

# Agenda

## Moving Beyond Conversations About Race

### Virtual · November 16

10:30 a.m.–11:00 p.m.	<b>Virtual Registration Check-in</b>
11:00 a.m.–12:00 p.m.	<b>Opening Keynote</b> —Douglas Reeves & Kenneth C. Williams <i>Why Is Talking About Race So Hard?</i>
12:00–12:15 p.m.	Break
12:15–1:00 p.m.	<b>Breakout Sessions</b>
	Sharroky Hollie— <i>Discomfort Required</i>
	Yvette Jackson— <i>Actualizing Equity Consciousness: The Emancipation of Excellence</i>
	Anthony Muhammad— <i>Talking About History: How Does the Shadow of 1619 Affect Us Today?</i>
1:00–1:15 p.m.	Break
1:15–2:00 p.m.	<b>Breakout Sessions</b>
	Washington Collado— <i>No Magic Formulas: Engaging Our Communities in Effective Conversations</i>
	Rosa Isiah— <i>Talking About Advocacy: What Is My Duty?</i>
	Anthony Muhammad— <i>Advocating for Change</i>
2:00–2:30 p.m.	Lunch
2:30–3:15 p.m.	<b>Breakout Sessions</b>
	Rosa Isiah— <i>Talking About Schools: Where Are the People of Color?</i>
	Douglas Reeves— <i>Talking About Bias: How Can I Be Biased When I’m Not a Racist?</i>
	Kenneth C. Williams— <i>Death by Sweet and Low</i>
3:15–3:30 p.m.	Break
3:30–4:30 p.m.	<b>Closing Keynote</b> —Anthony Muhammad <i>Talking About Racism: How Can I Become an Anti-Racist?</i>

**Agenda is subject to change. All times are listed in Eastern Time.**

## Keynote Session Descriptions

### **Douglas Reeves & Kenneth C. Williams**

#### **Why Is Talking About Race So Hard?**

In this interactive keynote, Ken Williams and Doug Reeves address some of the persistent misconceptions that affect even the most well-intentioned educators and leaders. Equipped with the latest research, Ken and Doug provide an engaging learning experience that will help propel your school from conversation to action.

Learning objectives include:

- Evaluate the failures of racial tolerance.
- Analyze the impact of well-intentioned labels on students.
- Motivate colleagues to transform feelings into actions.
- Apply the evidence on racial justice to specific actions in schools.

### **Anthony Muhammad**

#### **Talking About Racism: How Can I Become an Anti-Racist?**

Ibram X. Kendi coined the phrase “anti-racist.” In essence, if racism is going to be eliminated, it is not enough to simply not participate in perpetuating it, it requires an intentional set of behaviors aimed at actively eliminating it. The mere acknowledgement of a problem is not enough to solve it, it is just the beginning. Real change requires acknowledging our own privilege and being willing to actively let go of it and create more pathways of opportunities for others who have been deprived of that privilege.

Participants will:

- Understand the tenants of racism, especially in education, and our passive complicities.
- Recognize the impact of the status quo on racism and schools and what they can do about it.
- Gain ways to influence others to join in the fight through anti-racism.

## Session Descriptions

### Washington Collado

#### **No Magic Formulas: Engaging Our Communities in Effective Conversations**

In this interactive workshop, Dr. Washington Collado identifies the best practices in cross-cultural community engagement. His experience with multicultural and multilingual parent and community groups gives him insight into the best ways to engage diverse communities with respect.

Participants will:

- Analyze the elements of student and community engagement.
- Evaluate the relationship between educational goals and community engagement.
- Synthesize the evidence on the cost of educational failures, with a particular emphasis on the cost of a dropout.
- Apply the best practices in engaging parents, students, and community members.

### Sharroky Hollie

#### **Discomfort Required**

Rarely does a significant or radical change occur without some level of discomfort. Some would argue that we remain stuck in our aim for racial justice because too many of us are still unwilling to experience discomfort. This session will reiterate the importance of discomfort by first defining it in a historical context and then by providing a process for experiencing discomfort in a way that moves us forward.

In this session, participants can expect to:

- Define discomfort by understanding its historical relevance.
- Understand the processes for experiencing and dealing with discomfort with staff.

### Rosa Isiah

#### **Talking About Advocacy: What Is My Duty?**

Advocacy for antiracism and equity in schools can be extremely difficult for educators. Many shy away because they do not have the tools to engage in conversations or action. Advocacy begins with one question: what is my duty to our students?

