

# Welcome!

DO NOWs:

1. Please make a name placard with your name, pronouns, school, and role...oh, and a name tag, too!
2. Look at the Wheel of Power and Privilege and respond to reflection questions on back.

**BECOMING AN ANTI-RACIST AND  
ANTI-BIAS EDUCATOR**



# Welcome!

## BECOMING AN ANTI-RACIST AND ANTI-BIAS EDUCATOR

**ESSENTIAL QUESTION:** What does equitable teaching and learning look like, sound like, and feel like in a CPS classroom?



# WHO WE ARE

**Jenny Chung**

*Curriculum & Training Specialist*

Office of Equity, Inclusion, and  
Belonging (OEIB)

*In-District Instructor, Studying  
Skillful Teaching*

she / her

**Jo Quest-Neubert**

*Literacy Interventionist*  
Vassal Lane Upper School  
(VLUS)

they / them

Today's special guest:

**Suzanne Russell**

*Literacy Coach - Haggerty*  
*In-District Instructor,*  
*Studying Skillful Teaching*

she / her

## AGENDA:

1. Community Builder
2. Framing the Course
3. Unpacking High Expectations Teaching
4. Communicating High Expectations
5. Reflections/Next Steps

## Session Objective:

Unpack what it means to have high expectations for students and how to communicate them daily in classroom practices.

## **DIVERSITY ROUNDS:**

**Find someone  
who...find others...make  
a group!**

**1. Hometown  
Geography**

**2. Years in  
Education**

# COMMUNITY AGREEMENTS

## ❖ **Stay Engaged**

- Don't give up when it gets personal, difficult, or uncomfortable

## ❖ **Speak Your Truth**

- Even when you feel you may be exposing your racial [or other] ignorance

## ❖ **Experience Discomfort**

- Transforming beliefs will not come easily or painlessly

## ❖ **Expect/Accept Non-Closure**

- Continuous learning requires you to choose imperfection over inaction

## ❖ **Assume Positive Intent AND Take Responsibility for Impact**

## ❖ **Confidentiality**

- What is said here stays here; what is learned here leaves here

# PARTNER SHARE

1. Return to Wheel of Power and Privilege.
2. Share one **privileged** identity and the messages you received.
3. Share one **marginalized** identity and the messages you received.
4. Write **messages** on post-its to place on chart paper.

“As a white person, I learned that my successes would be earned and deserved.”

“As a queer person, I learned that queerness isn’t worthy or valid.”

# Framing the Course

## Course Objectives

- Review newer frameworks to support becoming an anti-racist educator
  - Increase repertoire for supporting student agency and empowerment
  - Create a collaborative, reflective community of practice
- 

## Some Disclaimers

- Time
- Building Understanding (Knowledge + Mindsets) → Moving to Action (Skills + Practice)
- Learning on the backs of oppressed folks
- This is the beginning!



**“Equity is first and foremost pedagogical . . .**

**The ability to dream and manifest a different way of teaching, learning, and being together persists and chafes against the status quo in classrooms everywhere.”**

*Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation, p. 99*

# High Expectations Messages

- *This is important.*
- *You can do this.*
- *I won't give up on you (even if you've given up on yourself).*

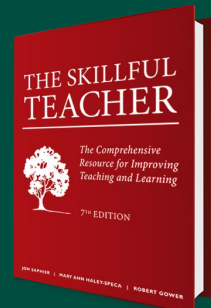
How are these messages communicated moment by moment?

# Unpacking High Expectations Teaching

## Standards v. Expectations

Level of  
performance we  
want from  
students  
[no secrets]

What we  
think/believe  
students can/will  
produce



# Standards & Expectations

## STANDARDS

Level of performance  
(Rigor)

+

High Standards  
Low Expectations

High Standards  
High Expectations

## EXPECTATIONS

Belief/Conviction

-

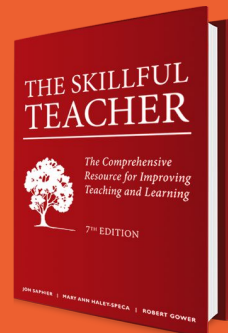
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Low Standards  
Low Expectations

Low Standards  
High Expectations

-

What does it look and sound like when we operate here?

