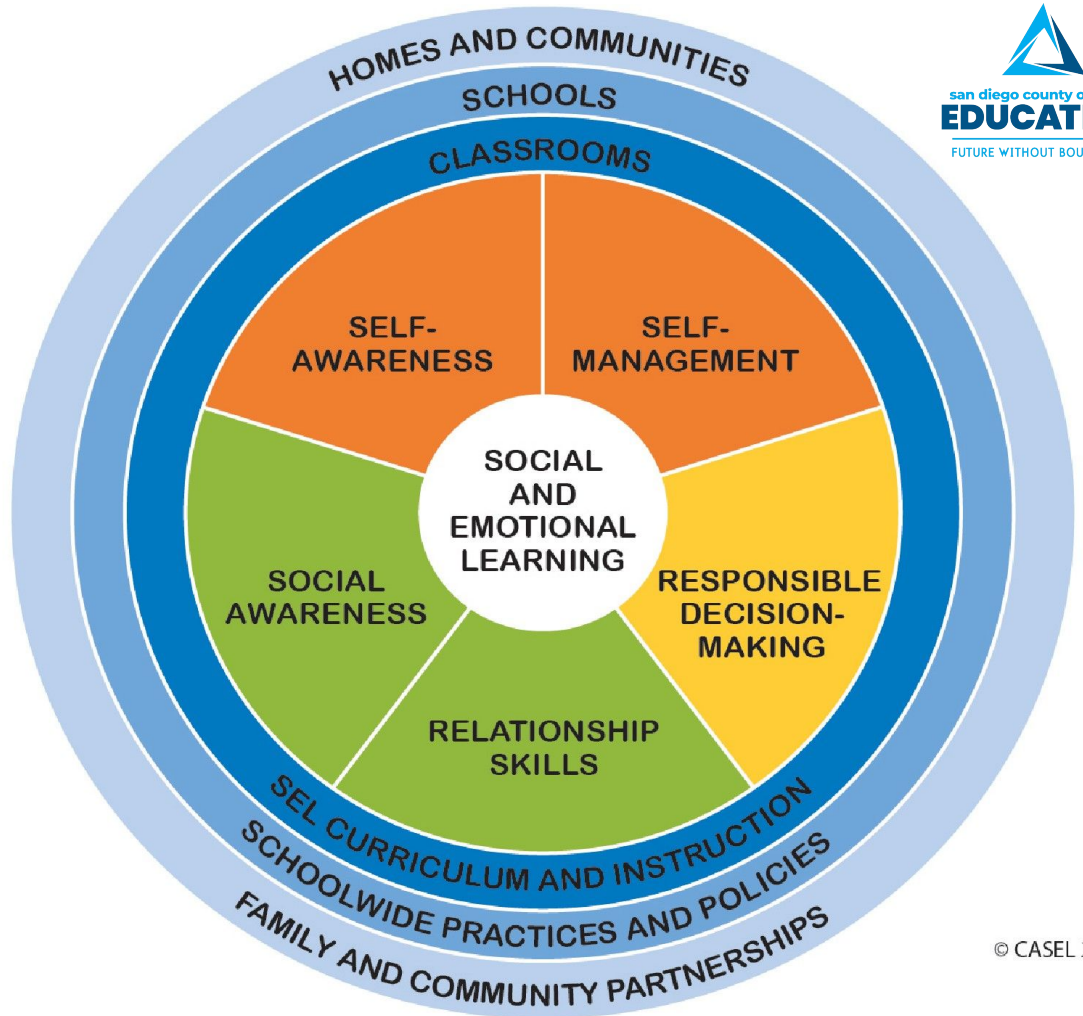
Resources to Support Self-Awareness & Relationship Building

For you

- Self-Assessment for Difficult Conversations ([pdf](#))
- Energy Check-in ([pdf](#))
- CASEL Self-Reflection Beliefs and Actions ([pdf](#))

For students

- Windows and Mirrors ([strategy](#))
- I Wish My Teacher Knew ([strategy](#))
- Discovering My Identity ([lesson plan](#))