



Educators RISE for Racial Equity: Strategies to Integrate Racial Equity in Teaching Micro- credential Program



Citizen U[®] Empowering teachers to prepare tomorrow's citizens, today.





Where do we begin? With our purpose!

What moment with your students has brought you the greatest joy and feelings of connection with your purpose in education?

Keep this feeling as our focus

RISE program is brought to you by.....

❖ Barat Education Foundation and
Citizen U in partnership with the
Library of Congress Teaching with
Primary Sources program



❖ DePaul University



Citizen U[®]

Empowering teachers to prepare tomorrow's citizens, today.

Who are we?

In the chat, please share two words that summarize your experiences from March to July 2020.

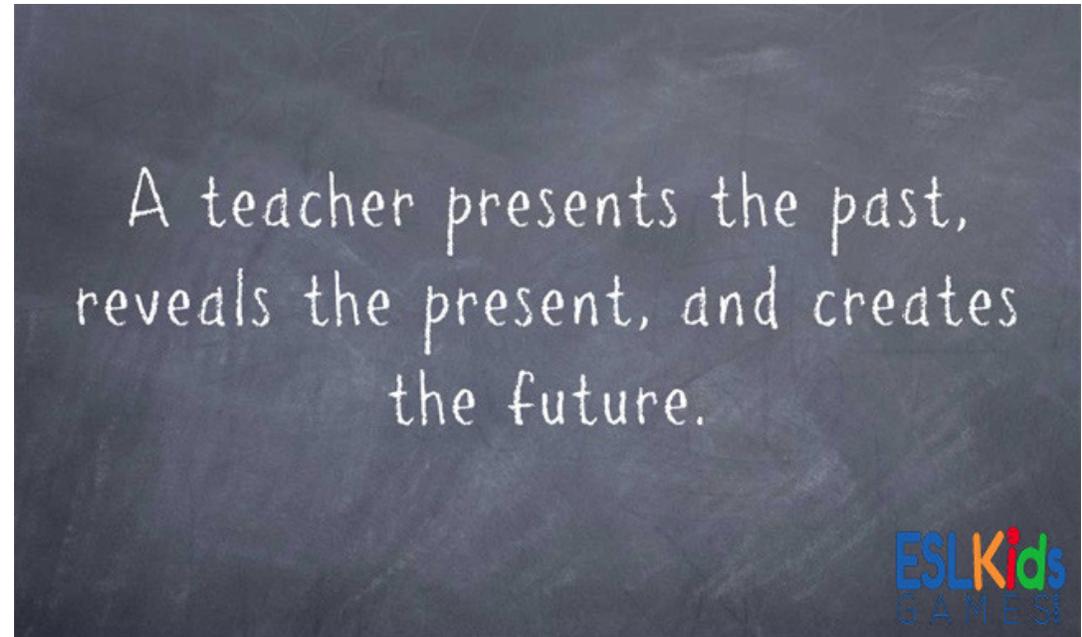
What superhero name would you give yourself after all you have been through?

(Opening experience to get to know your students)



Our Intention with the RISE Webinars

- ❖ Support educators in healing during this challenging time of uncertainty, change, and systemic racism.
- ❖ Share the strategies to use Primary Sources from the Library of Congress as a way to operationalize equity.
- ❖ **Inspire each educator with meaning, purpose and processes to make a difference in the hearts and lives of students.**



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Some truths.....

- We will all make mistakes when talking about racism or attempting to live in equity but when we try with open minds and hearts we move forward.
- We come to this work with respect and regard for all who are here and everywhere.
- Offer a safe space to explore, grow, and learn together and ask questions.



What happened?

March 2020 – Forced to leave our students and teach from home

April 2020 – Daily uncertainty, death, and stress

May 2020 – Heinous acts of racism, death, and protest

June 2020 – Continued stress, uncertainty, and divisiveness

July 2020 – School debate, fear, and protocols



What happened?

1619 – Africans trapped and forced to leave family and homeland and enslaved by white captures and brought to American for cheap labor.

1793 – The Fugitive Slave Act made it a crime to attempt to free slaves

1865 – Klu Klux clan murders thousands of African Americans through lynching, burning alive, and beating.

