A Summer WORKbook for Educators (2020)

Using the framework of the *Onward* habits and dispositions for June, July, and August and rooted in culturally responsive education

Curated and created with love by Tamisha Williams

Unless otherwise noted, illustrated by: Tamisha Williams

NOTE: The first 5 pages are a table of contents and "Things to Know Before You Begin". They’re like the introductions to books that some folks skip to go straight to content, missing the whos, whats, and whys that the author is sharing. It’s important to know the whos, whats, and whys of this WORKbook, so go ahead and read the first 4 pages.
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A little context...

I originally created this WORKbook for the faculty and staff members at Lick-Wilmerding High School. It’s been replicated and adapted for educators beyond LWHS.

The faculty and staff at LWHS have been working with the following texts and they’ve served as a foundation for this WORKbook:

- Elena Aguilar’s Onward: Cultivating Emotional Resilience in Educators and

I served as the Dean of Adult Equity & Inclusion at LWHS for four years, where I worked with staff, faculty, parents, trustees, and administrators in creating an integrated program to further the school’s commitment to diversity, equity, and inclusion. I’m returning home to Virginia this summer and will be serving as the Director of Equity & Community Initiatives at The Potomac School.
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Things to know before you begin...

- Who is this for?
  - Everyone that works at a school. Administrators, faculty, and staff members.

- Should I read EVERY page?
  - Some pages are curated for folks of specific racial backgrounds or teaching positions. Pages without designation are intended for everyone to engage with.
  - You’re not required to read pages that haven’t been curated for you. You’re welcome to if you’d like.
  - If you’re a Person of Color who would like to grow in your understanding of how race shapes American culture, you may want to engage with the pages for white colleagues under the Keeping Race & Equity at the Center section.
  - When you see “For Your Reference,” these aren’t required readings. They’re resources for further learning that you can use over time and return to beyond the summer.

- What if I’ve already read, watched, or done what’s being asked of me?
  - Do it again. Watch it again. Read it again.
  - We have work to do, deep work. It requires that we critically examine our ways of being, our habits and sense of self. Our students deserve our fullest attention to these matters.
  - And if you always skip the invitation to sketch/draw...lean in.

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Things to know before you begin...

A tip for embedded links:
- If you click on a link in this document, it won’t automatically open in a new tab. You’ll need to do that on your own by right clicking with your ”mouse” and clicking on ”Open in New Tab.” Apple device folks, try pressing the Ctrl key while clicking on a link.
- Some links will take you to YouTube, Twitter, Instagram or the like. You shouldn’t need an account to access the information.

When you encounter something that’s new/confusing:
- Don’t skip it or skim it. Slow down.
- Take a breath. Ask yourself: Does this challenge a personal belief, value or bias that I have? What is the root cause of my frustration?
- Reach out to a trusted colleague/friend who can help you process. Be aware of the emotional labor you’re asking for, which is why it will be important to do work on your end first. Ask folks if they have the time and energy to help you understand and honor their response.

What should I have handy?
- You will need something to write on and write with (or type).
  - When you see a question, pause, consider the answer. Document your thinking and learning.
- This is a WORKbook, not just a reader.

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Things to know before you begin...

What are the Pause Points for?

- I’ve been described as ”a lot.” High energy personality and always doing the most. This WORKbook represents me, so it too will be ”a lot.” You’re going to need to pause along the way.
- The Pause Points are reminders to check on your energy levels and your mental, emotional, and physical capacity. The reminders I have to give myself when I’m driven and passionate about something, but also recognize this it’s not a sprint, but a marathon.
- Pause when you get to them.

And remember:

We’re doing this work because we’re in need of collective processing and healing.

It’s our responsibility as educators to do ”inside out work” and develop ourselves beyond our curricular focus areas.

Bring your full self to this work.

Engage with your resistance. And return to the work.