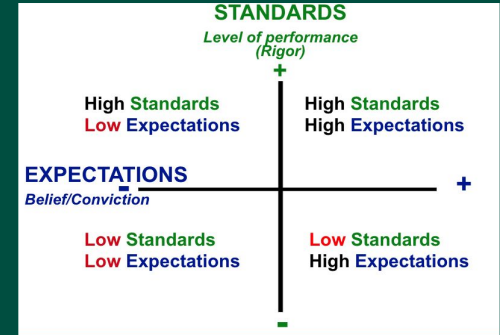


# Unpacking High Expectations Teaching

## Quadrant Activity: Scenarios - which quadrant are we in?

### Directions:

1. In pairs, read cut-out scenarios.
2. Decide together which quadrant this scenario best represents.
3. Be ready to share your reasoning.



If you were to visit each of these classrooms what would you expect to hear and see?

# Answer Key

“I set tough standards in this course. There’s a certain amount of work to be done, and I expect everyone to do it. No excuses.”

Standard of performance represents an appropriate stretch: a stretch so that all the students who are behind can catch up to age-appropriate proficiency, and all the students already on pace can be stretched or deepened in appropriate ways.

“I understand that kids in here have different degrees and kinds of developed abilities and speeds of learning. I know some of them have better backgrounds for getting this materials, and maybe they’re just quicker. But I also know what a quality performance is like from a student, and I know what it means to really know this subject. I press them all toward that standard of excellence. I make special provisions for the slower students to try to bring them along as far and as fast as they can go.”

“I provide extra boosts and help those who need it, and I know they’ll still move along at different rates and with different degrees of success. But the standard is there, and I differentiate instruction to match their needs, scaffold learning experiences to support incremental progress, and push them all toward ever-closer approximations of success. If they never get there, at least they learn about excellence and get rewarded mightily for their incremental steps toward it.”

“Some will cut it; some won’t. Some just don’t have it --or have the drive--and will fall by the wayside. That’s just the way it is.”

“I don’t ask much of these kids. School just isn’t the place for them. They are borderline dropouts. They are going to end up in hourly wage jobs. They don’t see the relevance of this course to anything they will do one day.”

“I just want to get through the semester with them without a hassle. At least they are coming to class. I’ll do some things to make it fun, and if they behave reasonably, they’ll pass the course.”

“I grade based on the amount of effort the student has invested rather than on what they have achieved.”

“Sometimes I give students an A in order to build confidence. I want students to feel good about themselves.”

# COMMUNICATING HIGH EXPECTATIONS: 10 Arenas of Classroom Life

Arena 1: Calling on Students

Arena 2: Responding to Students' Answers

Arena 3: When Students Don't Answer

Arena 4: Giving Help

Arena 5: Responding to Student Performance

Arena 6: Dealing with Errors

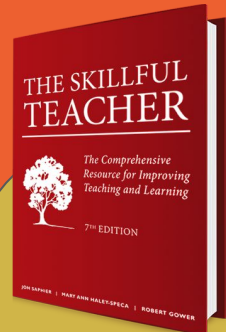
Arena 7: Grading

Arena 8: Dealing with Students Who Don't Get It Yet

Arena 9: Grouping

Arena 10: Giving and Negotiating Tasks and Assignments

**ARENA:** a place, structure, setting, or interaction in which regularly recurring events happen and can be observed



# BAROMETER: Agree? Disagree? In Between?

**Cold calling is an equitable practice.**

## **DIRECTIONS**

- 1. Choose your location on the barometer based on the extent to which you agree/disagree with the above statement.**
- 2. Discuss with others about why you chose to stand where you are.**
- 3. Be ready to share out.**
- 4. After hearing share out, you can change your position!**

**Arena 1:  
Calling on  
Students**



# COMMUNICATING HIGH EXPECTATIONS: 10 Arenas - GROUP WORK

## DIRECTIONS

1. With your group, select one of the arenas to delve deeper into.
2. Create a Y-chart for what an equitable classroom would look like, sound like, and feel like based on that arena.
3. Be ready to post for a Gallery Walk.

# Reflection/Next Steps

I used to think...now I think...  
I used to think...now I wonder...  
I used to think...now I think that..., only more so!

I commit to trying...

## Want more?

- Affinity Spaces
- Studying Skillful Teacher

