



CLUSTER 1
PERSONAL MINDSETS:
RACIAL EQUITY FOUNDATIONS

Facilitator's Guide

Preparing for Your Role as an Engaging Equity Facilitator

This resource is intended as a guide for facilitators of professional learning communities (PLCs) or cohorts participating in the Engaging Equity professional learning series.

This guide can be used as a planning tool for preparing, organizing, and moderating the course from start to finish. While the guide includes tips for the asynchronous components of the course, it will primarily focus on supporting the **synchronous** sessions, including providing facilitators with general guidance, draft agendas, and sample resources.

Your primary role as a facilitator is to ensure that the PLC meetings support the learning of all participants. This involves not just managing the agendas, timekeeping, and organizing participants into groups, as necessary, but also creating the conditions for safety and equity of voice as participants grapple with concepts and practices that may be new and challenging. Creating a climate of trust and collegiality among participants is an important part of planning for successful learning and nurturing the conditions that support authentic learning. Facilitating conversations around race, culture, and power will require you to be responsive to the needs of the group of individuals in your PLC. Though this guide will equip you with a plan, be prepared to be nimble as you respond to the needs of the group that emerge throughout the course.

Table of Contents

Cluster 1 Overview and Customizing Your Schedule	3
How to Prepare for Any Cluster	5
How to Support Participants in Synchronous Learning	9
How to Support Participants in Asynchronous Learning (in Canvas).....	13
Sample Agendas for the Synchronous Sessions	16




Cluster 1 Overview and Customizing Your Schedule

You may decide to structure your journey through the course in any number of ways. Though participants will do the majority of the learning for this course independently, or asynchronously, there are points in the learning journey where PLCs will meet synchronously, in real time. The recommended format is for facilitators to convene PLCs for a synchronous session both before (“Pre-Cluster Session”) and after (“Post-Cluster Session”) participants engage with the four Cluster 1 modules (“Learning”).

The pre-cluster session is intended as a way for facilitators to welcome participants to the experience, begin to set the conditions for engagement, and prepare participants for moving through Cluster 1 asynchronously. The post-cluster session is intended as a way for participants to process and discuss their learning with other members of the cohort and consider how they will continue to apply their learning to their day-to-day roles.

The table below lays out the format, timing, and location, including an overview and notes, related to each of the course components.

Course Components




COMPONENT	PRE-CLUSTER SESSION	LEARNING	POST-CLUSTER SESSION
FORMAT	 SYNCHRONOUS	 ASYNCHRONOUS + optional additional synchronous sessions	 SYNCHRONOUS
TIMING	~ 90 minutes	~ 60–90 minutes per module	~ 90 minutes
LOCATION	In-person, virtual, or hybrid	<ul style="list-style-type: none"> • Canvas • Community Walls • Reflection journal and worksheets • Virtual (unless adding in-person synchronous sessions) 	In-person, virtual, or hybrid

COMPONENT	PRE-CLUSTER SESSION	LEARNING	POST-CLUSTER SESSION
OVERVIEW	<ul style="list-style-type: none"> • Launch the PLC or cohort • Establish the collaborative conditions for learning • Goal: Build trust and community 	<p>Cluster 1 has 4 modules:</p> <ul style="list-style-type: none"> • M1 – Setting the stage to discuss equity • M2 – Introduction to bias-based beliefs and reflecting on identity • M3 – Digging deeper into identity and the impact of bias-based beliefs • M4 – Challenging our beliefs and identifying intervention strategies to interrupt biases 	<ul style="list-style-type: none"> • Additional peer learning opportunity
NOTES	<p>Building trust and community at this stage can dramatically impact the readiness of participants to engage deeply and authentically and improve their success in learning, growing, and implementing the learning.</p>	<p>Asynchronous Participation</p> <p>Participants do the work</p> <ul style="list-style-type: none"> • on their own • at their own pace between the designated start and end times for the entire cluster • interacting with each other through Community Wall and community activities. <p>Synchronous Options</p> <p>In addition to the asynchronous module learning, you may opt to schedule additional synchronous meetings (optional or required for your cohort) to process the content as a large group or in small groups.</p>	<p>Going Forward</p> <p>Your cohort may decide to group together as buddies or networks to continue supporting each other beyond the scope of the structured course.</p>




Given that participants will engage in the Canvas-based learning independently and asynchronously, facilitators will want to set expectations for the pace at which participants should complete the modules. For example, some PLCs may choose to move through the learning at a pace of one module per week with synchronous meetings limited to the pre- and

post-cluster sessions (Sample Schedule 1). Other PLCs may choose to have participants complete one module every two weeks and integrate weekly synchronous meetings for participants to process the learning together (Sample Schedule 2).