Attendees will :

- Develop awareness about bias and injustice in our educational system.
- Understand their duty as actionable advocates for equity and justice in schools.
- Acquire best practices in engaging their own school communities in antibias and antiracism work.

#### **Talking About Schools: Where Are the People of Color?**

Education has been described as the “great equalizer” yet our schools and school programs remain highly segregated. At the heart of this segregation and inequity in schools is the bias that we all carry from an early age. How might we begin to inspect our daily decisions and actions about race in our schools for real change?

Attendees will:

- Develop an understanding about racial tolerance and bias
- Gain ideas for ensuring more educators of color are in our schools
- Acquire an understanding about the impact of our daily decisions and actions regarding race in our schools
- Examine strategies that will them from awareness to application of new strategies

## **Yvette Jackson**

### **Actualizing Equity Consciousness: The Emancipation of Excellence**

What would happen to the efficacy and performance of students of color if the primary imperative of schools was to “gift” *all* students with practices that pushed them to the “frontier of their intelligence,” engaged their strengths, and optimized their innate potential for high intellectual performances, self-determination, and personal contribution? Their propensity for excellence would be emancipated! Such an imperative is what actualizes “*equity consciousness*.”

In this session, Yvette Jackson presents both the science and examples from the field that substantiates the effect of *equity consciousness* on emancipating students to demonstrate their propensity for excellence, thereby nullifying racialized myths related to achievement.

In this session, participants:

- Expand personal epistemology about the cognitive and neuroscience of asset-focused equity consciousness on eliciting the innate propensity for engagement, high intellectual performances, and self-determination of *all* students.
- Recognize the role of mindfulness in Communities of Belonging where intentional attention is paid to recognizing, addressing and mitigating for the impact of “othering” and inaccurate perceptions related to “race” on learning and achievement.
- Examine the High Operational Practices™ of the *Pedagogy of Confidence*® that mitigate for the impact of race by emancipating the innate potential for HIP, self-determination, and vital contribution of *all* students.

## **Anthony Muhammad**

### **Talking About History: How Does the Shadow of 1619 Affect Us Today?**

The beginning of any meaningful transformation starts with admitting that a problem exists. Our society’s inability to recognize the pitfalls of the past has become a major obstacle of the promise of the future. Slavery, genocide, and imperialism are a real part of the American past, and we have to develop an environment where reconciliation can take place and truth is the foundation. All parties have to be respectful in their dialogue, and this session will focus on acknowledging truth and engaging in tactful confrontation.

Participants will learn how to:

- Acknowledge, reflect, and process uncomfortable truths.
- Acknowledge, but move beyond, emotion and truly collaborate.
- Heal from the past and create a vision for the future.

## **Advocating for Change**

This session will focus on the power of transformational advocacy. It is important to be heard, but it is more important to be understood. Anthony Muhammad focuses on how to strategically develop a Liberation Mindset in schools. Participants explore behaviors, structures, and tools that help their schools acknowledge, organize, prepare, and implement a plan for real change and equity.

Participants can expect to understand:

- The three components of a Liberation Mindset
- The diagnostic tools that help assess the current environment
- The information from the diagnostic tools to organize and plan a strong systemic pathway to equity

## **Douglas Reeves**

### **Talking About Bias: How Can I Be Biased When I'm Not a Racist?**

In this interactive workshop, Douglas Reeves considers how discussions about race and racism often are bogged down in terminology. Nobody wants to be a bigot or a racist, but that doesn't stop our biases from influencing our lives as educators and colleagues. While "bias" can be a loaded term, this discussion explores how all of us—every single person on the planet—has biases and how we can explore their impact without defensiveness.

Learning objectives include:

- Analyze the neurological causes of bias.
- Understand how unintentional bias has real-world consequences for students and staff.
- Evaluate alternative response to bias.
- Develop a positive and non-defensive response to bias.
- Synthesize the best evidence on bias.
- Apply awareness of bias to real-world situations with students and colleagues.

## **Kenneth C. Williams**

### **Death by Sweet and Low**

The issues of race and equity are simultaneously front and center in our schools and difficult to discuss. Kenneth C. Williams makes a strong case for why educators must be careful not to have awareness devolve into brokenness and advocacy devolve into misplaced sympathy. Participants will walk away with paradigm shifts to consider and high-leverage practices to implement.

Participants will:

- Understand the distinction between being victimized and victimhood.
- Gain clarity around high leverage practices that foster actionable equity in the classroom.
- Identify tactics and tools for advocacy.
- Analyze the impact of well-intentioned labels on students.