

## Learning Activity Workbook

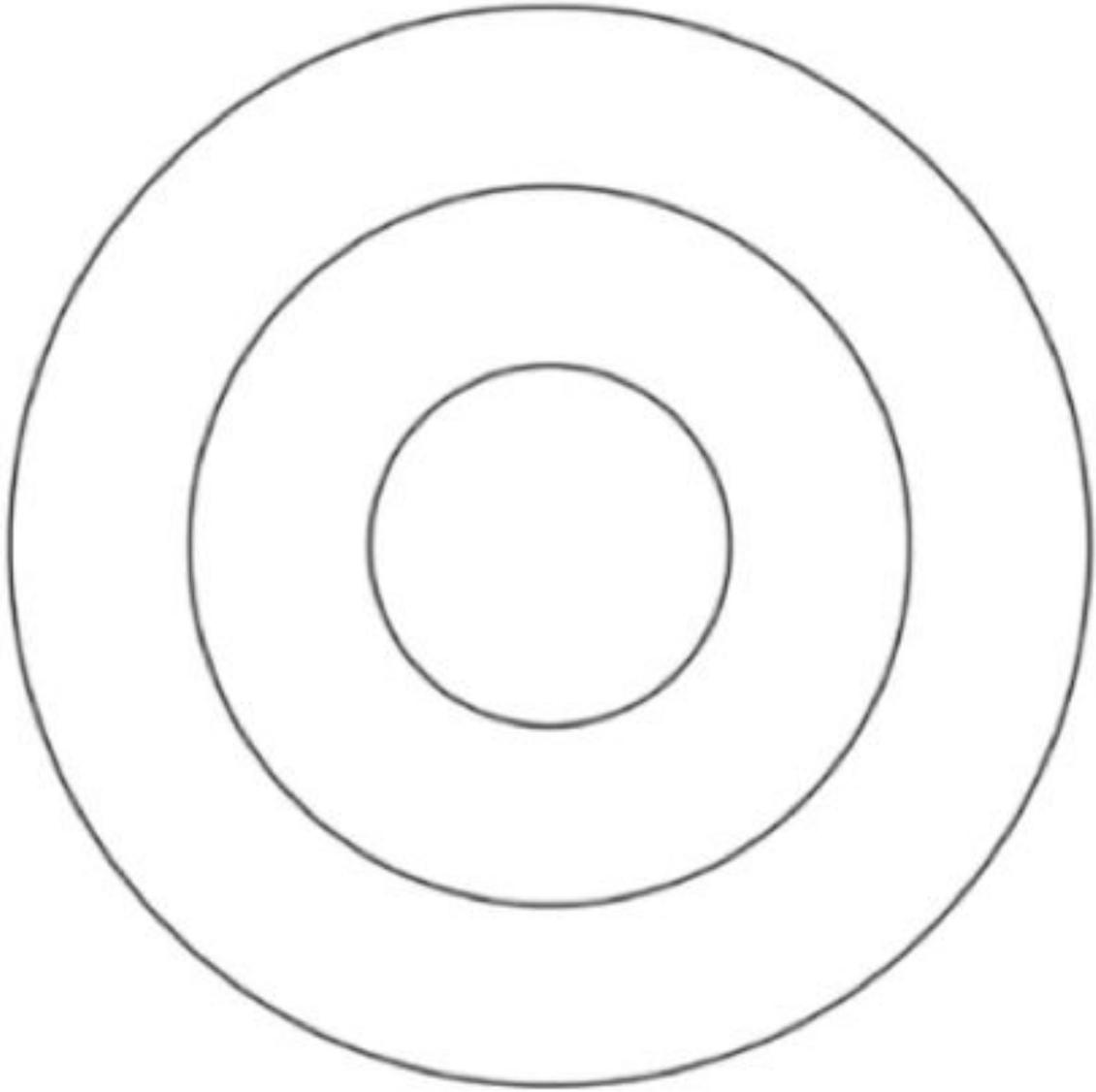
In this workbook, you will review and reflect on the information provided during this presentation. This professional learning session has been created for you to explore identity and how it can impact the ability to coach equitably in a early childhood educational setting. Please feel free to take notes in the pages provide.