SAMPLE SCHEDULE 1: 1 Module per Week + Minimum Synchronous Gatherings

COMPONENT	PRE-CLUSTER	LEARNING	POST-CLUSTER
FORMAT	 SYNCHRONOUS	 ASYNCHRONOUS	 SYNCHRONOUS
PACE	1x	1 module per week (4 weeks total)	1x

SAMPLE SCHEDULE 2: 1 Module every 2 Weeks + Weekly Synchronous Gatherings

COMPONENT	PRE-CLUSTER	LEARNING	POST-CLUSTER
FORMAT	 SYNCHRONOUS	 ASYNCHRONOUS & SYNCHRONOUS	 SYNCHRONOUS
PACE	1x	2 weeks/ asynchronous module Weekly synchronous meetings (8 weeks total)	1x

How to Prepare for Any Cluster

The previous section provided suggestions for how to schedule and organize PLC sessions specifically for Cluster 1. This section provides step-by-step instructions for facilitators to follow in preparing to support a PLC with any cluster of learning, including tips for preparing the technology, scheduling, and communicating, and knowing your participants.

PREPARE THE TECHNOLOGY

Canvas

There are currently two options for accessing this course in Canvas:

1. Access the public link to the Engaging Equity course via the Oregon Open Learning portal.
2. If your district has its own instance of Canvas, you may work with your district's Canvas administrator to import the course directly into your Canvas instance. This will allow individual participants to create login credentials that will enable facilitators/administrators to track participation. Canvas administrators may use these step-by-step instructions for uploading their own version of the Engaging Equity course into Canvas.

Prepare Other Engagement Tools and Supplementary Materials

SET UP ONLINE COMMUNITY WALLS

As part of the asynchronous course format that supports participants' learning, facilitators should set up and moderate what is known as a Community Wall. These Community Wall opportunities enable participants to engage with each other even if they are not moving through the content at the same time or in the same place as one another. The Community Wall should be unique to each individual cohort, so that reflections shared can offer cohort members a way to connect with one another when navigating through course activities together, yet asynchronously.

- If your PLC will access the course via its own Canvas platform (Option 2 above), you or a designated Canvas administrator in your district will use either the "Discussions" feature in Canvas, Padlet, or another collaborative digital platform to create prompts for each of the Community Wall activities in this Cluster.
- If you choose to use Padlet as your Community Wall, course participants will be able to navigate from the Canvas page directly to the Community Wall associated with their specific PLC. You can read [these instructions](#) for linking Padlet activities to the designated sections of the course in your Canvas platform.
- If you choose to use the Canvas Discussions feature, your Canvas administrator should follow the steps laid out in the same set of [directions that they used for downloading the course to your district's Canvas instance](#).
- If your PLC will access the course via Oregon Open Learning (Option 1 above), you or a designated course administrator will need to create an online Community Wall for your cohort to use throughout the experience. There are several Community Wall activities

throughout the course, each of which requires a separate page in your Community Wall application. Though we encourage you to use any online platform of your choosing, we recommend establishing either a Padlet account to create pages for each Community Wall activity or using Jamboard to create Community Wall pages associated with each activity.

- IMPORTANT! This document lists the Cluster 1 Community Wall prompts that you will need to create in the collaborative platform of your choice.
- You may wish to remind course participants that as employees of a public school district, they are public officials. Here is language you may share:

You are a public official. Your reflections may be requested and might be considered public record based on your school's or district's legal counsel. Posts to the Padlet Community Wall are anonymous unless you add your name to your post. There is no state records retention policy for reflections within a training environment like these professional learning modules.

Create Folder for Downloads

There are a variety of tools and documents that participants will need to download and possibly print to use throughout the course. You may want to save these materials in your own folder within a learning platform (such as Google Drive or your district's chosen learning platform) in advance and review the materials and activities. You may want to encourage participants to similarly create a folder where they will save the Reflection Journals and other course materials that will be available for download. This will also enable participants to access the materials after course completion.

Download Reflection Journal

Each cluster has its own Reflection Journal, containing prompts that participants complete throughout the cluster. Participants will need to download this document in advance and save it somewhere they will be able to readily access it throughout the course.