This work requires full vulnerability.
Know Yourself: Purposefulness

“When you know yourself well - when you understand your emotions, social identities, core values, and personality - you gain clarity on your purpose in life and in work. Being anchored in purpose makes you able to deal with setbacks and challenges.” (Aguilar, 15)

“Engaging in reflection helps culturally responsive teachers recognize the beliefs, behaviors, and practices that get in the way of their ability to respond constructively and positively to students. ...we each must do the “inside-out” work required: developing the right mindset, engaging in self-reflection, checking our implicit biases, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions on students.” (Hammond, 53)

Reflection: Glows & Grows

Take a moment and reflect on this school year.

Where did you glow?
Where can you grow?

You don’t need to answer all of the prompts in the graphic. Allow them to prompt your thinking.
Know Yourself: Purposefulness

Adapted from Dena Simmons work, answer these questions to reflect on your power and privilege as an educator.

- What power do you have? What privileges do you have?
- What parts of your identity and experiences afford you privileges that others cannot access?
- How does your identity impact and influence your work?

Reflection: "The Inside Out Work"

- Adapted from Dena Simmons work, answer these questions to reflect on your power and privilege as an educator.
  - What power do you have? What privileges do you have?
  - What parts of your identity and experiences afford you privileges that others cannot access?
  - How does your identity impact and influence your work?

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Pause Point

Do you need a drink of water?

Does your body need a stretch?

What do you need before you proceed?
**Understand Emotions: Acceptance**

“Understanding emotions - accepting them and having strategies to respond to them - is essential to cultivate resilience. With an understanding of emotions, you can accept their existence, recognize where you can influence a situation, and let go of what is outside your control.” (Aguilar, 15)

“From neuroscience, we know emotions are contagious, so if one person in the classroom gets emotionally hijacked, it’s likely others will be infected with anxiety, resistance, or disengagement. So just as we take precautions not to spread physical viruses, we want to avoid spreading toxic emotions that make everyone reactive rather than responsive.” (Hammond, 66)

There’s been an uptick in violence and terrorism against Black and Asian Americans and racist/xenophobic Zoom bombings are a regular occurrence for some. It’s important to recognize that “shelter in place” orders don’t halt discrimination and injustice. It’s imperative that our preparation for fall include anti-racism work.
Before you proceed, let’s get grounded in our bodies and our emotions. Read Dr. Nikkia Young’s post on systemic injustice and self-care with particular focus on the Racial Self-Care Checklist. Consider the following:

- Know Yourself: What’s your racial positioning?
- Love Yourself: Do limits and redirection accompany your tenderness and acceptance of self?
- Soothe Yourself: What does self-regulation look like in the face of racial stress?
- Move Yourself: In what ways will you lean into discomfort to support your growth?
- Repair Yourself: How will you make room for curiosity, flexibility, self-reflection, and mindfulness before you engage with others around anti-racism work?
- Share Yourself: Who are your trusted people that you can reach out to, to ask for the help and feedback you need to be your increasingly best self?

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Understand Emotions: Acceptance

The next 8-9 pages are centered on race (healing, anti-racism self-work). This entire workbook is not meant to be skimmed. This section in particular requires that you make space and set aside time to really engage with the material. Take your time and pace yourself. Come back to grounding practices throughout as needed. Enter into this work intentionally and fully present.

Body Centered Practice

Understanding the ways that stress, especially stress related to systemic oppression, like racism and white supremacy, impact and live in our bodies, and show up in our breath, the way we hold our body, and the way we project onto others, we’re going to start with a body practice.

The body practice on the next page, adapted from Resmaa Menakem’s My Grandmother’s Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies is one way to get grounded in your body as you enter into this work. You can also do a body scan, taking note of how your body feels in this moment, acknowledging where you feel tense, relaxed, pain, or looseness.

If you’d like to do a longer guided meditation body scan, you can listen to this one from Headspace (3 min), or use the Googles to find one of your own.

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"Take a moment to ground yourself in your own body. ... Experience the firmer pressure of the chair, bed, or couch beneath you -- or the ground beneath your feet.

Can you sense hope in your body? Where? How does your body experience that hope? Is it a release or expansion? A tightening born of eagerness or anticipation?

What specific hopes accompany these sensations? The chance to heal? To be free of the burden of racialized trauma? To live a bigger, deeper life?

