

Module 1: Understanding Race in Education

Unit 1: Let's Start!

Session 1

**Becoming a Race Conscious Educator**

Facilitator Tip: Consider combining this session with the previous session, "Welcome," which provided an introduction to the PEFA eCourse and data highlighting Wisconsin's pervasive and persistent racial achievement gaps.

**Overview of materials included in this session:** Consider printing handouts and articles to include in a folder for participants to easily access during the session.

**Session articles/publications:**

- [State Superintendent's Task Force on Wisconsin's Achievement Gap](#) (Wisconsin DPI, 2014; Accessed November 10, 2018)

**Session website links:**

- [Minority Student Achievement Network](#) (Minority Student Achievement Network, 2014; Accessed November 10, 2018)

**Session videos:**

- [Closing Achievement Gaps: Strategies for Promoting Excellence for All in Wisconsin](#) (Wisconsin DPI, 2014; Accessed November 10, 2018) (2.5 min)

**Additional/Optional videos:**

- [Gloria Ladson-Billings Cultural Competency](#) (Youth Wellness, 2012; Accessed November, 2018) (3 min)
- [Gloria Ladson-Billings - Successful Teachers of African American Children](#). (The Brainwaves Video Anthology, 2015; Accessed November 10, 2018) (3 min)

\*Activate prior learning with [PEFA eCourse Intro](#) from previous session. (2 min)

**Session handouts:**

- [PP Presentation With Space for Notes](#)
- [Handout 1](#)
- [Handout 2](#)
- [Handout 3](#)
- [Journal Pages](#)

To print all handouts and journal pages as one packet, click [here](#). (Note: The PP Presentation will need to be printed separately).

**Coaching Connections:**

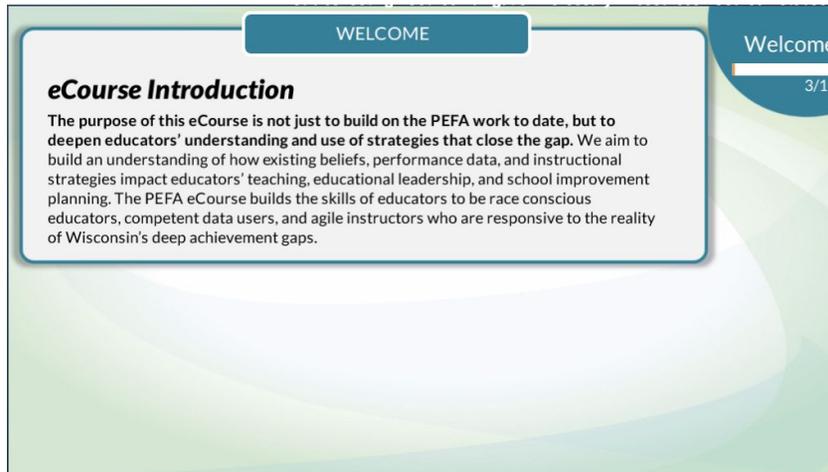
[Ladder of Inference](#): Pacific Education Group’s mindful inquiry process examines the root cause of assumptions. The second page of this PDF includes a series of questions a coach might use to begin the inquiry process. (Pacific Education Group, “Ladder of Inference.” Accessed November, 2018.)

**Course Content: Module 1, Unit 1 (Slides 1-13):**

*Note: Activate prior knowledge by first reviewing Slide 3 from the previous session*

**Facilitator’s Guide (Total Time: ~ 45 min)**

**Welcome Slide 3:** Activate prior learning: [PEFA eCourse Tony Intro](#)



**Welcome Slide 3: Show video:** [PEFA eCourse Intro](#) (2 min)  
Activate prior learning from the Welcome Session by showing Dr. Evers introduction to the PEFA eCourse. Remind participants of the persistent racial disparities existing in Wisconsin, and the imperative for all educators to become race conscious educators to close these gaps. (1 min)

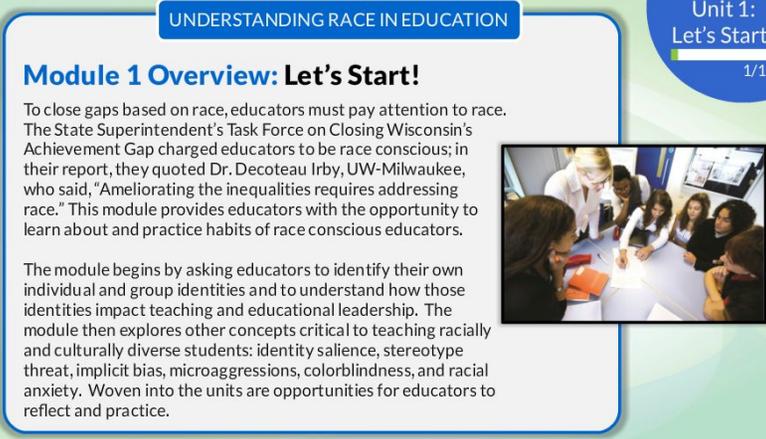
## Slide 1: Module Development



UNDERSTANDING RACE IN EDUCATION Unit 1: Let's Start!