1968 – Martin Luther King, Jr. assassinated

May 2020 – George Floyd killed by police in Minneapolis



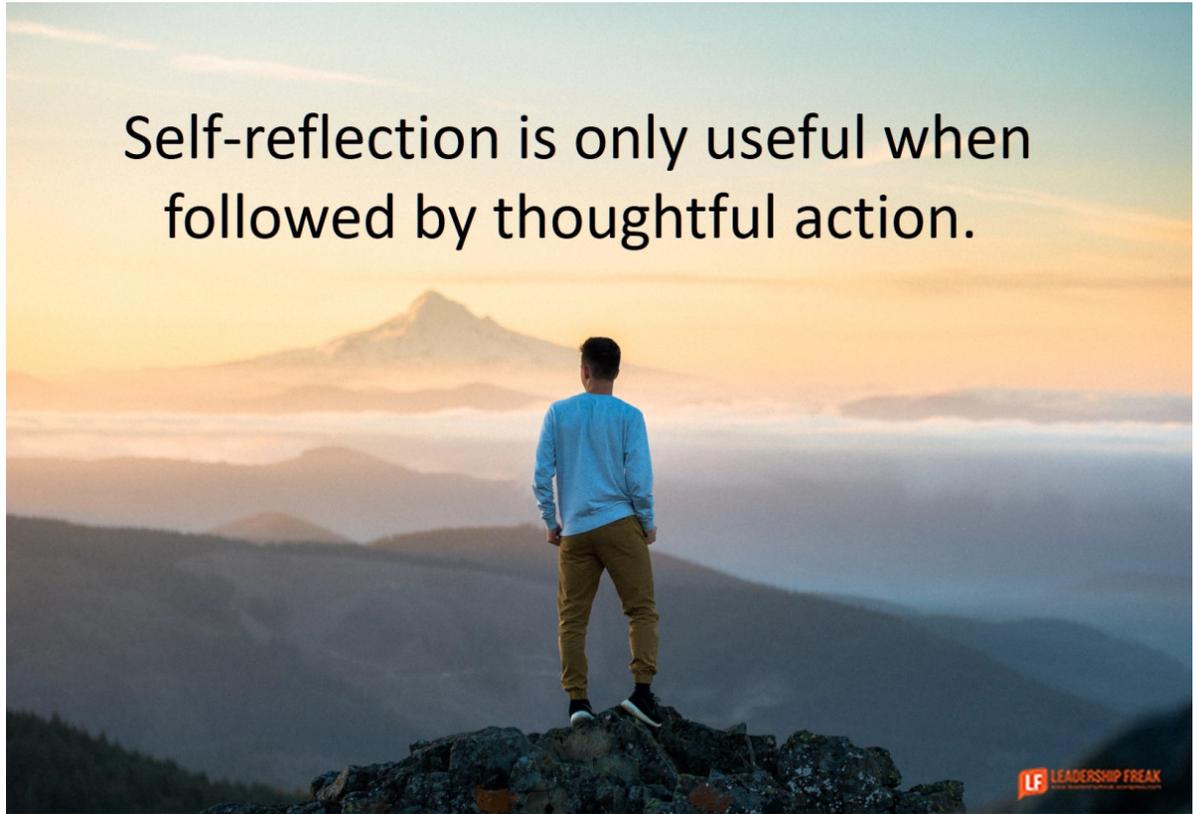
(1920) *Slave Story*. , 1920. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2016828481/>.

RISE Webinars Equity and Primary Sources

Webinar I – **Reflection** – healing with inspiration and care.

Webinar II – **Inquiry and Self-Awareness** – questioning to grow open-minded and open-heartedness

Webinar III – **Empathy** – Actions to transform behaviors



Self-reflection is only useful when followed by thoughtful action.

Why now?

WHAT HAS SPARKED OUR CALL TO ACTION AND CHANGE?

Sense of Urgency

- continued sense of urgency that makes it difficult to take time to be inclusive, encourage democratic and/or thoughtful decision-making, to think long-term, to consider consequences
- frequently results in sacrificing potential allies for quick or highly visible results, for example sacrificing interests of communities of color in order to win victories for white people (seen as default or norm community)

Source: <https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>

Why are we called to act and
eradicate racism?

How can we use this moment of pause to turn grief to action?

- ❖ Reflection to gain self
- ❖ Inquiry to question beliefs
- ❖ Self-awareness to create equity
- ❖ Empathy to heal racism



[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

Where do we start?

- ❖ Unlike an acute traumatic stressor that has a discrete beginning and end, the COVID-19 pandemic and systemic racism are ongoing events that **cause chronic stress**.
- ❖ The pandemic has resulted in a great deal of loss for school leaders, teachers, and other educators.

Who Is Taking Care of Teachers?



—Getty

The emotional drain of teaching too often goes unacknowledged

What is happening?

COVID-19 and acts of racism have resulted in loss and grieving.

Common losses include:

- ❖ Losing the way we carry out our daily lives
- ❖ Questioning our assumptions of safety and security.
- ❖ Losing trust in our systems.