Do you experience any fear in your body? If so, where? How does it manifest? As tightness? As a painful radiance? As a dead, hard spot?

What worries accompany the fear? Are you afraid your life will be different in ways you can’t predict? ... Do you feel the raw, wordless fear -- and, perhaps, excitement -- that heralds change? What pictures appear in your mind as you experience the fear?"

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The next section’s pages are curated for specific racial backgrounds.

A deeper dive into the "inside work."

What do you need before you proceed?
"People are aware that they cannot continue in the same old way, but are immobilized because they cannot imagine an alternative. We need a vision that recognizes that we are at one of the great turning points in human history when the survival of our planet and the restoration of our humanity require a great sea change in our ecological, economic, political, and spiritual values.” - Grace Lee Boggs

"We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment. One that fits all of humanity and nature.” - Sonya Renee Taylor
Understand Emotions: Acceptance

Keeping Race & Equity at the Center: For People of the Global Majority, People of Color, IBPOC...

Healing...

- Watch Nina Simone talk about What it Means to Be Free. (1:30 min)
  - When was the last time you felt free? Without fear?
  - Where were you? What was happening at the time?
  - What do you hear? What do you see? What do you smell? What are you touching?
  - In moments of stress and unrest, take a moment and bring this memory back to your mind.
  - If you feel so inclined, sketch it out and keep it handy.
- (OPTIONAL) The Revolution Playlist curated by Rachel Cargle
- (OPTIONAL) Read Filling Our Cups: 4 Ways People of Color Can Foster Mental Health and Practice Restorative Healing

“We are not a ‘historically’ underserved population. My history is one of ancestors who survived so I could thrive. My history didn’t start with ‘western civilization’. I am colonially underserved. I am institutionally underserved. And I am historically resilient.”

Abigail Echo-Hawk (Pawnee)
Director, Urban Indian Health Institute

*IBPOC = Indigenous, Black, and People of Color

Let us be enraged about injustice, but let us not be destroyed by it.

— Bayard Rustin —

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Questions that can guide your actions around racial solidarity:
(posed by Sarah Elizabeth Lee of the Asian Law Caucus)

1) Who are the Black-led groups both locally and in (insert city of focus) that have already been on the ground? How can I follow their lead? Where can I direct my money towards their efforts, both today and in the long-term?

2) How am I supporting solutions that don’t put resources back into policing, prosecution, or incarceration - which has historically perpetuated harm on Black, Indigenous, and communities of color?

3) How can I continue to show up for all Black communities who have faced violence by the state - Black trans people, Black undocumented immigrants, Black survivors, Black women, Black disabled communities - who may not get as much media attention?

4) How does my work, which doesn’t address police brutality directly, divest and have visions toward abolishing the larger system that locks up, murders, deports, and surveil Black communities?

5) How might my solidarity look like as an (your racial identity), socially mobile person, look different than others who do not share my identities or life experiences?

6) How can I stay in relationship with people who can keep each other accountable in our solidarity efforts for the long-term?

7) What stories of (your racial identity) and Black solidarity can I learn from?

What other questions are guiding your solidarity actions?
Understand Emotions: Acceptance

Keeping Race & Equity at the Center:
For People of the Global Majority, People of Color, IBPOC...

Racial Solidarity

IT IS OUR DUTY TO FIGHT FOR
OUR FREEDOM.
IT IS OUR DUTY TO WIN.
WE MUST LOVE EACH OTHER
AND SUPPORT EACH OTHER.
WE HAVE NOTHING TO LOSE
BUT OUR CHAINS.

