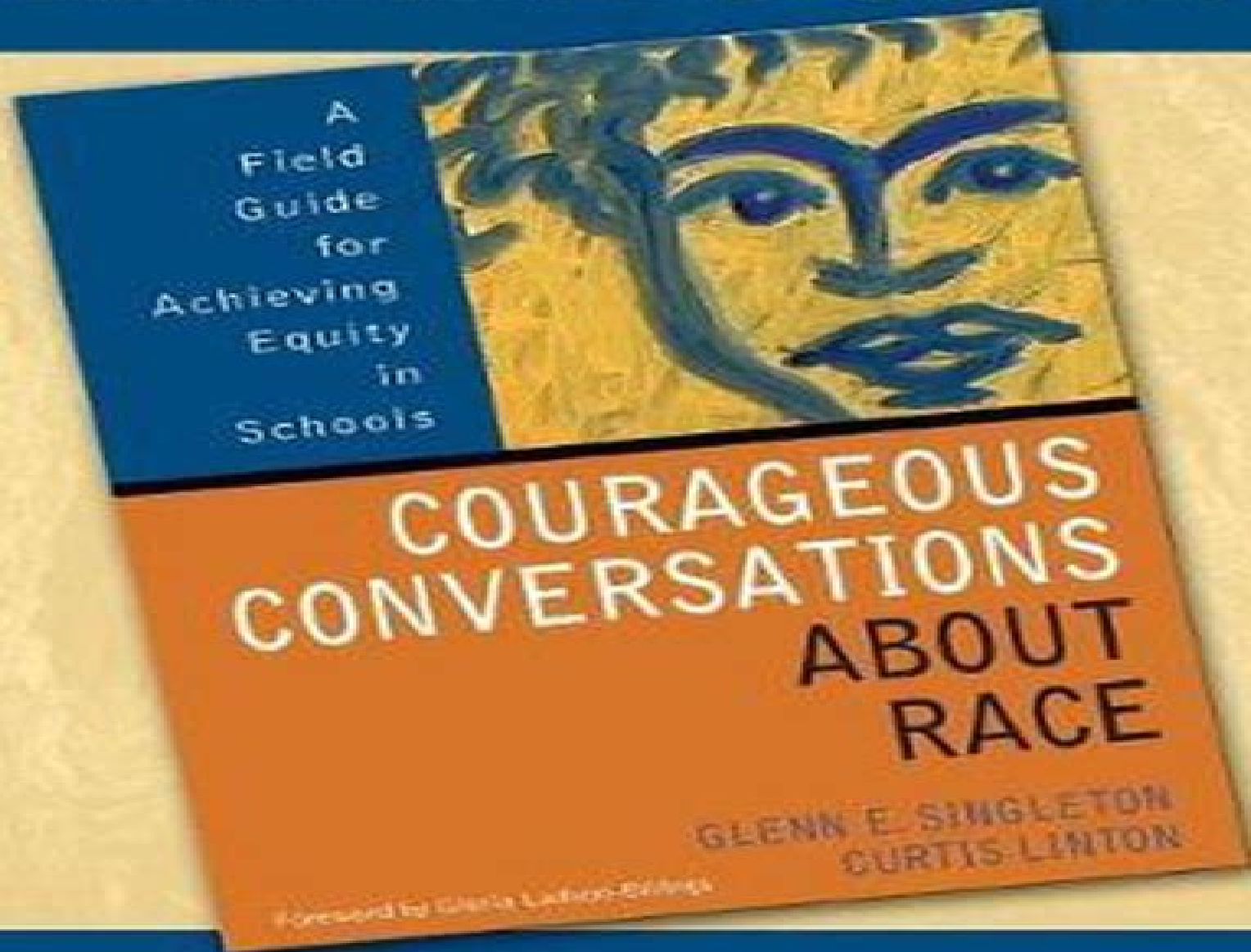


Facilitator's Guide



Facilitators Guide To Courageous Conversations About Race

**Donna Rich Kaplowitz, Shayla Reese
Griffin, Sheri Seyka**



Facilitators Guide To Courageous Conversations About Race:

Facilitator's Guide to Courageous Conversations about Race Glenn Eric Singleton, Curtis Linton, 2007 Create staff development training that addresses the relationship between race and achievement Acutely aware of the statistical gaps in achievement between different racial groups educators realize that eliminating this disparity is critically to developing cultural proficiency Candid conversations about race help educational leaders understand why performance inequity persists and how to guide policy analysis and instructional reform that promotes true academic parity Designed to complement the best selling *Courageous Conversations About Race* this facilitator's guide shows how to use professional development events to help educational leaders examine the achievement gap through the prism of race This chapter by chapter guide explains how to engage educators in discussions about personal agendas multiple racial perspectives closing the racial achievement gap and extending their professional learning Trainers also will find practical features including Implementation exercises Prompts language and tools that support profound discussion Activities and checklists for administrators Action steps for creating an equity team Highlights for the facilitator include Activities for small or large groups Discussion and journaling prompts Key sources for supplemental reading Sample workshop agendas for half day one day or two to three day sessions A workshop evaluation form Using the Facilitator's Guide to *Courageous Conversations About Race* you can help educators construct a language and a process for addressing the relationship between race and achievement With creative open dialogue leaders can restructure their schools and fulfill every student's potential regardless of race culture or class

Courageous Conversations About Race Glenn E. Singleton, 2014-10-11 Create a systemwide plan for transforming the district office schools and classrooms into places that truly support ALL students achieving their highest levels This updated edition of the bestseller continues to explain the need for candid courageous conversations about race so that educators may understand why achievement inequality persists and learn how they can develop a curriculum that promotes true educational equity and excellence NEW Revised Courageous Conversation Compass NEW Racial autobiographies NEW Case study on St Paul Public Schools which has stayed on track with the Courageous Conversation protocol and framework NEW Links to video segments of the author describing the work REVISED Activities and checklists for school and district leaders REVISED Action and implementation steps

Courageous Conversations About Race Glenn E. Singleton, Curtis Linton, 2006 The beauty of this volume is that it is designed to help lay people teachers administrators parents community leaders and even university professors begin to engage in the emotionally and psychically difficult conversations about race Glenn Singleton and Curtis Linton have offered us an important book that provides us with empirical data and well constructed exercises to help us think through the ways that race affects our lives and our professional practices My sincere desire is that after you have had an opportunity to read this volume you will indeed engage in some courageous conversations about race Gloria Ladson Billings Professor University of Wisconsin Madison and author of *The Dreamkeepers* Singleton looks at the

achievement gap through the prism of race and in *Courageous Conversations About Race* he begins by examining the evidence that points to race not poverty as the underlying cause behind the achievement gap This work while exploring how race affects all educators declares that we need to have engaged sustained and deep conversations about race in order to understand students and the achievement gap Singleton calls this process courageous conversations Through these courageous conversations educators can learn how to redesign curriculum and create community and true equity Action steps to close the achievement gap include creating an equity team and collaborative action research The final chapter presents a systemwide plan for transforming schools and districts including activities exercises and checklists for central office administrators principals and teachers *Courageous Conversations About Race* Glenn E. Singleton, 2021-07-23 This revision of this classic text could not be more timely We are at a moment of reckoning with respect to race in America The COVID 19 pandemic coupled with the centuries old pandemic of racial injustice have brought new attention to the presence of systemic racism in our schools and other institutions Glenn Singleton's *Courageous Conversations* protocol has had a lasting impact on hundreds of thousands of educators both in the U S and abroad Singleton was prescient in setting forth the premise that before we can solve race in this country we need to learn to talk about it This edition retains the hallmark features previous editions including the four agreements the protocol activities reflective prompts and a series of powerful Racial Autobiographies However it has been updated to reflect our current sociopolitical environment especially the current spotlight on racial injustice juxtaposed against a white nationalist backlash This book has helped equity leaders in K 12 schools as well as other institutions develop their racial consciousness and guide others to greater understanding and action

