

**Understanding Racial Identity and Identity Saliency**

<b>Overview of materials included in this session:</b> <i>Consider printing handouts and articles to include in a folder for participants to easily access during the session.</i>	
<b>Session articles:</b> <ul style="list-style-type: none"><li>• N/A</li></ul>	<b>Session website links:</b> <ul style="list-style-type: none"><li>• <a href="#">Wisconsin Rtl Center</a> (Wisconsin Rtl Center; Accessed November 10, 2018)</li></ul>
<b>Session videos:</b> <ul style="list-style-type: none"><li>• <a href="#">Race, Identity, and Importance of Discussion</a> (Teaching Tolerance, 2012; Accessed November 10, 2018) (3 min)</li><li>• <a href="#">A Conversation with White People on Race</a> (The New York Times, 2015; Accessed November 10, 2018) (5 min)</li></ul>	<b>Session handouts:</b> <ul style="list-style-type: none"><li>• <a href="#">PP Presentation With Space for Notes</a></li><li>• <a href="#">Handout 1</a></li><li>• <a href="#">Handout 2</a></li><li>• <a href="#">Handout 3</a></li><li>• <a href="#">Handout 4</a></li><li>• <a href="#">Journal Pages</a></li></ul> <p>To print all handouts and journal pages as one packet, click <a href="#">here</a>. (Note: The PP Presentation will need to be printed separately).</p> <p>*Activate prior learning with: <a href="#">Handout 2</a> from previous session.</p>

### Coaching Connections:

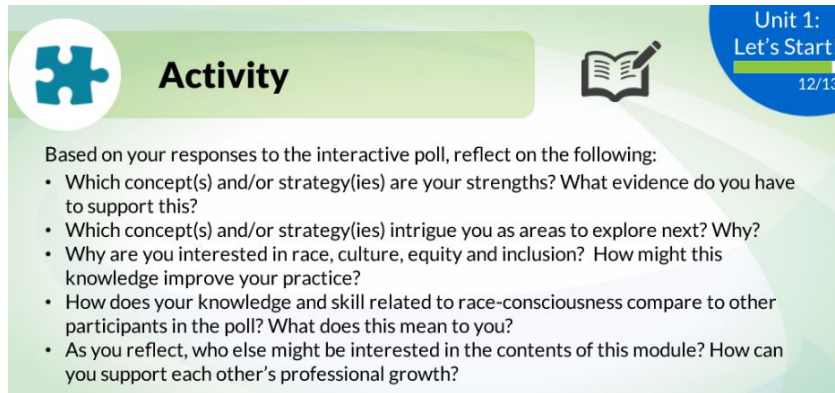
[How Racial Identity Affects Performance](#): Slide 5 of this session contains the article, “How Racial Identity Affects Performance.” (Teach for America, 2012). While the entire article is a valuable resource, page 80 (linked here) directly discusses strategies individual teachers can use to create a more culturally responsive classroom. As a coach, use this document when working with individual teachers. Think about where the teacher is in their journey and how you might best help them to apply these strategies. Will they be best addressed through co-planning the curriculum? Will you model a strategy? Could you use an inquiry line of questioning to aid a teacher in self-reflecting on their practice?

### [Course Content](#) (Unit 2, Slides 1-11)

*Note: Activate prior knowledge by first reviewing Slide 12 from the previous session*

### Facilitator’s Guide (Total Time: ~ 1 hour, 15 min)

**Slide 12 of Unit 1:** Activate Prior Learning: (Slide 12 from Unit 1, (previous session))

The slide features a green header with a puzzle piece icon and the word "Activity". To the right is an icon of an open book with a pencil. A blue circular badge in the top right corner says "Unit 1: Let's Start!" and "12/13". The main content area is light green and contains a list of reflection questions.

Unit 1:  
Let's Start!  
12/13

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?

**Journal Reflection** (No Slide)

**Slide 12 of Unit 1:** Activate prior learning by inviting participants to reflect on their responses to the activity in the previous session: Becoming a Race Conscious Educator Reflection ([Handout 2](#) from previous session). (2-3 min)

Invite participants to share one or two responses in pairs or as a small group.