- ASSATA SHAKUR -

- Watch Franny Choi’s For Peter Liang (3:29 min)
  - In what ways are we (POC) fighting for collective freedom?
  - Is that collective freedom expansive (not erasing Indigenous folks from the
    narrative or replicating oppression around other layers of identity)?
  - How are we (POC) calling in our own folks and holding them accountable when
    their views of justice and freedom come at the cost of others’ humanity?
- Watch Howard Stevenson discuss How to Resolve Racially Stressful Situations (17:34 min)
- (OPTIONAL) Consider watching a documentary or film that centers a racial group
  you don’t belong to. You could reflect on your experience in writing, as Dr.
  Catherine Fung did.
- (OPTIONAL) Attend an online Bystander Intervention Training to stop Anti-
  Asian/American and xenophobia harassment
- (RESOURCE) Guía para iniciar el diálogo sobre anti-negrura
- (RESOURCE) ¿Cómo hablo con mi familia de lo que está pasando con
  #BlackLivesMatter?
Pause Point

The next two pages are curated for white colleagues.

A deeper dive into the ”inside work.”

What do you need before you proceed?
Understand Emotions: Acceptance

Keeping Race & Equity at the Center: For white colleagues

- Watch Ali Michael discuss the importance of a positive racial identity for white people.
  - Tell the story of your white racial identity. When were you first made aware of your racial identity? How was race treated or discussed in your early development?
  - Talking about race is a skills based competency. What commitment will you make to practice and get better at talking about race than where you are right now?
  - Understanding the distinction that Ali Michael makes about a positive racial identity versus a negative racial identity, discuss with a colleague/trusted accountability partner/family member/friend where you think you are on the scale below.

White Racial Identity Scale

Positive Racial Identity:
I understand what it means to be white in the context of a heavily racialized society. I manage and deal with my internalized sense of superiority.

Negative Racial Identity:
I have little consciousness about how being white has impacted my life. I have little knowledge about how racism operates.

NOTE: “Scale” is used loosely here. Go read Dr. Janet E. Helms’ work for a scholarly understanding. This scale is narrowly based on Ali Michael’s talk.

Dr. Janet E. Helms

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Understand Emotions: Acceptance

Keeping Race & Equity at the Center: For white colleagues

Learn, Feel, Do Reflection

After each action step below, complete the Learn, Feel, Do reflection.

- Watch Toni Morrison as she asks, "What are you without racism?" (6:15 min)
  Note: Don’t do what Charlie Rose did in pressing upon Toni Morrison to ”give the people some free advice”. Consider the power/privilege dynamics in their racial and gender identity, the entitlement and disrespect that such a statement poses.
- Watch Robin DiAngelo speak about White Fragility in the Classroom (30:27 min)
- Watch Howard Stevenson discuss How to Resolve Racially Stressful Situations (17:34 min)
- (OPTIONAL) Attend an online Bystander Intervention Training to stop Anti-Asian/American and xenophobia harassment

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Pause Point

Check in on your body.

Is your jaw tight?

Are your shoulders tense?

What do you need before you proceed?
"I must make two honest confessions to you, my Christian and Jewish brothers. First, I must confess that over the past few years I have been gravely disappointed with the white moderate. I have almost reached the regrettable conclusion that the Negro’s great stumbling block in his stride toward freedom is not the White Citizen’s Counciler or the Ku Klux Klanner, but the white moderate, who is more devoted to "order" than to justice; who prefers a negative peace which is the absence of tension to a positive peace which is the presence of justice; who constantly says: "I agree with you in the goal you seek, but I cannot agree with your methods of direct action"; who paternalistically believes he can set the timetable for another man’s freedom; who lives by a mythical concept of time and who constantly advises the Negro to wait for a "more convenient season."

Shallow understanding from people of good will is more frustrating than absolute misunderstanding from people of ill will. Lukewarm acceptance is much more bewildering than outright rejection."

- Rev. Dr. Martin Luther King, Jr. (Letter from a Birmingham Jail, 1963)
Understand Emotions: Acceptance

Keeping Race & Equity at the Center:

#BlackLivesMatter | Protests and Rebellions

- Listen to Fannie Lou Hamer, American voting and women’s rights activist, community organizer, and a leader in the civil rights movement, talk about the Black response to racial terror. (1:47 min)

- Read The Double Standard of the American Riot by Kellie Carter Jackson

1. Name 3 incidents that led up to the protests that began in May of 2020?

2. Name 2 incidents that catalyzed the #BlackLivesMatter movement?

3. What is 1 action you’ll take to amplify the voices of Black folks or to combat anti-Blackness?
Understand Emotions: Acceptance