More Courageous Conversations About Race Glenn E. Singleton, 2012-10-03 Use courageous conversations to build racial equity in your schools and districts In this companion to his best selling book Glenn Singleton presents specific examples in which racism impedes student success and illustrates how to usher in courageous conversations to ignite systemic transformation Through first person vignettes and an actual school district case study this breakthrough handbook focuses on the powerful possibilities that are unleashed when you Learn how other education leaders have addressed and improved race relations Explore urgent challenges in racial equity and courageous approaches to solving them Reflect on your personal role in the struggle to achieve racial equity Introduce culturally relevant curriculum instruction and assessment in your school or district Films as Rhetorical Texts Janice D. Hamlet, 2019-11-13 *Films as Rhetorical Texts* Cultivating Discussion about Race Racism and Race Relations presents critical essays focusing on select commercial films and what they can teach us about race racism and race relations in America The films in this volume are critically assessed as rhetorical texts using various aspects and components of critical race theory recognizing that race and racism are intricately ingrained in American society Contributors argue that by viewing and evaluating culture centered films often centered around race and critically analyzing them faculty and students can promote the opportunity for genuine open

discussions about race racism and race relations in the United States specifically in the higher education classroom Scholars of film studies media studies race studies and education will find this book particularly useful

Transforming the Academy Sarah Willie-LeBreton, 2016-05-05 In recent decades American universities have begun to tout the diversity of their faculty and student bodies But what kinds of diversity are being championed in their admissions and hiring practices and what kinds are being neglected Is diversity enough to solve the structural inequalities that plague our universities And how might we articulate the value of diversity in the first place Transforming the Academy begins to answer these questions by bringing together a mix of faculty male and female cisgender and queer immigrant and native born tenured and contingent white black multiracial and other from public and private universities across the United States Whether describing contentious power dynamics within their classrooms or recounting protests that occurred on their campuses the book's contributors offer bracingly honest inside accounts of both the conflicts and the learning experiences that can emerge from being a representative of diversity The collection's authors are united by their commitment to an ideal of the American university as an inclusive and transformative space one where students from all backgrounds can simultaneously feel intellectually challenged and personally supported Yet Transforming the Academy also offers a wide range of perspectives on how to best achieve these goals a diversity of opinion that is sure to inspire lively debate

Leading for Powerful Learning Angela Breidenstein, Kevin Fahey, Carl Glickman, Frances Hensley, 2015-04-25 Supporting teacher learning is a complicated and challenging task This much awaited book offers a practical research based framework for thinking about instructional leadership along with the necessary resources and tools for improving practice The authors identify specific structures formats and strategies that an instructional leader can use to support new and veteran principals and teacher leaders They then discuss ways to think about which structures are most appropriate for particular settings offering suggestions on the most effective way to work with these structures This unique book combines theory with best practices to create a vision of how 21st century instructional leaders can improve education for all students This practical book Describes a unique adult learning framework Includes a variety of tools and protocols that leaders can use to support teacher learning in schools districts departments and teams Offers instructional leaders both theory and practice the what to do and also the why and how Addresses a broad spectrum of instructional leaders at the district school and university level Students everywhere deserve teachers and administrators who have read this book and who enact the ideas in it It is a must read for principals district level administrators teacher leaders instructional coaches and mentors anyone charged with leading the learning of adults in their schools Gene Thompson Grove Educational Consultant and Board Member SchoolReform Initiative

Leading for Powerful Learning is the book every school leader needs It provides the essential tools for carrying out what is arguably the school leader's most difficult task supporting the learning of the teachers with whom they work The authors' insights and practical wisdom drawn from their decades of experience in schools will be useful not only to formal school

leaders but to those serving as leaders in more informal ways Tina Blythe Harvard Graduate School of Education

