



# Discussions on Race and Equity

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Kennett Consolidated School District  
July 8, 2020

# Objectives

- Begin/continue the examination of race and its impact (both personally and professionally)
- Build common definitions of key terms as a means of laying the foundation for continued work on race and equity
- Explore key concepts/popular beliefs as a way to identify key challenges associated with equity work in schools

# Ground Rules

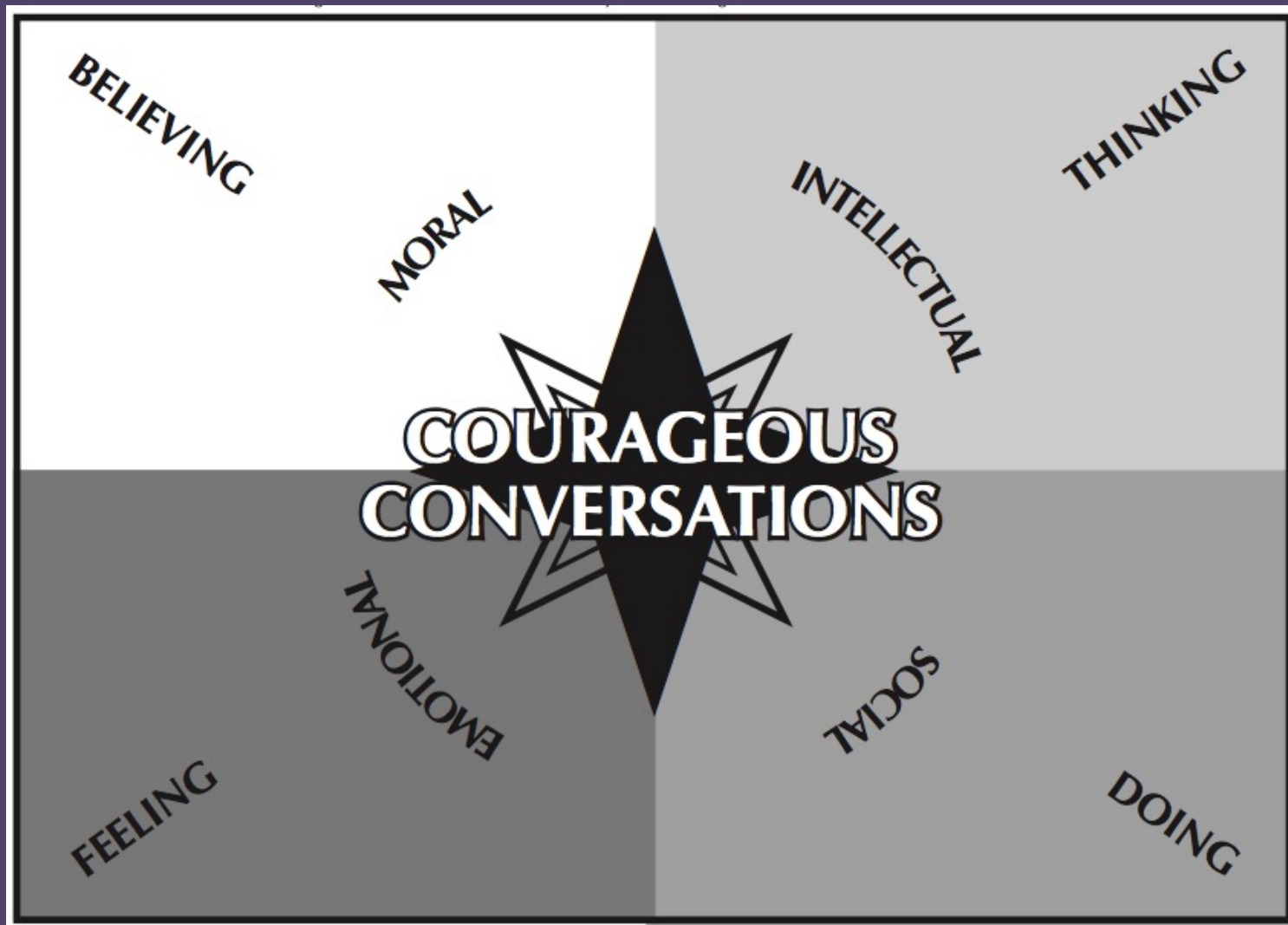
- Share the 'air time'
- Use the 'parking lot' to manage discussions and questions that are not focused on the topic
- Commit to this time and your colleagues

# A Courageous Conversation

- *engages* those who won't talk.
- *sustains* the conversation when it gets uncomfortable or diverted.
- *deepens* the conversation to the point where authentic understanding and meaningful action occurs.

# The Four Agreements

1. **Stay Engaged.** Listening for your partners' benefit, not just for your benefit. Modeling the listening behaviors that you seek.
2. **Speak Your Truth.** Having the courage to share your experience/perspective and asking questions of your partners that will encourage them to share theirs.
3. **Experience Discomfort.** Searching out experiences/perspectives different from your own. Having the courage to ask your partners to ask questions of you.
4. **Expect/Accept Non-Closure.** Not looking to solve/answer all of the questions. Not looking for the solution/answer. Looking for a different question that will help us to find a different solution.