# Norms

	<p><b>Stay engaged-</b> Pay attention to when you are shutting down. Discomfort and anxiety are normal parts of courageous conversations.</p>
	<p><b>Speak Your Truth -</b>The purpose of these conversations is to be able to speak our truths about our experiences. If not here, where? If not now, when? Keep in mind when you are speaking an emotional reaction may develop from others. Before speaking think about what you want others to know. When you are about to speak are you speaking to put others down, put them in their place, or are you speaking so that new learning can occur for others in the room?</p>
	<p><b>No fixing-</b> It's perfectly human for us to want to fix other people's pain and discomfort. However, let each person in the room experience their own discomfort and not fix it for them. This is a part of the learning process. If you really feel the need to "fix" the situation or make someone feel better, pause and reflect on what is going on in you.</p>
	<p><b>Experience Discomfort-</b> We can have perfectly safe conversations, however, feel uncomfortable. Being uncomfortable is expected.</p>
	<p><b>Take Risks-</b> By staying silent out of the fear of saying something wrong, avoiding conflict, or making someone else uncomfortable, you miss the opportunity to authentically engage with one another and to grow in your own understanding.</p>
	<p><b>Listen for Understanding-</b> Listen without thinking about how you are going to respond. Resist the need to explain, sometimes positive intent is not enough. Be careful not to lose the opportunity to just listen. Don't put the focus back on you.</p>
	<p><b>Expect &amp; Accept Non Closure-</b> We all want a sense of closure, however, this is a process that takes time to engage in courageous conversations.</p>

Singleton, Glenn E.Linton, Curtis. *Courageous Conversations About Race: A Field Guide For Achieving Equity In Schools*. Thousand Oaks, Calif. : Corwin Press, 2006. Print

# IDENTITY CIRCLE

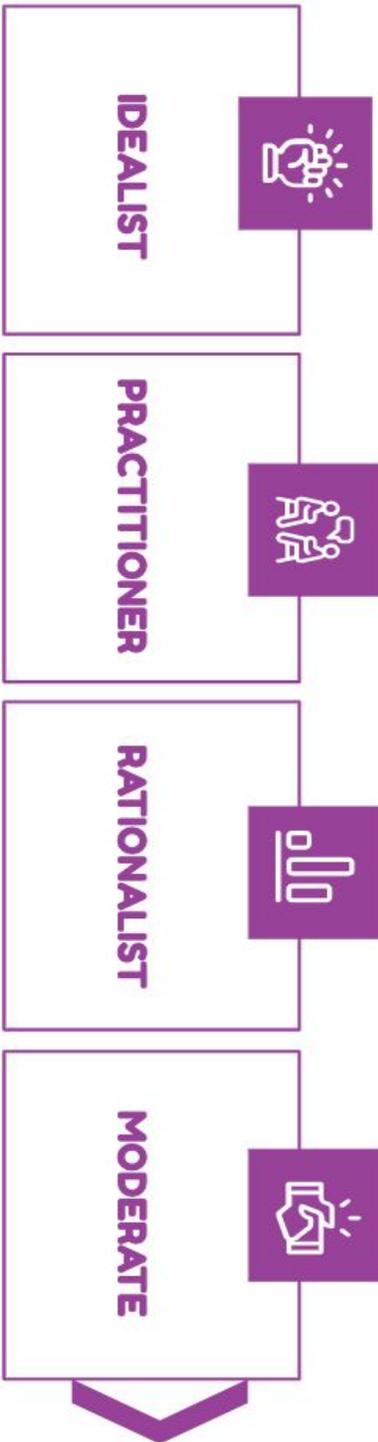


## FEEL

Consider these things when you explore how you “feel” about a teacher.

<b>First Impression</b>	What was your initial impression of the teacher? Did they impress or disappoint you? How did they present themselves during that meeting?
<b>Experience</b>	What personal and professional experiences do you bring to the relationship? What were you like as a teacher? How long have you been in or out of the classroom? How long has the teacher been at your school?
<b>Explicit &amp; Implicit Bias</b>	<p>Bias doesn't just refer to race. You may not like someone because of their group affiliation, level of experience, etc.</p> <p>While most people would not consider themselves to be bias (nor engage in hate crimes or blatantly racist activities), they may still hold implicit biases and participate in subtle and unconscious biased behaviors (Gaertner &amp; Dovidio, 2006).</p>
<b>Level of Comfort</b>	How comfortable are you with that person? Your role? Grade level?

# TEACHER CONTINUUM



## EMPLOYING THE STRATEGIES

### Strategy #1: Tuning the Lens

What exactly are we looking at? What 3 things are you going to look for?

### Strategy #2: Maximizing Feedback

Name one action step regarding what you saw.

### Strategy #3: Align the Tool

Is your feedback aligned to the tool that you used?

### Strategy #4: Job-Embedded Professional Learning

What job-embedded PD can you provide that is aligned to your feedback?

## NOTES