This module was developed in collaboration with staff from Minority Student Achievement Network (MSAN).  
<http://msan.wceruw.org>

## Slide 1: (Continued)



UNDERSTANDING RACE IN EDUCATION Unit 1: Let's Start! 1/13

### Module 1 Overview: Let's Start!

To close gaps based on race, educators must pay attention to race. The State Superintendent's Task Force on Closing Wisconsin's Achievement Gap charged educators to be race conscious; in their report, they quoted Dr. Decoteau Irby, UW-Milwaukee, who said, "Ameliorating the inequalities requires addressing race." This module provides educators with the opportunity to learn about and practice habits of race conscious educators.



The module begins by asking educators to identify their own individual and group identities and to understand how those identities impact teaching and educational leadership. The module then explores other concepts critical to teaching racially and culturally diverse students: identity salience, stereotype threat, implicit bias, microaggressions, colorblindness, and racial anxiety. Woven into the units are opportunities for educators to reflect and practice.

**Slide 1:** Share Module 1 was developed in collaboration with staff from the Minority Student Achievement Network (MSAN), and suggest the linked reading in order for participants to find out more about the MSAN.

Note: [The Minority Student Achievement Network](#) (Minority Student Achievement Network, 2014) is a national coalition of multiracial school districts who are working together to eliminate persisting opportunity and achievement gaps within their schools. (1 min)

**Slide 1: (Continued)** Share the information on Slide 1, emphasizing this module asks educators to first identify their own individual and group identities, and to understand how those identities impact teaching and educational leadership. Then, share the module explores other concepts critical to teaching racially and culturally diverse students and provides opportunities for educators to reflect and practice throughout the module.

## Slide 2: Module 1 Overview

UNDERSTANDING RACE IN EDUCATION

### Module 1 Overview: Let's Start!

Throughout the module, we explore how we perceive race and make meaning of race in the United States, particularly in education. We explain the thirty-plus years of findings from neurology and social and cognitive psychology regarding hidden racial biases: how they operate without notice by human consciousness and how they influence the way that we treat others, *even when we are determined to be fair and objective.*

Throughout the module, **Our stories** highlight Wisconsin students, educators, families, and community members who are committed to equity and inclusion in Wisconsin schools.

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**Slide 2:** Share this Module has been designed to explore how we perceive race and make meaning of race in the United States, particularly in education, and to examine how hidden racial biases contribute to our beliefs and actions. (2 min)

Share understanding our identities and their impact on our beliefs and actions is the first important step toward ensuring equitable opportunities and access for every educator, student, family, and community.

Note: Wisconsin students, educators, and families are highlighted in Our Stories throughout the course content.

## Slide 3: Module 1 Overview

UNDERSTANDING RACE IN EDUCATION

### Module 1 Overview: Let's Start!

We knew we had to bring this research to educators because we know of no other profession that is more committed to fairness and equality than educators. We believe that this important body of research has enormous potential for helping to reduce unwanted disparities in education because the research is clear: we can retrain - research uses the term "debias" - our brains. Dr. Patricia Devine, UW-Madison, says that implicit bias operates much like any habit and breaking that habit requires several deliberate steps to learn to replace our biased responses with non-prejudiced responses that more closely match our the values we consciously believe we hold.

The essential questions for this module are:

- Do unconscious biases affect my teaching and my students' learning and outcomes? If so, in what ways?
- What new habits or tools will help "retrain" my brain, refine my practice, and reduce achievement gaps?