Ramifications for the future:

Educators, parents, and children are dealing with **anticipatory grief** which is the feeling we get when the future is uncertain.

What can we do?

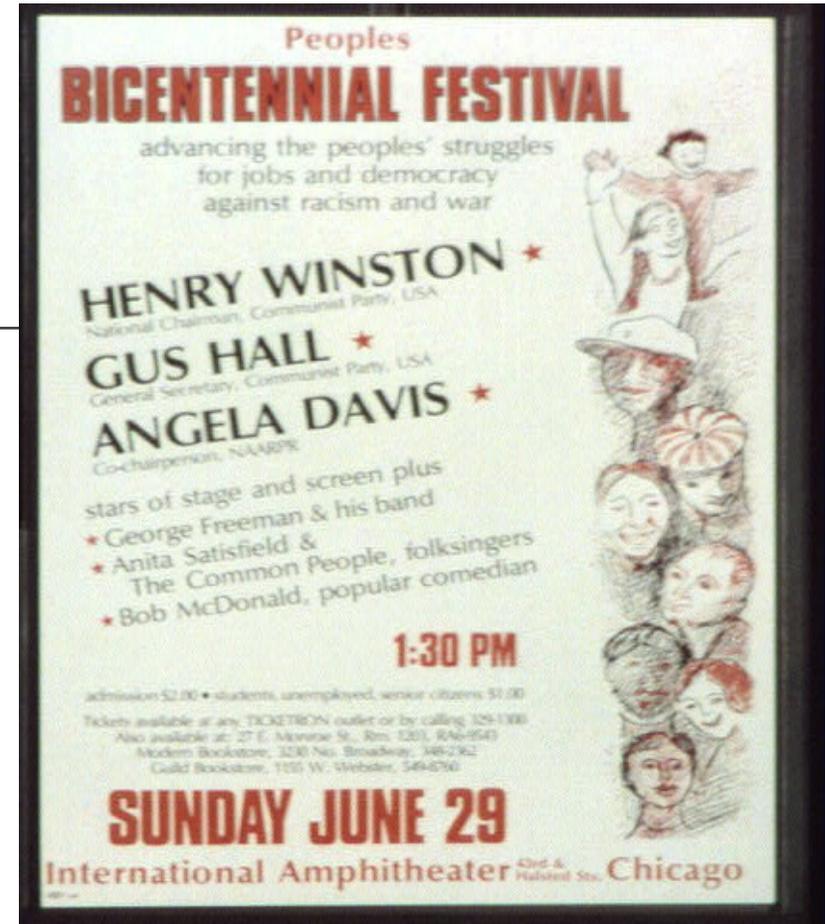
STEP 1 – Heal hearts and minds.

STEP 2 – Open our hearts to supporting our students in healing.

STEP 3 – Transform our teaching and learning experiences to be grounded in equity.

Listen. Question. Learn.

(Using Primary sources as the pathway for inquiry)



Peoples' Bicentennial Festival, Advancing the Peoples' Struggles for Jobs and Democracy, Against Racism and War. Chicago Illinois United States, None. [Between 1969 and 1980] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2015648430/>.

We come together today with a
purpose – the work of our lives.....

Educators RISE as Allies

https://www.youtube.com/watch?v=_dg86g-QlM0

Reflection

HEALING AND INSPIRATION TO GET READY TO TEACH!

Check-in (Regaining Superpower)

Dimension		Rate your agreement with the statement. 1=strongly disagree 5=strongly agree	Dimension total
Mind	I am usually able to focus on the task in front of me, and I don't often get distracted.		
	My days usually go as planned, and I focus on valuable and high-leverage tasks.		
	I have regular time for reflection, planning, and creative thinking.		
	I rarely work in the evenings; I take almost the whole weekend off.		
Spirit	Most of my time at work is spent doing what I do best and enjoy the most.		
	The way I spend my time and energy reflects closely what is most important to me in my life.		
	My decisions at work are influenced by a strong, clear sense of my own purpose.		
	I feel that I'm making a positive difference in the world.		

Check-in (Regaining Superpower)

Dimension		Rate your agreement with the statement. 1=strongly disagree 5=strongly agree	Dimension total
Body	I sleep for at least eight hours and wake up feeling rested.		
	I eat a nutritious breakfast almost every day.		
	I exercise at least three times a week.		
	I take little breaks during the day to recharge, and/or I stop work to eat lunch.		
Emotions	I usually feel calm, patient, and content at work.		
	I have enough time with my family and friends, and when I'm with them I feel fully present.		
	I have enough time in my life for the activities that I love doing the most.		
	I regularly stop to appreciate what I have and to relish my accomplishments.		