[The Courageous Conversation Compass](#)

“The only way to stop discrimination based on race is to talk openly and candidly on the subject of race . . . . We ought not sit back and wish away, rather than confront, the racial inequality that exists in our society.”

- Sonia Sotomayor, Supreme Court Justice

### Think Pair Share Chat Partners

Andrew & Linda

Gina & Marie

Eileen & Manuel

Emlyn & Loretta

Lisa & Teixeira

Janice & Lauren B.

Heather & April

Dusty & Kori

Chanel & Elance

Leigh & Kate M.

Tia and Lauren H.

Michael & Kia

# Dorinda Carter

- An Equity Imperative
- Embedded, continual critical self-reflection throughout professional work of educators



# Grounding Questions

- How does my own social location (race, class, gender, religion) shape my mindset about teaching and learning, the students I'm serving, and the practices I act out?
- What more do I need to know about what I don't know? (culture, power, difference) Where can I learn that material?
- How can I be a more critically race-conscious leader and teacher?

# Definition Building

- In your breakout rooms, you will generate definitions for the following terms:
  - prejudice
  - discrimination
  - power
  - bias
  - racism
  - white privilege
  - white supremacy

Identify relationships/interdependencies between terms when appropriate.

# Definitions

- **Prejudice** "A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members." Center for Assessment and Policy Development, Racial Equity Tools Glossary
- **Discrimination** "The practice of treating one person or group of people less fairly or less well than other people or groups." Collins English Dictionary
- **Power** "Possession of control, authority, or influence over others; a controlling group." Miriam- Webster Dictionary
- **Bias:** "Racial biases are a form of implicit bias, which refers to the attitudes or stereotypes that affect an individual's understanding, actions, and decisions in an unconscious manner." Wikipedia

# Definitions

- **Racism** "A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race" Miriam- Webster Dictionary
- **White privilege:** The concept that white people, "simply because of the cultural group to which they belong and through no effort on their part, are imbued with a certain set of privileges that other people are not born with."
- **White supremacy:** "White supremacy or white supremacism is the racist belief that white people are superior to people of other races and therefore should be dominant over them." Wikipedia

# In Real Life . . .

- *Let's use the terms we've defined to discuss the following examples.*

*“In high school, a white classmate called me a n\*\*\*\*r in front of the whole class. Feeling powerless, we got into a terrible argument while the teacher just looked on. When my mother went to the school to speak with the principal, she told my mother that the other student didn't mean it and we shouldn't get upset about it.”*

*"My voice is not heard nor is it respected or treated the same way it would be if it were someone else talking. Constantly in my experience in this school I have had to deal with ignorant sexist, and plain racist comments. Whether it was today on the bus, when I had to hear people joking about having "African slaves" or bringing them to them to Canada and selling them. Also a numerous amount of jokes about being black. On many occasions I have also seen and heard people joking about jewish people and drawing swastikas. For instance when Sam yelled out "Ni\*\*er" in health class and only got an after school detention. Or when a boy yelled out "ni\*\*a" in my gym class then his friend pointed at me, and all he had to do is cry and push out an apology. Whenever I bring this information up to someone nothing gets done. The school makes a stronger effort to take a stance on Juuls/ drugs and "end the r-word" than they do for any other group of people."*

*"It was the year-end awards day ceremony at my junior high school. I was in the 8th grade and had received the highest award medal in every subject. It was a first at the school I attended and was a proud moment for many who had felt marginalized.*