- You may wish to remind course participants that as employees of a public school district, they are public officials. Here is language you may share:

You are a public official. Participants' reflections in this document *may* be requested and *might* be considered public record based on your school's or district's legal counsel. There is no state records retention policy for reflections within a training environment such as these professional learning modules.

SCHEDULE AND COMMUNICATE

Prior to the launch meeting of your PLC:

- Arrange for a meeting space (virtual, in-person, or hybrid).
- Send holds for all dates in advance.
- Send a “Welcome” email to members of your cohort, to inform participants of the following:
 - There will be a variety of tools and documents that participants will need to download and possibly print to use throughout the course. You may want to suggest that they create an easily accessible folder for this course and always save those materials to that folder.
 - In advance of the initial PLC meeting (Synchronous Session 1, described below), participants should move through Module 0, which introduces the learning series. Participants will need the URL for the version of the Engaging Equity course that your cohort is using in order to navigate to Module 0.
 - Link(s) to the Community Wall (one site with different pages for each prompt if using Jamboard, or an individual Padlet page for each prompt if using Padlet). They will need this link in order to introduce themselves to the group, per the instructions in Module 0 in Canvas.

(You can download and adapt [this template for a sample “Welcome” email](#).)

KNOW YOUR PARTICIPANTS

Expect a Range of Identities in the PLC

One of the critical roles of facilitators is to build rapport within the PLC that is conducive to deep and personal learning, as well as collective learning. Keep in mind that you are likely to have participants join whose experiences and comfort vary when engaging in learning and interaction focused on equity.

- Understand who is in the cohort:
 - Obtain school and district demographics for the participants.
 - Learn about the current priorities of participants’ districts or schools.
 - Research the community landscape—what tensions or enthusiasms are present in the local community?
- To the best of your ability, assess participants’ readiness for engagement with this content. For example, consider what you know about previous equity efforts in the district.

More resources and guidance are provided in the next section called [“How to Support Participants During Synchronous Learning.”](#)

How to Support Participants in Synchronous Learning

CONSIDERATIONS FOR GROUP FACILITATION

Providing for Participant Safety

Keep in mind that when engaging in conversations about racial equity, participants’ perception of safety will depend on their own identities and experiences. In the context of this work, we need to understand safety as inclusive of psychological and emotional safety. When facilitating a group with participants from different racial and ethnic backgrounds, facilitators need to be mindful of how participants may center their own experiences in ways that can put the safety of other participants at risk. For example, in disclosing their own experiences throughout their learning journey, the reflections of White participants may cause microaggressions to participants who are Black, Indigenous, and people of color.

SUGGESTED FACILITATOR STRATEGIES

An important role of the facilitator is to serve as a critical friend to the learning community and to identify ways to model and encourage the practices highlighted in the modules. Suggestions for facilitators include the following:

Recommend peer-to-peer structures and supports that provide participants with additional ways to connect:

- In some PLCs, participants may choose to select a peer with whom to “buddy up” so they can establish a trusting relationship to support each other’s learning journey.
- Facilitators may offer their PLC the option of establishing racial affinity groups with whom to process the learning, so that participants have the opportunity to engage in discussions with peers who share their racial or ethnic identity.

Model vulnerability:

- Share a personal story or experience to highlight a major takeaway.
 - Share your own process. For example: “I noticed that you _____ (comment/behavior). I used to do/say that too, but then I learned _____.”
 - Do not feel obligated to answer everything: Ask the larger group what they think. Be honest when you are unsure of something.
-

Prompt for other voices, for example:

- “I’ve only heard myself..., let me hear reactions and thoughts...”
-

Repeat/paraphrase responses:

- “What I heard...”
 - “For me that sounds like...”
 - “The things that I heard you offer... [recap of attendee’s points]”
-

Encourage concept review from participants: “I’m hearing some of the core tensions in this conversation. Is anyone noticing one of them in particular coming up?”

“Let me hear someone else share what X is.”

Ask for more clarification. For example:

- “Could you say more about what you mean by that?”
 - “How have you come to think that?”
-

Separate intent from impact. For example:

- “I know you didn’t realize this, but when you _____ (comment/behavior), it was hurtful/offensive because _____. Instead, you could _____ (different language or behavior).”
-

Recognizing and Responding to the Core Tensions

As participants will learn in Cluster 1, Module 1, there are three core tensions that educators experience when talking about race: personal, structural, and strategic. Be familiar with these tensions and the questions that participants are likely to grapple with when exploring the core tensions. As a facilitator, you are in a position to surface these tensions for the group when you notice one of them emerge and to offer additional avenues for reflection. Included below are some suggested strategies and prompts you might use to bring the group’s attention to the core tensions when they emerge.