Journal Reflection

Guide to Scores

- 68–80: You're doing great at managing your energies. You probably feel really good physically and emotionally.
- 54–67: You're doing okay at managing your energies. There are probably areas where you feel well and others where you know you need to make improvements.
- 31–53: You're struggling to manage your energies. You are approaching an energy crisis.
- 0–30: You're having a major energy crisis. Take action.

What did your energy check-in tell you about yourself?

Which dimension is your strongest? Why do you think that is?

Which dimension do you want to care for a little more? What would you gain from focusing on that area?

Reflection to Listening and Learning

WHAT IS THE FIRST STEP TOWARD RACIAL EQUITY IN
TEACHING?

Every conversation with students and others needs a pause and courage.

Courageous Conversations



Speak your truth
Use "I" statements



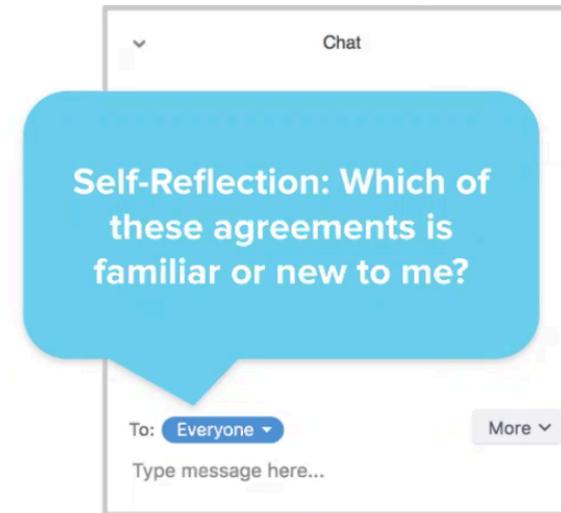
Experience discomfort
Zone of proximal development



Stay engaged



Own intent vs. impact
Intentional language



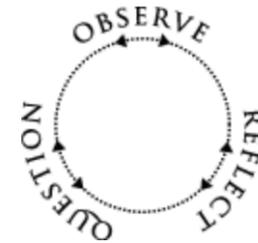
"Courageous Conversations" by Glenn E. Singleton

Library of Congress Primary Source Analysis Tool

PRIMARY SOURCE ANALYSIS TOOL

Use this tool to record your responses to a primary source.

If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.



Select format of your primary source

Photographs and Prints ▾

OBSERVE 	REFLECT 	QUESTION 
What do you see?	What do you think?	What or who do you wonder about? 

FURTHER INVESTIGATION

Record responses here

Let's talk race....

What do you see?

What do you think?

What do you wonder about?

When did you first hear the word
“racism”? Who said the word? Where
were you? What do you remember?



Bledsoe, J. T., photographer. (1959) *Little Rock, . Rally at state capitol*. Arkansas Little Rock, 1959.
[Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2009632339/>.