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**Slide 3:** Read aloud the Module 1 Overview and the module's essential questions. Then, consider inviting participants to think-pair-share: "How can unconscious bias affect teaching?" (3-4 min)

## Slide 4: Module 1 Overview

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UNDERSTANDING RACE IN EDUCATION

### Module 1 Overview: Let's Start!

The units of this module are aligned to the four focus areas identified by the [State Superintendent's Task Force on Closing Wisconsin's Achievement Gap](#): effective instruction, student-teacher relationships, family and community engagement, and school and instructional leadership. This module's units provides companion content to the four focus areas by exploring the specific concepts and skills that apply from neuroscience and social science research on interracial interactions:

- **Let's Start**  
*Exploring the module content and goals*
- **Effective Instruction**  
*Exploring identities, stereotype threat, and the power of high expectations*
- **Student-Teacher Relationships**  
*Exploring implicit bias, microaggressions, and colorblindness*
- **Family and Community Engagement**  
*Exploring racial anxiety, deficit-oriented thinking and assets-based engagement*
- **School and Instructional Leadership**  
*Exploring habits we need to continue our practice as race conscious educators*

## Slide 5: Our Stories

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 **Our Stories**



**Dr. Gloria Ladson-Billings** is the Kellner Family Professor of Urban Education in the Department of Curriculum & Instruction at the University of Wisconsin-Madison and the 2005-2006 president of the American Educational Research Association. Her research examines the pedagogical practices of teachers who are successful with African American students. Her work has won numerous scholarly awards. She is the author of the critically acclaimed books, *The Dreamkeepers: Successful Teachers of African American Children* and *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*, and the author of numerous journal articles and book chapters.

**Slide 4:** Share this Module is aligned to the four focus areas identified by the [State Superintendent's Task Force on Wisconsin's Achievement Gap](#) (Wisconsin DPI, 2014) and is supported by research on interracial interactions. Invite participants to learn more about the PEFA Task Force by accessing this link. (3-4 min)

Click on the link to each focus area to provide additional context and examples.

**Slide 5:** Share Dr. Gloria Ladson-Billings' work highlights best practices of teachers who have been successful with African American students, and the importance of your team engaging in this work to close gaps. Consider showing the additional following videos if time permits: (7 min)

- Unconscious Bias; [Dr. Gloria Ladson-Billings Cultural Competency](#) Youth Wellness, 2012)
- Teacher Best Practices; [Gloria Ladson-Billings - Successful Teachers of African American Children](#). (The Brainwaves Video Anthology, 2015)

### Slide 6: Activity: Poll



#### Poll

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In this section, you will participate in an anonymous interactive poll on becoming a race-conscious educator.

Once you submit your results, you will see the aggregated responses of everyone that has taken the poll. Your results will be in red.

### Slide 7: Video



#### Video

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In this section, you will watch a short video about gaps in education.

### Slide 6: Activity: Poll (10 min)

Invite participants to individually complete the interactive poll on Slide 6, which assesses their knowledge and application of terms, aiding them in becoming race-conscious educators. The poll should be completed online.

Once completed, invite participants to email their responses to themselves, as they will be discussed later in the unit. Share responses in blue are not school specific, but are a tabulation of everyone who has taken the eCourse.

Note: The poll asks participants to identify their knowledge and skill set for some of the concepts and strategies covered throughout this module: "Understanding Race in Education." The concepts and strategies in the poll are: cultural identities, implicit bias, micro messages (microaggressions), color blindness, racial anxiety, deficit thinking, identity salience, stereotype threat, and race consciousness.

**Slide 7:** Share participants will watch a video about gaps in education after reviewing learning goals on the next slide. (1 min)

## Slide 8: Learning Goals



### Learning Goals

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As a result of participating in "Understanding Race in Education" you will:

- **Identify and reflect** on your cultures, your students' cultures, and who feels a sense of belonging in your classroom, school, or district.
- **Recognize** how race is present in education: in student-teacher relationships, in curriculum and instruction as we engage families and communities, and as a strong predictor of success or failure in education and other important areas (health, employment, housing, economic well-being, etc.).
- **Understand and apply** social psychology research concepts that will improve student outcomes when you pay attention to race and cultures.
- **Demonstrate** your cultural caring by planning the next steps of your journey.

## Slide 9: Race Matter in Education



### Race matters in education

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**Race matters in education.** We can make predictions based on the color of students' skin regarding their success and failure in graduation, achievement, and participation in gifted and special education.

**How do educators interrupt these patterns?** In Wisconsin, the State Superintendent's Task Force on Closing Wisconsin's Achievement Gap encourages educators to become racially and culturally conscious.

**Slide 8:** Invite participants to read aloud the learning goals for this module. (1 min)

**Slide 9:** Share educators have the opportunity to help change the race based educational outcomes. (1 min)

**Slide 10:** Video



**Slide 10:** Show video: [Closing Achievement Gaps: Strategies for Promoting Excellence for All in Wisconsin](#) (Wisconsin DPI, 2014) (5 min)

Share this video highlights strategies the Task Force has determined to close achievement gaps for students in Wisconsin.