TYPE OF TENSION	QUESTIONS TO GRAPPLE WITH	FACILITATION STRATEGIES TO TRY WHEN YOU NOTICE ...
<p>PERSONAL</p> <p>Each practitioner routinely questions their own personal readiness to become the type of professional who can successfully engage with issues of race and racism in their life and practice.</p>	<ul style="list-style-type: none"> • Do I feel (un)comfortable incorporating topics of race, racism, ethnicity, power, and privilege explicitly? • Do I understand my own identity and blind spots as it relates to racial equity? • Have I thought about the potential biases I bring to the communities I serve? 	<p>Externalizing/intellectualizing:</p> <ul style="list-style-type: none"> • Acknowledge, validate, and challenge them to pivot. For example: “I’m wondering how you felt about/answered that question? How does that impact your practice and your students/families?” • Model reflecting/speaking from your own racialized perspective. For example: “As a White-passing Latina, I often experience...” <p>Color-evasiveness:</p> <ul style="list-style-type: none"> • Name race and racism and pose reflective questions. For example: “Given what we know about the racial (other identity) dynamics/power/bias, I’m wondering, how might your race/other identities impact how that plays out?” <p>Struggling to apply awareness/ reflection:</p> <ul style="list-style-type: none"> • Learn about your participants and facilitate connections to areas within their sphere of influence or control (where they *do* have power and agency), such as:

TYPE OF TENSION	QUESTIONS TO GRAPPLE WITH	FACILITATION STRATEGIES TO TRY WHEN YOU NOTICE ...
		<ul style="list-style-type: none"> ○ Attitudes/dispositions ○ Physical environment ○ Curricula/materials ○ Pedagogy & assessment ○ Family engagement ○ Behavioral norms ○ Academic interventions <p>Specific participants taking up (too much) space:</p> <ul style="list-style-type: none"> ● Provide space to process, acknowledge the needs of the individual, and center the needs of the group (and KIDS!), and move on.
<p>STRUCTURAL</p> <p>Practitioners routinely question the power of the individual educator to counteract structural or societal problems of racial and race-class inequality via the classroom.</p>	<ul style="list-style-type: none"> ● Do I find myself focusing on structures outside of my control or do I focus on what is in my locus of control? ● Have I thought about how educational institutions create or reproduce racial inequities? 	<p>Focusing on requirements, policies, and other systemic factors that stand in the way of taking action:</p> <ul style="list-style-type: none"> ● Facilitate naming areas within their sphere of influence or control (where they *do* have power and agency; see Personal tension section above for examples). ● Help them learn to identify and/or share examples of vulnerable decision points and choice points that are likely a factor.
<p>STRATEGIC</p> <p>Practitioners routinely search for concrete actionable steps they can take in their classrooms and schools, questioning how abstract ideas and theories about racial inequality and difference can help them.</p>	<ul style="list-style-type: none"> ● Am I using the strategic tension to avoid the personal tension I am experiencing? ● Are the strategies I seek aimed at fixing students, families, and communities or do they aim to support changing adult beliefs, practices, and systemic policies and procedures? 	<p>Participants eager to have a defined list of options for what to do:</p> <ul style="list-style-type: none"> ● Facilitate connections to areas within their sphere of influence or control (where they *do* have power and agency; see Personal tension section above for examples).

TYPE OF TENSION	QUESTIONS TO GRAPPLE WITH	FACILITATION STRATEGIES TO TRY WHEN YOU NOTICE ...
		<p>Uncertainty about how doing their own reflection about equity, culture, race, and identity is going to help them in their role:</p> <ul style="list-style-type: none"> • Weave connections to theory, principles, and reflection into conversations about implementing strategies.