OUR PERSPECTIVES

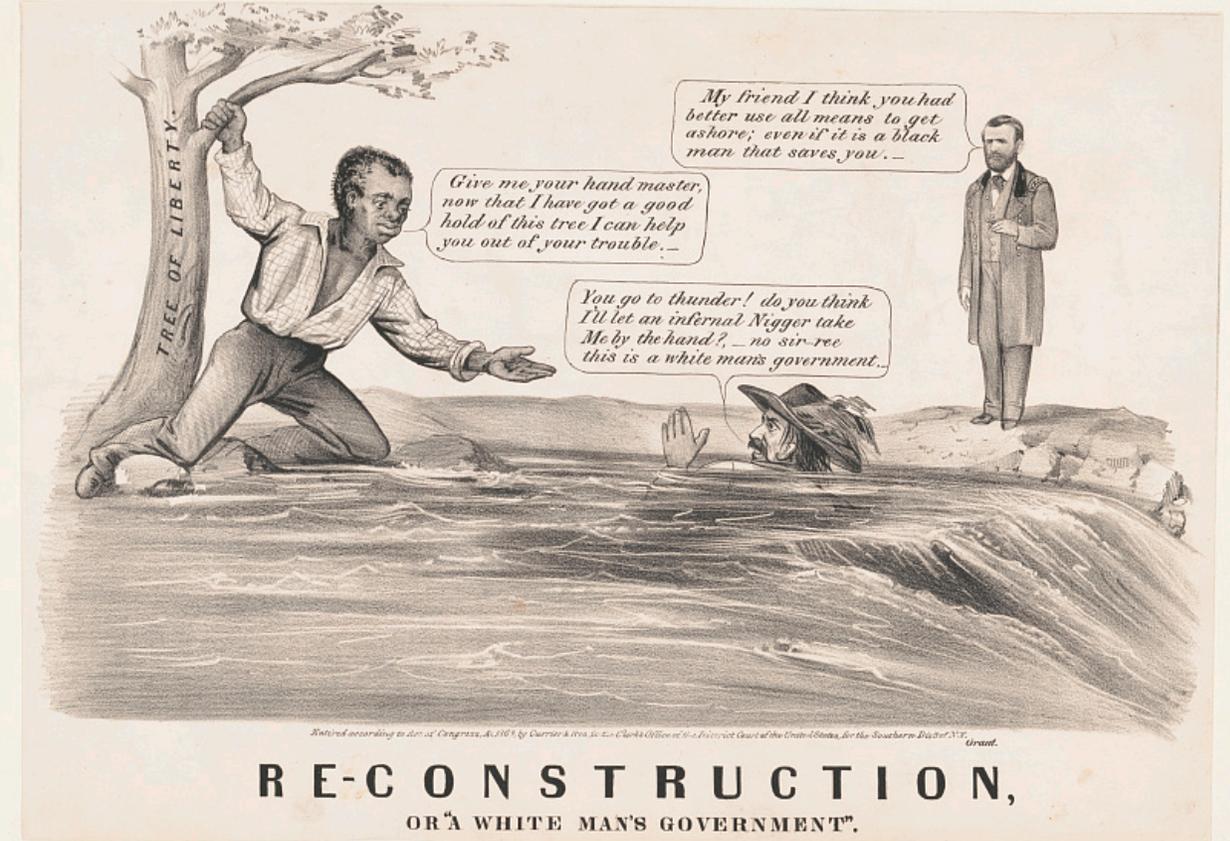
WHAT DO YOU SEE?

WHAT DO YOU THINK?

WHAT DO YOU WONDER
ABOUT?

WHAT DID YOU LEARN IN
YOUR FAMILY ABOUT THE
HISTORY OF RACISM?

WHAT DID YOU LEARN IN
SCHOOL ABOUT RACISM?



Currier & Ives. (1868) *Re-Construction, or "a White Man's Government"*. , 1868. [New York: Currier and Ives] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2019634742/>.

How do we talk about race?

[Ex] Using Explicit Language

Traditional Conversation

- Our school is becoming more and more diverse each year.
- It is not their culture to disagree with the teacher.
- The data show that some children did not meet proficiency goals.
- The teaching population is not reflective of our student population.

Courageous Conversation

- We are noticing an annual increase of populations of students of color and indigenous students.
- Brown families, more than Black and White families, are likely to view the teacher as a knowledgeable authority figure.
- The data show that Southeast Asian students are failing.
- All of our teachers are White, while 90% of our students are Black and Brown.

Heroes to Superheroes

Who are the legends who paved the way?

Who inspires you?

What moment of civil rights history helped define you?

How can we have our students inspired?

Reflection questions after PSA

HOW CAN WE EXTEND
OUR EQUITY WORK USING
PRIMARY SOURCES THAT
SPARK REFLECTION?



What makes you unique? The inspiration.....

Something that makes me unique is I have a strong passion of change. I believe many people do but I desire for a better world. One with peace , love , and acceptance for everybody. It blows my mind how some people can neglect and let down somebody solely for their skin color. I believe God made us all equal and we should all be treated equally. I wouldn't want any of my people of color brothers and sisters to die because the color of their skin is a threat to some. I hold so much love for everybody to walk the earth, we are all beautiful and unique in so many ways. We have so many beautiful cultures all over the world. I strongly believe if we all just come together as one we will be very strong and unstoppable.



Our challenge.....

REFLECT on the impact that COVID-19 and racism has had on us as educators.

Take time to heal by journaling, reading, and listening

Reflect on the challenge to make sure we allow for more than ONE single story.

Use the Library of Congress and inquiry to research, react, and feel.

Our hopes for moving forward

RISE for equity hopes to.....

1. Establish a shared language for talking about racism and intentionally being equity driven.
2. Engage in reflection, inquiry, self-awareness, and empathy with primary sources to as the resource to dismantle racism
3. Identify areas of need and next steps for all educators for the future work of Barat Education Foundation with the Library of Congress Teaching with Primary Sources program and DePaul University

Our call.....

<https://www.youtube.com/watch?v=VXa7Vn8Ar6M>

Staying connected.....

Let's Connect in the Chat!