Keeping Race & Equity at the Center:

#BlackLivesMatter | Protests and Rebellions

Black people are so tired.
We can't go jogging (#AhmaudArbery).
We can't relax in the comfort of our own homes (#BothemSean and #AtatianaJefferson).
We can't ask for help after being in a car crash (#JonathanFerrell and #RenishaMcBride).
We can't have a cellphone (#StephonClark).
We can't leave a party to get to safety (#JordanEdwards).
We can't play loud music (#JordanDavis).
We can't sell CD's (#AltonSterling).
We can't sleep (#AiyanaJones)
We can't walk from the corner store (#MikeBrown).
We can't play cops and robbers (#TamirRice).
We can't go to church (#Charleston9).
We can't walk home with Skittles (#TrayvonMartin).
We can't hold a hair brush while leaving our own bachelor party (#SeanBell).
We can't party on New Years (#OscarGrant).
We can't get a normal traffic ticket (#SandraBland).
We can't lawfully carry a weapon (#PhilandoCastile).
We can't break down on a public road with car problems (#CoreyJones).
We can't shop at Walmart (#JohnCrawford).
We can't have a disabled vehicle (#TerrenceCrutcher).
We can't read a book in our own car (#KeithScott).
We can't be a 10yr old walking with our grandfather (#CliffordGlover).
We can't decorate for a party (#ClaudeReese).
We can't ask a cop a question (#RandyEvans).
We can't cash our check in peace (#YvonneSmallwood).
We can't take out our wallet (#AmadouDiallo).
We can't run (#WalterScott).
We can't breathe (#EricGarner).
We can't live (#FreddieGray).
We're tired.
Tired of making hashtags. Tired of trying to convince you that our #BlackLivesMatter too.
(Author Unknown)
• Read Alternate Reality, or, A Narrow Opening by Bao Phi

• Phi structured their poem by:
  ○ Naming a discriminatory act, an unjust reality
  ○ Takes a focus or object from the previous line and reimagines its purpose, speaking life into empowerment, speaking truth to power

• We’ll create one big poem together, each person contributing one stanza

• Put your stanza on this Padlet.

• Come back and check it later to read the collective poem created by everyone’s contributions.
Understand Emotions: Acceptance

Keeping Race & Equity at the Center:
Resources for Further Reading: For your reference (Part 1)

- Anti-Racism Resources compiled by compiled by Sarah Sophie Flicker and Alyssa Klein

- Recursos en Español Sobre el Anti-Racismo

- Anti-Racist Resources
  - Save the Tears: White Woman’s Guide
  - White Guyed to the Galaxy

- Black Lives Matter at School

- Showing Up for Racial Justice (SURJ) Resources

- 75 Things White People Can Do for Racial Justice

- SURJ Talking White Supremacy Flyer

- Robin DiAngelo’s Nothing to add: A Challenge to White Silence in Racial Discussions

- What White Children Need to Know About Race by Ali Michael and Eleonora Bartoli

ALLOWABLES

I killed a spider
Not a murderous brown recluse
Nor even a black widow
And if the truth were told this
Was only a small
Sort of papery spider
Who should have run
When I picked up the book
But she didn’t
And she scared me
And I smashed her

I don’t think
I’m allowed

To kill something
Because I am
Frightened

- Nikki Giovanni

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Understand Emotions: Acceptance

Keeping Race & Equity at the Center:
Resources for Further Reading: For your reference (Part 2)

Questions to Ask Myself When I'm Outraged By Injustice:

1. What resources exist so I can better educate myself?
2. Who’s already doing work around this injustice?
3. Do I have the capacity to offer concrete support & help to them?
4. How can I be constructive?