Invite participants to reflect on [Handout 1](#): Reflection on Video.

**Slide 11:** Reflection Activity

A slide graphic for a reflection activity. It features a green and white background with a puzzle piece icon in a circle on the left. The word "Activity" is written in bold black text. Below the icon, there is a paragraph of text. In the top right corner, there is a blue banner with white text that reads "Unit 1: Let's Start!" and "11/13" below it.

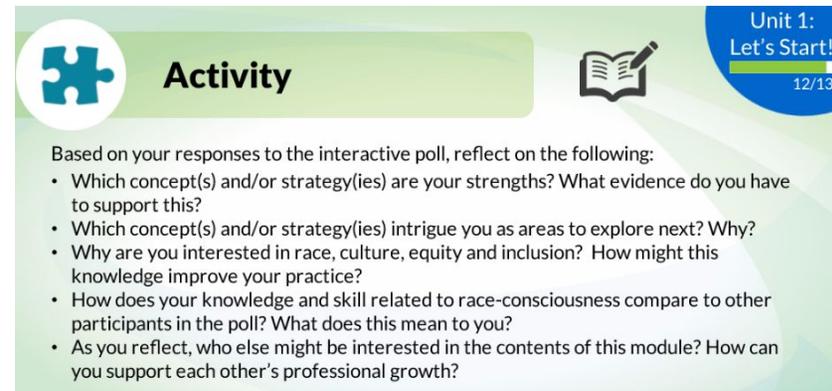
**Activity**

In this activity, you will reflect on your strengths as an educator, identify concepts or strategies that you would like to focus on next, and compare your knowledge and experience with other educators.

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**Slide 11:** Invite participants to access their answers from the poll to answer a series of questions which will help them reflect on their journey in becoming race conscious educators. (2 min)

## Slide 12: Activity



The slide features a green header with a puzzle piece icon and the word "Activity". To the right is a blue circular badge with a book icon and the text "Unit 1: Let's Start! 12/13". Below the header, the text reads: "Based on your responses to the interactive poll, reflect on the following:" followed by a bulleted list of five reflection questions.

**Activity**

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Based on your responses to the interactive poll, reflect on the following:

- Which concept(s) and/or strategy(ies) are your strengths? What evidence do you have to support this?
- Which concept(s) and/or strategy(ies) intrigue you as areas to explore next? Why?
- Why are you interested in race, culture, equity and inclusion? How might this knowledge improve your practice?
- How does your knowledge and skill related to race-consciousness compare to other participants in the poll? What does this mean to you?
- As you reflect, who else might be interested in the contents of this module? How can you support each other's professional growth?

## Slide 13: Next Up



The slide features a green header with a blue arrow icon and the words "Next Up". To the right is a blue circular badge with a book icon and the text "Unit 1: Let's Start! 13/13". Below the header, the text reads: "Congratulations! You have completed the Let's Start! Unit of the Understanding Race in Education module. The next unit focuses on Effective Instruction."

**Next Up**

Unit 1:  
Let's Start!  
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Congratulations! You have completed the Let's Start! Unit of the Understanding Race in Education module. The next unit focuses on Effective Instruction.

## Slide 12: **Activity:** Becoming a Race Conscious Educator reflection. (5 min)

Invite participants to independently complete [Handout 2: Becoming a Race Conscious Educator Reflection](#). Remind participants the responses in the poll include everyone who has taken the eCourse, rather than including school specific results.

After completing the reflection, invite participants to “think-pair-share” in partners or as a small group.

## Slide 13: **Session Reflection** (3 min)

Invite participants to reflect on the learning outcomes for this session and consider how they will incorporate their learning in their work moving forward. Ask participants to complete [Handout 3](#) and to think-pair-share their responses. The reflection questions include:

- What have you learned from this session?
- How will you incorporate this learning into your work moving forward?
- What is one thing you can do tomorrow to incorporate this learning into your work?

Encourage participants to share additional reflections from this session or previous sessions on the [Journal Pages handout](#) or in the eCourse notebook if they are accessing the eCourse online.

Remind participants these learning outcomes are a part of an ongoing journey and require consistent, intentional

examination. Ask participants to share ways they will integrate their learning into their work as educators.

Note: To continue to cultivate their growth as equitable educators, invite participants to check out the resources listed [here](#).

Share the next session, Unit 2, Session 1, will focus on understanding racial identity.