**Journal Reflection** (3 min)

Invite participants to reflect on how they incorporated their learning from the previous session into their work. Participants may do so in a journal, on the [Journal Pages Handout](#) for this session, or in the eCourse notebook if they


**Slide 1: Unit 2 Overview**

UNDERSTANDING RACE IN EDUCATION

Unit 2  
1/32

**Unit 2 Overview:**  
**Effective Instruction – Exploring Identities, Stereotype Threat, and the Power of High Expectations**

Effective instruction is shaped by many factors. In this unit, the focus is on: how educator identities affect instructional decisions; how effective instruction engages all students by recognizing and including student identities; and how educators might shape instruction so students feel valued, respected, and empowered to take risks.



**Slide 2: Video: Race and Identity**

Unit 2  
2/32

**Video: Race and Identity**



Race, Identity, and Importance o...

Dr. Linda Darling-Hammond  
Stanford University

YouTube

In this video, Dr. Linda Darling-Hammond discusses teacher and student identities, student engagement, sense of belonging, and the relationship between these ideas and student outcomes.

Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.

are accessing the course online. Invite participants to share responses in pairs or as a small group.

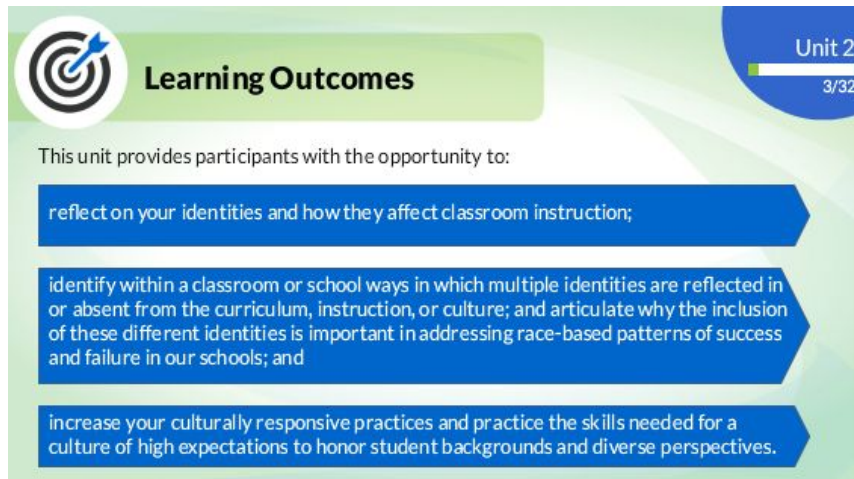
**Slide 1:** Read aloud the Unit 2 Overview and share Unit 2 is focused on effective instruction, one of the four main areas of PEFA. Share each session of this unit will focus on a concept or strategy that shapes effective instruction, and today’s focus will be on exploring identities. (3-4 min)

Invite participants to think-pair-share: “How do you feel identities affect instructional decisions?”

**Slide 2: Show video:** [Video: Race, Identity, and Importance of Discussion](#) (Teaching Tolerance, 2012) (3 min)

Share in this video, published by Teaching Tolerance, Dr. Linda Darling-Hammond discusses teacher and student identities, student engagement, sense of belonging, and the relationship between these ideas and student outcomes. This video sets the purpose for this session.

### Slide 3: Learning Outcomes for this Unit



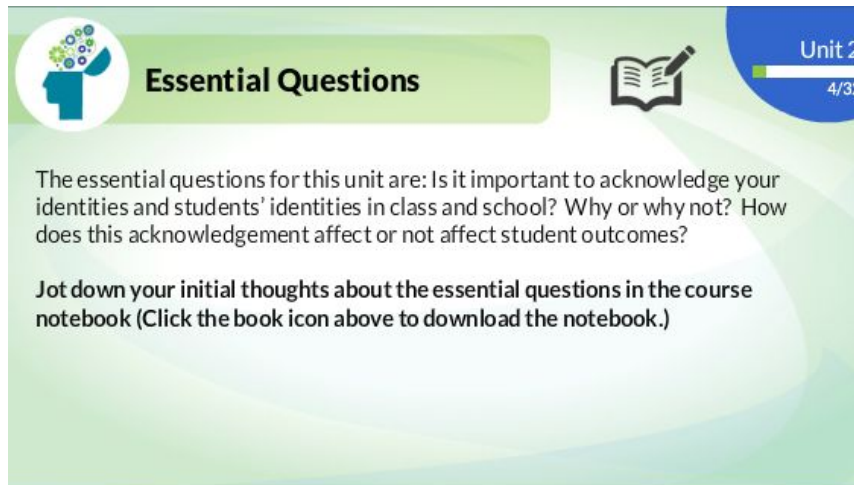
Unit 2  
3/32

## Learning Outcomes

This unit provides participants with the opportunity to:

- reflect on your identities and how they affect classroom instruction;
- identify within a classroom or school ways in which multiple identities are reflected in or absent from the curriculum, instruction, or culture; and articulate why the inclusion of these different identities is important in addressing race-based patterns of success and failure in our schools; and
- increase your culturally responsive practices and practice the skills needed for a culture of high expectations to honor student backgrounds and diverse perspectives.

### Slide 4: Essential Questions (Slide 4)



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## Essential Questions

The essential questions for this unit are: Is it important to acknowledge your identities and students' identities in class and school? Why or why not? How does this acknowledgement affect or not affect student outcomes?

Jot down your initial thoughts about the essential questions in the course notebook (Click the book icon above to download the notebook.)

**Slide 3:** Invite participants to read the first and second learning outcomes on slide three. Share the third learning outcome will be addressed in another session focused on a culture of high expectations. (1 min)

**Slide 4:** Read the essential questions aloud and then invite participants to jot their initial thoughts to each question in a journal, on the [Journal Pages](#) Handout for this session, or in the eCourse notebook if they are accessing the course online. Invite participants to share responses in pairs or as a small group. (3 min)

**Slide between 4 and 5: Identity Starts with Me: Identity and Identity Salience**



**Slide 5: [Video: A Conversation with White People on Race](#)**

 **Video: A Conversation with White People on Race** Unit 2  
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One of our identities is race. For those of us who are white, what does it mean to be white in the United States? In this short documentary, white people are interviewed about race and what it means to be white.

Racial identity development refers to the process we all go through in understanding our race and what it means in our cultural context. The article, below, explores racial identity development within the cultural context of school.

[“How Racial Identity Affects Performance”](#)

 **A Conversation With White Pe...**

Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.

**Slide between 4 and 5: Define *identity markers*:** the characteristics, aspects, histories, background, and knowledge that make us each unique and which shape us both personally and professionally. (2 min)

Share participants will engage in an activity allowing them to reflect on their identities in the upcoming slides.

**Slide 5: [Show video: Video: A Conversation with White People on Race](#)** (The New York Times, 2015) (7 min)

Define **racial identity**: the ways in which individuals think and feel about the issue of race and their own racial group membership.

This video may have ideas participants agree with and others they don't agree with, depending on their own racial identity. Consider inviting participants to identify what they connected with, or what they agreed with, and to respond in their journals with a partner or in small groups.

### Slide 6: Activity: Identity Markers



Think about what makes you unique. For each of the activities listed below (i.e. vacation destination), drag and drop the identities that influence the decisions you make related to the activity. Below are identity markers that many people commonly choose during this activity. You may want to start with these— and then keep going!

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add your own identity here, then drag it	add your own identity here, then drag it	add your own identity here, then drag it		
Race/ethnicity	Religion	College experience	Profession	Family of origin
Gender	Disability status	Social class	Primary language	Regional experiences
Sexual orientation	National origin	Family history and experiences	Hobbies/interests	

Vacation destination      Buying a car      Accepting a job offer

### Slide 7: Understanding Identity Salience

 **Activity: Understanding Identity Salience** 

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Recommended time: approximately 30 minutes.

In this activity, you will explore how your different identities are more or less important, or *salient*, depending on the context in which you find yourself.

P.S. — Are you recognizing that two or more of your identities can't be disconnected? That they interplay, are entwined, or intersect? "Intersectionality" was originally used to describe how race and gender intersect (for example, the experiences of Latinas are different than Latinos or white women) and has been broadened to encompass a number of additional identity markers.

### Slide 6: Activity: Identity Markers (5 min)

Invite participants to complete the activity about what makes them unique. If they are accessing this activity on the computer share, for each of the activities listed, they will drag and drop the identities influencing the decisions they make related to the activity. Invite participants to start with the identity markers listed and to then continue to list others.

Participants may either complete the activity online (Slide 6), or on [Handout 1](#) from this session.