Overcoming Cultural Mismatch Abigail L. Fuller, 2021-07-15 Students in U S public schools represent an array of cultural heritages From students cultures emerge different ways of constructing knowledge making sense of experiences and learning Gay 2000 The majority of teachers unlike their students are white mono cultural females who lack experience with individuals of other cultures Student diversity is increasing at a faster rate than teachers of color As a result there is a cultural mismatch between students and teachers This book introduces readers to cultural mismatch and culturally responsive teaching Two mechanisms for activating change are presented in the Framework for Overcoming Cultural Mismatch Roles of Teachers and Administrators and the Inclusive Schools Action Plan Stirring up a sense of urgency in educators and then guiding school teams on planning and implementation teachers and school leaders can commit now to equity for all students In order to effectively teach all children regardless of ethnic racial socioeconomic religious and other differences practicing and pre service teachers must be aware of the role a student s cultural background plays in their readiness to learn and how they learn In order to develop this awareness teachers must reflect on his or her own cultural lens and how it informs teaching

Race Dialogues Donna Rich Kaplowitz, Shayla Reese Griffin, Sheri Seyka, 2019 All too often race discourse in the United States devolves into shouting matches silence or violence all of which are mirrored in today s classrooms This book will help individuals develop the skills needed to facilitate difficult dialogues across race in high school and college classrooms in teacher professional learning communities and beyond The authors codify best practices in race dialogue facilitation by drawing on decades of research and examples from their own practices They share their mistakes and hard earned lessons to help readers avoid common pitfalls Through their concrete lesson plans and hands on material both experienced and novice facilitators can immediately use this inclusive and wide ranging curriculum in a variety of classrooms work spaces and organizations with diverse participants *Race Dialogues A Facilitator s Guide to Tackling the Elephant in the Classroom* is a scholarly timely and urgently needed book While there is other literature on facilitation of intergroup dialogues none are so deeply and effectively focused on race the elephant in the room From the foreword by Patricia Gurin Nancy Cantor Distinguished University Professor and Emeritus Research Director University of Michigan This brilliant book is a gold mine of wisdom and resources for teachers facilitators and student dialogue leaders It summarizes explains and elaborates upon everything I have ever been taught about what makes for great facilitation With experience and compassion the authors have written a clear user friendly guide to facilitation of race dialogue for both youth and adults I will recommend this book to every facilitator and teacher I train or hire Ali Michael director of the Race Institute for K 12 Educators and author of *Raising Race Questions Whiteness and Inquiry in Education*

The Facilitator's Guide for White Affinity Groups Dr. Robin DiAngelo, Amy Burtaine, 2022-08-09 A first of its kind accessible in depth resource for leading effective white racial affinity groups an essential tool in anti racism for building the skills and perspectives needed for white

people to challenge racism While there are a few short articles and guides addressing the challenges and complexities of leading white affinity groups there has never been a detailed handbook exclusively for white racial affinity group facilitators There are many challenges in facilitating these groups including the need to have a deep theoretical understanding of racism a high degree of racial self awareness sensitivity to and the ability to work with the range of skills and degrees of awareness participants bring and strong facilitation and conflict resolution skills The Facilitator s Guide for White Affinity Groups is the first in depth guide for educators mediators workplace consultants and trainers workplace diversity groups community organizers conference organizers members of faith communities and members of racial and social justice groups Dr Robin DiAngelo and Amy Burtaine who collectively bring over 20 years of experience leading anti racist education and racial affinity groups present a theoretical framework for understanding racism a case for the value of racial affinity groups as a tool for challenging racism guidelines for setting up affinity groups in a variety of contexts the skills and perspectives needed for effective facilitation scenarios to illustrate common challenges a glossary of definitions exercises discussion prompts and assessment tools an extensive list of common patterns and group dynamics and how to address them Written accessibly for a wide range of readers and backgrounds The Facilitator s Guide for White Affinity Groups will be an important reference for anyone committed to anti racism work