How to Support Participants in Asynchronous Learning (in Canvas)

In the asynchronous portion of the course, the facilitator should

- Understand the Canvas platform and the kinds of activities within the course
- Be sure to share the link to this course with all participants if the facilitator’s cohort or PLC has a dedicated version of the Canvas course
- Periodically check in with participants about their progression through the content. For example, the facilitator might send a weekly email to check in or offer office hours for those interested in processing their learning in real time
- Establish a presence by reading and commenting in the Community Wall, as these independent reflections can provide insight about where people are in their learning
- Reference the guidance presented in the section above, “How to Support Participants During Synchronous Events,” anytime the facilitator will be engaging directly with participants
- Consider offering small-group “homework” assignments for cohort members, which give interested participants prompts or opportunities to apply the learning in a group of peers

PREPARE TO SET UP YOUR COHORT FOR SUCCESS

Earlier in this document, we discussed how you are likely to have participants whose experiences and comfort levels vary when engaging with learning and interaction focused on equity. To create the kind of rapport that generates enough trust for participants to engage as

authentically as possible, it helps to be prepared for various reactions and interactions that may arise.

Using what you prepared above about knowing your cohort and their professional and community contexts, gather materials and practice responses in advance.

For instance, the following are examples of how you can prepare to support participants with a wide range of experiences:

Participants experienced in engaging with equity

- How can you help them go deeper?
 - How can you encourage them to support more novice participants?
-

Participants inexperienced in engaging with equity

- Enthusiastic participants — where might they inadvertently cause harm? What resources might you have on hand to help them refine their speech and actions?
 - Resistant participants — what resources might you have on hand to invite them into the conversation and help them answer the kinds of questions, doubts, and worries that may obstruct their engagement?
-

Participants who are Black, Indigenous, and people of color

- Without equating all experiences of participants who are Black, Indigenous, and people of color, what structures and supports can you create to invite equity of voice, safety of all participants, and make the experience deep and meaningful for them, knowing they are coming with their own previous experiences?
 - Given the current demographics in Oregon, it is likely that many PLCs will have White participants as the majority. What kinds of reactions and responses might you prepare for so that the group's learning does not cater to and center on whiteness, at the expense of safe and responsive learning for participants who are Black, Indigenous, and people of color? What resources might enhance your ability to support participants who are Black, Indigenous, and people of color in cohorts and contexts with White participants as the majority? (See “Additional Resources to Support Participants” below)
 - How can you be prepared to help all participants see and support the participants who are Black, Indigenous, and people of color in the room and learn to create space?
-

ADDITIONAL RESOURCES TO SUPPORT PARTICIPANTS

There are many good resources available to build your knowledge and skills in racial equity in education. A few of these resources are listed below.

- [Summary of Stages of Racial Identity Development](#): As a facilitator, you will likely notice that individuals are at various stages of their own racial identity development. This self-assessment may be a helpful tool for your own use and for participants.
- [The Harvard Implicit Association Test](#): A research-validated self-assessment tool developed to reveal hidden, unconscious racial biases. This may be a helpful self-assessment resource to offer course participants to deepen their personal reflection and awareness.
- [White Fragility and the Rules of Engagement](#): This short piece by Dr. Robin DiAngelo highlights the unspoken “rules of engagement” that center on White fragility and keep White people from engaging in the necessary dialogue and self-reflection that can lead to structural change.
- [White Dominant Culture and Something Different](#): This resource, adapted from *White Supremacy Culture* by Tema Okun and Kenneth Jones, shares ways to pivot from characteristics of White Dominant Culture to “something different,” reflecting alternatives to White dominance and White supremacy.
- Two resources on affinity grouping, which may be helpful in considering how to create supportive conditions for learning in your PLC, include:
 - [Racial Identity Caucuses](#)
 - [Why People of Color Need Spaces Without White People](#)
- Three books we recommend for support in conversations and leadership to discuss and address equity include:
 - [Courageous Conversations About Race](#), by Glenn Singleton
 - [Coaching for Equity: Conversations That Change Practice](#), by Elena Aguilar
 - [Equity Visits: A New Approach to Supporting Equity-Focused School and District Leadership](#), by Rachel Roegman, David Allen, Larry Leverett, Scott Thompson, and Thomas Hatch

Sample Agendas for the Synchronous Sessions

We encourage facilitators to be responsive to the particular PLC in structuring engagement and learning for participants. However, the following sample agendas may be helpful in planning your synchronous sessions. Flesh them out and customize them for your group!