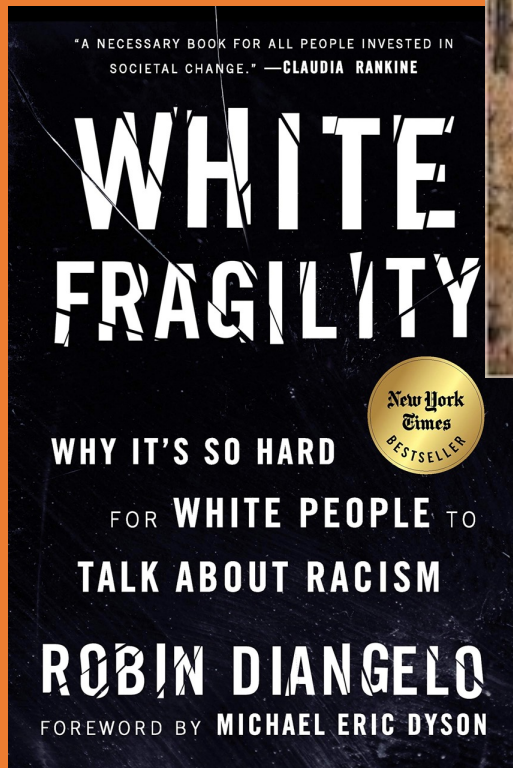
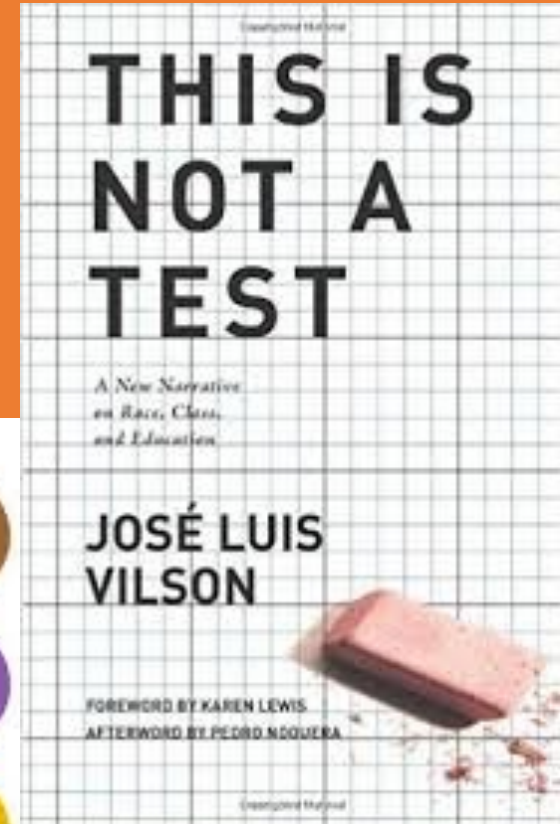
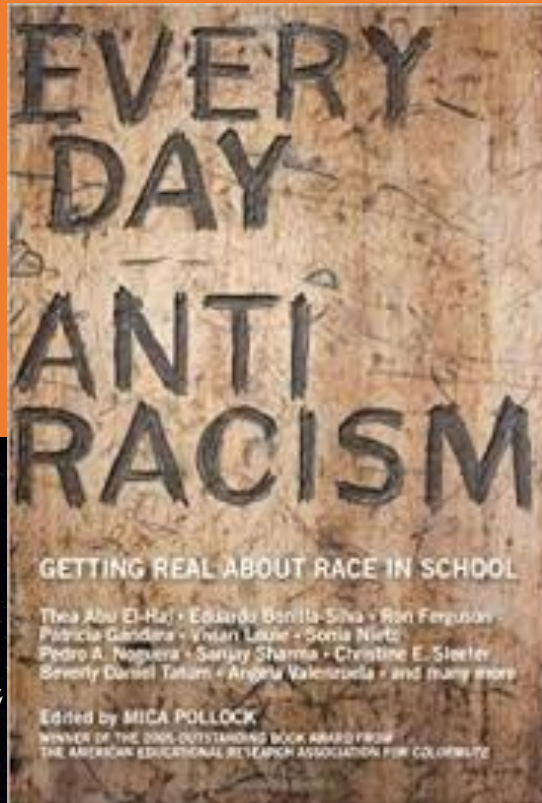
*Following the student body awards ceremony, all students resumed their class schedule. For me, it meant going to a racially diverse state history class taught by a white male teacher. Since this was the last day of school, we were on an abbreviated schedule, so the time in the class was only about 30 minutes. The teacher started class by saying, "While awards were provided at the school-wide assembly, I feel compelled to recognize the student that I think best exemplifies excellence in Social Studies for the 8th grade. So I personally purchased this trophy for the student who meets my criteria and that is Kathy G---". Kathy was white female student.*

*There was utter silence and Kathy was so uncomfortable that she did not want to accept the trophy. He brought it to her and there was just shock in the classroom. I did not say anything, but one black male student stated - "Why would you do that. That is cold!" Again, I said nothing. He made no eye contact with me or anyone else in the room and actually seemed a bit nervous after he did it.*



*I'm sorry to email so late in the year. However this has gotten out of hand. To the point where it is following me outside of school. Whoever made the report about me "hating white people" and that my family is "racist to white people" along with Eric, has been telling ppl outside and inside of school that I am racist against white people. My friends have been coming to me and telling me about people coming up to them and talking about how they are friends with a "racist". Now I did not mind when it was just people talking about me amongst people I am not friends with. Trust and believe I can care less. On the other hand, when it interferes with my friends and me finding a job, I do have a problem. May you please talk to these people or person? It has spread a lot around the school already, but, it need to stop once it reaches my friends and me trying to earn money.*

# Our Reading List



**whistling vivaldi**

how stereotypes affect us  
and what we can do

CLAUDE M. STEELE

"This is an essential volume of the first order—a true work of love."  
—WILLIAM G. BRYCE

# Questions to Consider...

- Have you had any experiences in your professional career that engaged you effectively in dialogue and action regarding race and equity? What about it was effective? How did it impact you?

# Questions to Consider...

- Do you believe that the knowledge and skills to educate *all* students already exist in education?
- To what degree do you feel that your school system has the will or passion to meet the needs of lower-achieving students of color?

# Questions to Consider...

- What worries you most about engaging in this work?

“I do not see how we will ever solve the turbulent problem of race confronting our nation until there is an honest confrontation with it and a willing search of the truth and a willingness to admit the truth when we discover it.”

- Martin Luther King, Jr., 1968



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