### Slide 7: Define *identity salience*: the degree to which different identities are more or less important depending upon the context in which one finds oneself. (1 min)

Share participants will engage in activity to explore how their different identities are more or less salient, depending on the context in which they find themselves.



**Slide between 7 and 8: Educator Identities Influence Practices in Class and School**



**Educator Identities Influence Practices in Class and School**


The identities of educators show up in almost every aspect of schools: in the hallways, the library, the cafeteria, the student discipline code, dress codes, curriculum, family engagement policies, instruction, budget decisions, and so on.

**Slide 8: Activity: Reflecting on Identities in the Educational Environment Part 1**

 **Activity: Reflecting on Identities in the Educational Environment part 1**  **Unit 2**  
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Recommended time: approximately 30 minutes.

Look at this picture of a classroom. What do you see in the picture that reflect the teacher's multiple identities? What don't you see and, because of the absence, also reflect the teacher's multiple identities?

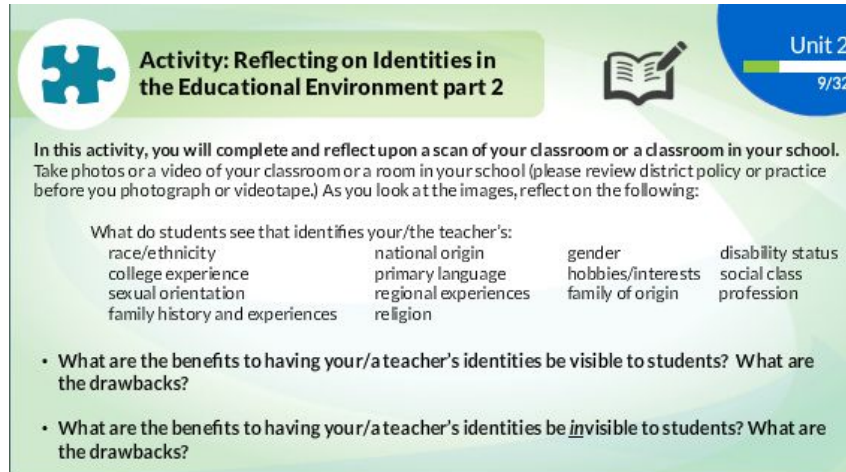


**Slide between 7 and 8:** Share educator identities show up in almost every aspect of school and influence the practices in class and school. Consider sharing examples of ways identities show up in school. (2 min.)

**Slide 8: Activity:** Reflecting on Identities in the Educational Environment Part 1 (5 min)

Invite participants to complete the activity on Slide 8 of the eCourse, or [Handout 2](#) from this session. Then, invite participants to share responses as partners or in a small group.

## Slide 9: Activity: Reflecting on Identities in the Educational Environment Part 2



**Activity: Reflecting on Identities in the Educational Environment part 2**

In this activity, you will complete and reflect upon a scan of your classroom or a classroom in your school. Take photos or a video of your classroom or a room in your school (please review district policy or practice before you photograph or videotape.) As you look at the images, reflect on the following:

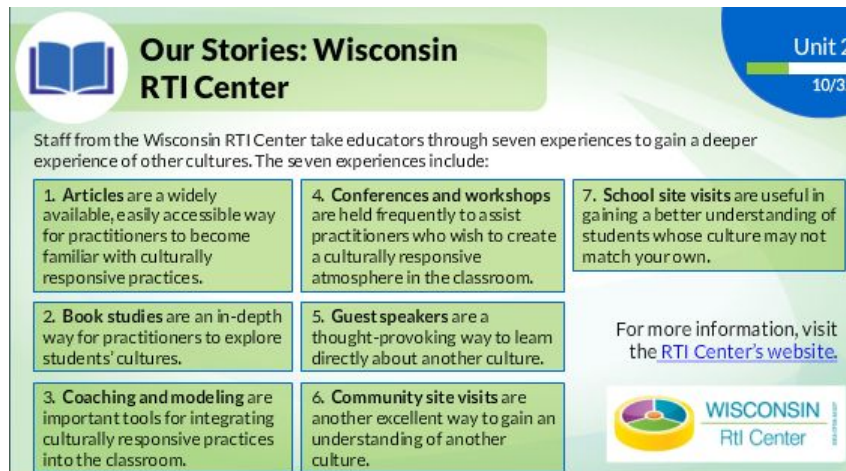
What do students see that identifies your/the teacher's:			
race/ethnicity	national origin	gender	disability status
college experience	primary language	hobbies/interests	social class
sexual orientation	regional experiences	family of origin	profession
family history and experiences	religion		

- What are the benefits to having your/a teacher's identities be visible to students? What are the drawbacks?
- What are the benefits to having your/a teacher's identities be invisible to students? What are the drawbacks?