Data Strategies to Uncover and Eliminate Hidden Inequities Ruth S. Johnson, Robin Avelar La Salle, 2010-09-01 Ruth Johnson and Robin Avelar La Salle provide a comprehensive overview of how to use data to provoke questions that lead to the kind of quality education that all students deserve This book should be required reading in every school district Gary Anderson Professor New York University NY Equity warriors everywhere will find this useful resource packed with effective strategies user friendly processes and helpful tools Jennifer Frentress Director of Teaching and Learning Forest Grove School District OR Uncover buried data to close the achievement gap Standardized test scores and other outcome based data are useful tools but they also paint an incomplete picture that papers over the cracks in our education system Peel away the layers however and you discover hidden factors that contribute to the achievement gap and chronic low school performance Ruth S Johnson and Robin Avelar La Salle dramatically illustrate how data from nontraditional sources disciplinary policies teacher attendance special education referrals and more can be used to uncover and eliminate systemic inequities This solution focused guide Helps you identify sources of data and questions to ask Examines disparities in graduation rates special education placement and the achievement of English learners Includes data exercises to help you analyze your school or district as you read Data Strategies to Uncover and Eliminate Hidden Inequities arms you with the tactics you need to challenge the status quo and take decisive action

Sensemaking for Writing Programs and Writing Centers Rita Malenczyk, 2023-06-15 In this collection writing program and writing center administrators from a range of academic institutions come together to explore their work through the lens of sensemaking Sensemaking is an organizational theory concept that enables institutions supervisors teachers tutors and others to better

understand the work they do by using narrative metaphor and other theoretical lenses The book is divided into two sections Sensemaking with Tutors and Teachers and Sensemaking and Institutional Structures Chapter authors employ several theoretical approaches to sensemaking ranging from individual experience to institutional history to document design providing readers with ideas for how to administer and teach within their programs more effectively how to advocate for their programs within larger university contexts and how to positively influence the lives and careers of those they work with Sensemaking for Writing Programs and Writing Centers theorizes daily experiences from working lives and suggests problem solving strategies Writing program administrators writing department chairs and writing center directors tutors and staff will find value in its pages

Hard Conversations Unpacked Jennifer Abrams, Corwin, 2015-12-23 Learn to speak up for what really matters Tough talks are never easy but in her best selling book *Having Hard Conversations* Jennifer Abrams showed educators how to speak intentionally with colleagues about work related issues through a planned interactive and personal approach In this sequel she moves readers deeper into the nuances of how to prepare for those conversations while building expectations for positive and meaningful outcomes Putting clarity before accountability or by being clear about what should be understood before going in can and will increase the favorable results of those tough talks With an emphasis on what needs to happen before during and after hard conversations this resource explores What humane growth producing and other centered conversations sound like How race culture gender and generational filters influence perceptions and how to account for them How to spot and work with organizational dynamics that could influence discussions How to conduct hard conversations with supervisors Plan for positive outcomes from hard conversations Let this resource empower you to expect and professionally navigate environmental influences unexpected pushback and uncomfortable silences toward real understanding and progress Abrams who cites a broad and current body of literature provides a valuable rationale for why certain ways of talking are more effective than others Robert J Garmston Professor Emeritus Co Developer of COgnitive Coaching Adaptive Schools California State University Sacramento In order to grow as learners educators and leaders we need to be provided with feedback that will enhance our growth That feedback doesn't come easily We shy away from providing honest feedback because we're afraid it will be taken the wrong way That is why I love *Having Hard Conversations*

20 Jennifer Abrams brings us through the process beautifully with a great deal of honesty and we can learn a great deal from her insight This is an important read for anyone in education Peter De Witt Former School Principal Finding Common Ground Blog Corwin