AGENDA FOR PRE-CLUSTER SYNCHRONOUS SESSION 1

Participant Learning Objectives

Support current and future participants in the professional trainings to

- Build community and develop a space for safe and collaborative learning
- Get familiar with the course tools, delivery, and structure
- Build foundational skills for racial equity conversations in education
- Develop equity-minded shared agreements that will shape and guide engagement in productive, culturally responsive dialogue around implicit and explicit bias

Estimated Timing: 90 Minutes of Content

SEGMENT: WELCOME AND ORIENTATION (45 MINUTES)

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
Welcome and Overview (5 mins)	Understand expectations and outcomes.	<ul style="list-style-type: none">• Facilitators provide an overview of the session.	
Facilitator Introductions (5 mins)	Meet and establish confidence in facilitators.	<ul style="list-style-type: none">• Facilitators introduce themselves and share any relevant life experiences.	<ul style="list-style-type: none">• Consider sharing who you are, what brings you to this work, and why you decided to be a facilitator.• Share different aspects of your identity and how that affects how you show up in your work.

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
Overview of Cluster 1 Objectives (5 mins)	Understand learning objectives for Cluster 1.	<ul style="list-style-type: none"> Facilitators provide broad overview of Cluster 1 objectives and answer any questions. 	
Group Introductions (30 mins)	Build trust and community with the whole group.	<ul style="list-style-type: none"> Facilitators post on slide: <ul style="list-style-type: none"> Name, role, # of years in school/district What is your “why” for being a part of these modules? Participants share responses with full group. Facilitators may ask for and capture (e.g., on Community Wall) hopes and fears to refer to later on. Participants discuss the question, “What do you need to thrive in this space?” 	<ul style="list-style-type: none"> If the participant numbers are small enough, consider breaking them up into partners and having them introduce themselves in breakout rooms. Then, bring everyone together to introduce their partners.

SEGMENT: WORKING AGREEMENTS AND SAFETY (25 MINUTES)

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
Working Agreements & Safety (25 mins)	Develop equity-minded shared agreements that will shape and guide engagement in productive, culturally responsive dialogue around implicit and explicit bias and systemic racism	<ul style="list-style-type: none"> Facilitators present the group with draft community agreements for how the group will engage with one another. Sample agreements include: <ul style="list-style-type: none"> Keep confidentiality Focus on impact vs. intent Know when to step forward and back Expect to experience discomfort Stay engaged Call out patterns of power Speak your truth Interrogate self and systems 	<ul style="list-style-type: none"> Consider using your own personal examples of how to use the working agreements. Additionally, consider adding your own agreements that you have seen work in the racial equity space or others suggested by the participants. When considering safety, we want to center the experience of those most marginalized. Emphasize de-centering whiteness and distinguish being unsafe from discomfort. As a facilitator, you should consider where you are in

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
		<ul style="list-style-type: none"> ○ Expect and accept non-closure ● Facilitators invite participants to reflect on working agreements in a shared working document: <ul style="list-style-type: none"> ○ Prompt: Are there any questions, comments, or concerns about these working agreements? ○ Is there something missing that we should add? Do any need to be taken out? ○ Are there any agreements you want to highlight for our first session? ● Facilitators capture participant ideas and add any new working agreements offered by the group. ● Facilitators invite participants to consider safety: <ul style="list-style-type: none"> ○ Possible prompt on Padlet, Jamboard, or other Community Wall: What does safety look, feel, and sound like to you? Whose safety must we prioritize? ○ Discuss the difference between being uncomfortable and being unsafe. ○ Caution against weaponizing safety for those with power and privilege. 	<p>your racial identity development journey and how that affects how you show up as an educator and facilitator.</p>

SEGMENT: CANVAS PLATFORM (10 MINUTES)

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
Introduce the Canvas Interface	Build an understanding of the Canvas interface and how to access module materials.	<ul style="list-style-type: none"> Facilitators describe what happens in Canvas and how to use the journals, and ensure participants have access to the Community Wall. Facilitators explain expected cadence/time commitment each week and expected date of completion (e.g., before Post-Cluster PLC Synchronous Session). Navigate together to Module 0.3 in Canvas to ensure all participants have downloaded the Cluster 1 Reflection Journal. You may wish to remind course participants that as employees of a public school district, they are public officials. 	<ul style="list-style-type: none"> Make sure you are familiar with the Canvas website and how to navigate and troubleshoot any video or Community Wall challenges.

SEGMENT: PERSONAL GOAL SETTING/REFLECTIONS (10 MINUTES)

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
Reflect on the day's learning and setting personal goals as facilitators and participants of the next modules	<p>Reflect on what was learned individually and collectively.</p> <p>Set personal goals for learning experience.</p>	<ul style="list-style-type: none"> Participants consider personal goals for themselves as they move into the modules (may be shared with group). Facilitators lead a whole-group reflection about the session, thank participants, and offer a few final overarching takeaways. 	