## Slide 9: **Activity:** Reflecting on Identities in the Educational Environment Part 2 (25 min)

Invite participants to complete and reflect upon a scan of their classroom or a classroom in the school. Then, invite participants to reflect on the benefits and drawbacks of their identities being visible and invisible to students. See Slide 9 of the eCourse, or [Handout 3](#) from this session.

## Slide 10: Our Stories: Wisconsin RTI Center




**Our Stories: Wisconsin RTI Center**

Staff from the Wisconsin RTI Center take educators through seven experiences to gain a deeper experience of other cultures. The seven experiences include:

1. **Articles** are a widely available, easily accessible way for practitioners to become familiar with culturally responsive practices.
2. **Book studies** are an in-depth way for practitioners to explore students' cultures.
3. **Coaching and modeling** are important tools for integrating culturally responsive practices into the classroom.
4. **Conferences and workshops** are held frequently to assist practitioners who wish to create a culturally responsive atmosphere in the classroom.
5. **Guest speakers** are a thought-provoking way to learn directly about another culture.
6. **Community site visits** are another excellent way to gain an understanding of another culture.
7. **School site visits** are useful in gaining a better understanding of students whose culture may not match your own.

For more information, visit the [RTI Center's website](#).

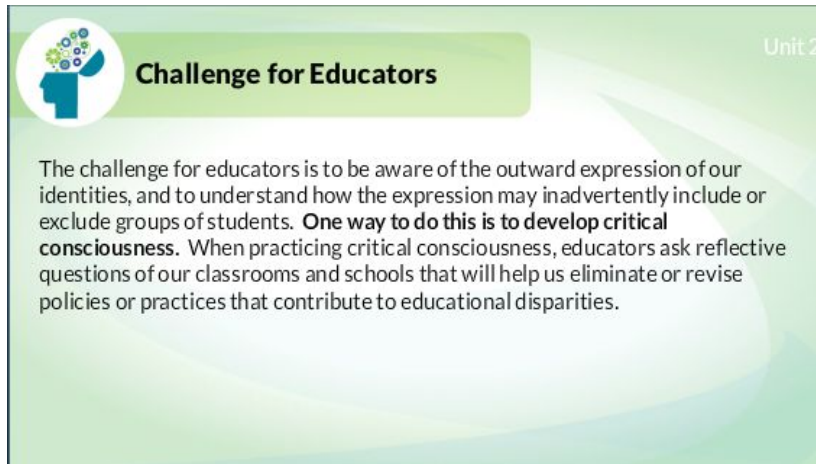


**Slide 10:** Share the seven experiences educators can take to gain a deeper experience of other cultures. (3 min)

Invite participants to explore the [RTI Center's website](#) (Wisconsin RTI Center) for more information.



## Slide 11: Challenge for Educators



Unit 2

### Challenge for Educators

The challenge for educators is to be aware of the outward expression of our identities, and to understand how the expression may inadvertently include or exclude groups of students. **One way to do this is to develop critical consciousness.** When practicing critical consciousness, educators ask reflective questions of our classrooms and schools that will help us eliminate or revise policies or practices that contribute to educational disparities.

### Session Reflection (No Slide)

**Slide 11: Define *critical consciousness*:** An active state of seeking to identify the beliefs and language that obscure systemic inequities. (2 min)

### Session Reflection (3 min)

Invite participants to reflect on this session and consider how they will incorporate their learning in their work moving forward. Consider inviting participants to complete [Handout 4](#) from this session 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 in a journal, on the [Journal Pages Handout](#) for this session, or in the eCourse notebook if they are accessing the course online.

Remind participants these learning outcomes are a part of an ongoing journey; and, as is true for all of this work, they require consistent, intentional attention. Consider inviting 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](#).

Consider sharing the next session, Session 2 of this unit, will focus on developing critical consciousness.