-Mariame Kaba

- Rachel Cargle’s resources, Instagram, and project The Great Unlearn
- Tema Okun’s White Supremacy Culture
- My Grandmother’s Hands: Racialized Trauma and the Pathways to Healing our Hearts and Bodies by Resmaa Menakem
- Me and White Supremacy by Layla F. Saad
- Speak Up At School: How to Respond to Everyday Bias, Prejudice, and Stereotypes
- Stamped: Racism, AntiRacism, and You - An Educator’s Guide
- James Baldwin’s A Letter to My Nephew
- 1977 Bookstore and Haymarket Books
- NMAAHC Guide to Talking About Race
- 26 Ways to Be in the Struggle Beyond the Streets

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Pause Point

What do you need before you proceed?
Musical Interlude

• Prep the song Agape by Nicholas Britell on your device. (This is a YouTube link but the song can also be found on streaming services.)

• While listening to this song, reflect on the following prompts:
  ○ What surprised you about second semester?
  ○ What do you wonder about the fall?
  ○ What do you need to accept in order to move forward?

• Jot down your thoughts afterward.

You can do this reflection while walking, drawing, or being still. Put the song on repeat if you’d like to give yourself more time.
Telling Empowering Stories: Optimism

Working From Home (WFH): Trying to make the best of it

- Read Working Together...When You’re Apart
- Choose one of the following to read:
  - Remote Work Preparedness List
  - 4 Tips to Work From Home Productively
  - 5 Ways to Work From Home More Effectively
  - Tips For Working Remotely and Combating Stress
- Considering what you just read:
  - What will you need to start, stop, and continue to make the best of working from home if we’re distance learning next year?

Start, Stop, Continue Reflection

What will you need to start?
What will you need to stop?
What will you need to continue?
Visualization

• Setting: Consider that we’ll likely be in distance learning or in a hybrid mode next year.

• What’s a hope you have for your class, team, or workspace next year? (Example: My advisory will have meaningful connections to one another by the end of the first semester.) < Note how it’s written affirmatively...claim it!

• Visualize that thing. Be expansive in your imagining.
  ○ What do you see?
  ○ What do you hear?
  ○ What do you feel?
  ○ What is being said?
  ○ What are people doing?

• Jot down or draw what you visualized.

• Reflect on how you can integrate what you visualized into your practice. Share your vision with a colleague/team member/trusted accountability partner.
Pause Point

Would your eyes benefit from screen break?

Would your body benefit from a nap?

What do you need before you proceed?
Culturally Responsive Teaching

Required for Teachers

Adjust accordingly. We need to be human first, professor second. We need to design as humans for humans in a global crisis. We need to design our courses with the awareness of pain, dislocation, uncertainty, and trauma now central to all our lives. It's a lot to ask. It is the one and only essential as we design our courses for this disrupted fall. Beginning by addressing students where they are now, in Fall 2020, at this historical moment, means providing a space and structure where they can think powerfully about themselves and the world beyond Fall 2020, beyond this plague, beyond trauma. It does what the best education is designed to do: it offers students a tool that helps them be stronger in the present and build towards their own and society’s better future.” - The Single Most Essential Requirement in Designing a Fall Online Course

ReGrounding Ourselves

As you continue planning your classes (for the unknown and ever-shifting)...

- Read How to Develop Culturally Responsive Teaching for Distance Learning
- Review the Culturally Responsive Brain Rules (Hammond, 46-49)
- Review Chapters 7-9 of Culturally Responsive Teaching & the Brain (Hammond, 108-150)
Culturally Responsive Teaching
Required for Teachers

Beyond the Mainstream Narrative...

- Read Dr. Sawsan Jaber’s blog post My Stories and Insights in 26 Letters, a part of the #31DaysIBPOC Blog Challenge, a month-long movement to feature the voices of Indigenous and teachers of color as writers and scholars.
- Whose voices, perspectives, and contributions are amplified in your curriculum?
- What counter-narratives and affirming-narratives exist in your curriculum? Not as exceptions, but as foundation/central.
- Do you steep yourself in texts, media, and sources beyond your lived experience?
- (OPTIONAL) Read other stories from IBPOC educators on the #31DaysIBPOC website.