AGENDA FOR POST-CLUSTER SYNCHRONOUS SESSION 2

Participant Learning Objectives

Support current and future participants in the professional trainings to

- Synthesize and review concepts from Modules 1–4
- Practice applying the working agreements and key concepts from Modules 1–4
- Use selected Reflection Journal prompts to process and apply learnings from Modules 1–4

Estimated Timing: 90 minutes of content

SEGMENT: INTRO, WORKING AGREEMENTS AND SAFETY (15 MINUTES)

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
Welcome and Objectives	Understand objectives for the session	<ul style="list-style-type: none">• Facilitators welcome participants and go over learning objectives for the session.	
Working Agreements & Safety	Review equity-minded shared agreements, including any additions made in Session 1, that will shape and guide engagement in productive, culturally responsive dialogue around implicit and explicit bias, and systemic racism	<ul style="list-style-type: none">• Facilitators invite participants to reflect again on working agreements.• Are there any additional changes that need to be made considering your new learning?• Facilitators invite participants to reflect again on safety and if anything has shifted since experiencing the modules.• Remind participants to prioritize the safety of those marginalized and to distinguish between feeling discomfort and feeling physically or psychologically unsafe.	<ul style="list-style-type: none">• As a facilitator the second time around, do not spend as much time on the working agreements.• Read through all of them and simply highlight two that you think will be most pertinent to the session. You can also open it up for participants to highlight some for the group.

SEGMENT: INDIVIDUAL REFLECTION (20 MINUTES)

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
<p>Reflect on content topics and select which topics to further explore/practice.</p> <p>Reflect on module experience.</p>	<p>Reflect on content knowledge and module experience</p>	<ul style="list-style-type: none"> Facilitators share reflections from Community Wall postings and ask for elaboration on some postings. Facilitators prompt participants to reflect on the activities in the digital journal. Give participants 10 minutes to reflect and select which activity was most challenging or thought-provoking. Whole-group debrief to identify a set of 2–4 activities to be the basis of discussion in breakout groups. 	<ul style="list-style-type: none"> Prepare for the session by going back to Community Wall postings and highlight comments that participants brought up. Bring those up to the whole group as a way to get the conversation started. Prepare for the session by revisiting the Reflection Journal prompts to select some activities for discussion in this session, or to give open choice (let group decide on 2–4 topics).

SEGMENT: APPLY LEARNINGS (50 MINUTES)

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
<p>Apply module learnings through discussion of Reflection Journal activities.</p>	<p>Deepen understanding of content material in Modules 1–4 through small-group discussions of Reflection Journal activities</p>	<ul style="list-style-type: none"> Engage in two 20-minute small-group discussions on two different Reflection Journal activities. Facilitators arrange participants into 2–4 breakout groups, each to focus on one Reflection Journal activity for 20 minutes. Participants discuss their responses with one another and practice applying the concepts from the module, such as identifying core tensions and bias-based beliefs. After 20 minutes, facilitators prompt participants to choose another of the 2–4 activities selected and to regroup and repeat the exercise using a 	<ul style="list-style-type: none"> Challenge participants to reflect on going from color-evasive to color-conscious or from a deficit-thinking perspective to an asset-based perspective. Challenge participants to stay away from equity detours. Before this session, make sure to review and complete the activities from the modules on bias-based beliefs. This will help you have potential starting places if participants do not jump into the conversation. This may be a place where facilitators may decide to break up participants into

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
		<p>second Reflection Journal activity.</p> <ul style="list-style-type: none"> Facilitators bring participants back to the full group and have them share reflections and challenges in whole-group setting (10 mins). 	<p>racial affinity groups. (See the “Additional Resources to Support Participants” section of this guide for more on affinity grouping).</p> <ul style="list-style-type: none"> Please be mindful of grouping all people of color into one affinity space and be responsive to what affinity groups they may want to be a part of.

SEGMENT: CLOSING (5 MINUTES)

TOPICS	LEARNING OUTCOME(S)	ACTIVITIES	RESOURCES & CONSIDERATIONS
Discuss next steps	Share resources and next steps	<ul style="list-style-type: none"> Share additional learning opportunities or extension opportunities, including access to Clusters 2–4 of <i>Engaging Equity</i> (as available). 	