How to Teach Students who Don't Look Like You Bonnie M. Davis, 2009 Help teachers reflect shift perceptions and find more effective approaches for teaching their students Based on the best selling book *How to Teach Students Who Don't Look Like You* this guide gives staff developers and workshop leaders the tools to facilitate book study groups seminars and professional development events that help teachers close the achievement gap for culturally and ethnically diverse students Facilitators will be able to demonstrate culturally appropriate and research based teaching

strategies for diverse learners and lead discussions on topics that include Identifying cultural factors that influence educators perceptions of their students Creating supportive school cultures and learning environments Understanding learners communication styles classroom behaviors and learning needs Developing and strengthening students reading and writing skills Building relationships and community with students The chapter by chapter study guide follows the same format as the companion book and features Activities Discussion questions Suggestions for practical applications Chapter summaries Handouts Resources for extending learning Sample agendas for half day one day and three day workshops A workshop evaluation form The Facilitator s Guide to How to Teach Students Who Don t Look Like You is ideal for staff developers or anyone leading professional development for groups of any size pairs small workshops or large seminars Group Work in Schools Bradley T. Erford,2015-08-14 School counselors are often the only employees in school settings with any formal education in group work and yet their training is typically a general course on how to run groups Group Work in Schools provides an alternative training model one that presents exactly what counselors need to know in order to successfully implement task driven psychoeducational and counseling psychotherapy groups in any educational setting Additions to this newly updated second edition include discussion topics activities case examples integrated CACREP standards and learning outcomes as well as an overall update to reflect the most recent research and knowledge *Constructivist Education in an Age of Accountability* David W. Kritt,2018-01-16 This book contrasts authentic approaches to education with classroom practices based primarily on standards external to the individuals who are supposed to learn While other books tend to promote either a desperate scramble for meeting standards or determined resistance to neoliberal reforms this book fills that gap in ways that will inspire practitioners prospective teachers and teacher educators Mandates pay only lip service to constructivist and social constructivist principles while thwarting the value of both students and teachers actively creating understandings Authors in this book assert the central importance of a range of constructivist approaches to teaching learning and thinking inviting careful reflection on the goals and values of education The Mindful Classroom Tru Leverette,2022-02-10 The Mindful Classroom Constructive Conversations on Race Identity and Justice helps teachers and discussion facilitators practice and teach mindfulness and movement techniques that can deeply enhance conversations about race identity and social justice furthering social justice efforts at their most basic stage person to person from the face to face or online classroom to the community at large Mindfulness and movement practices can help us prepare for and engage in difficult conversations and the more conscious we become of our emotional mental and physical landscape the more we are able to engage proactively rather than reactively consciously rather than automatically We become able to act or not act rather than react in situations with others The topics of race and social justice are timely and they are triggers Productive engagement with these topics demands we remain mindful of how we may be triggered and how we may be triggering others it demands we pay attention to ourselves at a fundamental level and it demands that we grant such

attention to others [The Big Conversation on Dismantling Racism and Privilege](#) Vicki and Dusty Rhoades,2019-04-20 This guide is an attempt to document the long journey to arrive at a place where community members were willing to gather to discuss the very difficult and uncomfortable topic of race and privilege This guide offers a step by step process on how to develop a program such as this [The Encyclopedia of Educational Equity](#) Shannon D. Holder,2025-05-06 Unlock the language of educational equity to create meaningful change in schools As educators professors policymakers and advocates work to dismantle systemic barriers and advance equity in education they must begin with a common understanding of the words that shape their actions The Encyclopedia of Educational Equity offers over 650 carefully curated terms concepts and strategies essential for productive conversations about equity This powerful tool will provide readers with a deep understanding of fundamental concepts in equity like color blindness gender expansive and meritocracy enabling them to identify challenges and craft solutions to improve educational outcomes for all Key features include Micro Checks to reflect and interrogate personal beliefs Equity timeline notes embedded throughout which provide essential historical context for many terms Supplemental resources including tips for bias free language a list of frequently misused terms critical thinking prompts for professional learning communities PLCs and a guide to further reading Evidence based strategies and best practices for achieving equity in education interwoven throughout the text Whether you are a novice or a veteran this encyclopedia is user friendly and accessible to anyone working toward equity from educators and students to administrators researchers and community advocates

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