As Indigenous, Black, and people of color in education, we have too often found ourselves at the margins in conversations about our work as teachers in a field where white women make up 80% of the work force. By sharing our voices—one voice at a time, each day—this project centers our unique and varied experiences. After all, as IBPOC teachers, we have powerful stories to tell. As Deray McKesson puts it, we have never been the voiceless; we have been the unheard.

It’s in this spirit of controlling our own narratives and creating a community of our voices that we’ve launched #31DaysIBPOC. It is our hope that we can write in solidarity about the many ways we define ourselves, our practices, and our lives. Included in this project are the voices of thirty-one different educators—we are grateful for each of them for taking the time to participate in this project and share with the world their truths. That said, in putting this project together, we faced the gift and challenge of abundance: it is a testament to the strength in our communities that there were many voices that we could not fit in this month. We plan to expand and include more voices in our next series.

We hope that as you read that you can appreciate what we in our communities have always known: the power and endurance of Indigenous, Black, and teachers of color who strive for excellence and equity every day and why—always and all ways—our work matters.

- Tricia and Kim

#31DaysIBPOC
Celebrating the teacher voices of Indigenous, Black, & People of color this May!
Hosted by @TeachPossible @PrincipalLia

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Culturally Responsive Teaching
Required for Teachers

For Your Reference
As you continue planning your classes (for the unknown and ever-shifting)...

- Virtual Collaboration Resources and Tools from Center for Leadership and Educational Equity

- A New REALM: Tips for Distance Learning from Institute for Social and Emotional Learning

- Imagining Equity Literacy by Paul Gorski

- Guidance on Culturally Responsive-Sustaining Remote Education: Centering Equity, Access, and Educational Justice

- Interview: Researcher Gloria Ladson-Billings on Culturally Relevant Teaching, the Role of Teachers in Trump’s America & Lessons From Her Two Decades in Education Research

- Virtual Liberating Structures Community Handbook
Pause Point

We’re wrapping our work up here.

It’s time for closing reflections.

Are you in a generative or reflective mood right now?

What do you need before you proceed?
Closing Reflections

Reflect and Respond:

Keeping in mind all that you’ve learned, reflected on, and envisioned:

How will you structure the first 6 weeks of class to center relationship building, foster openness and vulnerability, and build a foundation for trust between you and each individual student?

Adaptation for people not teaching in a classroom:

How will you structure the first 6 weeks of the school year to center relationship building, foster openness and vulnerability, and build a foundation for trust between you and your students/team/colleagues?

Consider sketching out your classroom or work environment at the end of the first 6 weeks. Include thought/speech bubbles that share what you’d like to see being said or considered.
Closing Reflections

Reflect and Respond:

Keeping in mind all that you’ve learned, reflected on, and envisioned:
By the end of the school year...

Adaptation for people not teaching in a classroom:

By the end of the school year,
what do you want your students/teams[colleagues] to:
  Notice/be aware of?
  Think about/consider?
  How do you want them to feel?
Closing Reflections

Reflect and Respond:

Keeping in mind all that you’ve learned, reflected on, and envisioned:
By the end of the school year...

What skills would you want to see in your students’ toolboxes?

Adaptation for people not teaching in a classroom:

By the end of the school year, what skills would you want to see in your students’/team’s/colleagues’ toolboxes?
Closing Reflections

Reflect and Respond:

Keeping in mind all that you’ve learned, reflected on, and envisioned:
By the end of the school year...

What skills would you like to see in YOUR own toolbox?

How will you integrate this learning and these histories into your ways of being?
Your ways of teaching?
Your ways of engaging with others?
Your ways of responding to the world you live in?

This reader was compiled by Tamisha Williams (tamishawms@gmail.com).
Pause Point

Take a moment and name 3 things you’re grateful for.
A Summer WORKbook for Educators

Know Yourself | Understand Emotions | Tell Empowering Stories

Additional Resources

If you’re looking for additional resources, I keep a list of resources on my website, tamishawilliams.com.

I’ll be adding additional resources at the end of this summer (after I make my big move). If you have resources that you’d like to see added, please email me at info@tamishawilliams.com.

If you’re interested in downloading a pack of the brown background reflection cards (blank templates included), you’ll find those on the site as well.

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