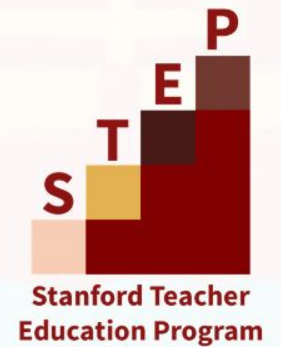


Faculty Development for Anti-Racism & Equity

A Cross-Institutional Inquiry



Welcome/Agenda

- Overview
- Word Cloud Anti-Racism and Equity
- Overview of the Process
- **Bank Street College of Education**
- **Alverno College**
- **High Tech High Graduate School and Teacher Center**
- **Stanford Teacher Education Program**
- Learnings and Key Take-Aways
- Small Group Activity
- Synthesis /Conclusion

Inclusion Activity

- List the words that comes to mind when hear the terms “anti-racism” and “Equity”
- [Mentimeter](#)
- Go to www.mentimeter.com
- Enter code: 6220 7264
- Or: Use link in the chat
- Or: Use QR Code



Inquiry: How might we develop faculty capacity for anti-racism, equity, and racial literacy?

Rapid-fire Review (less than 5 mins each):

- What are we currently doing to develop our faculty?
- What “bright spots” (or promising practices) can we celebrate?
- What are we learning from leading this work?
- What are our fierce wonderings?

Bank Street College

Faculty Inquiry into Issues of Race—2015 to Today

Engaging in Inquiry

A voluntary Group made up of faculty members across the college

Initial focus

Issues of race and developing an inquiry stance
understanding of self
Understanding of students

Digging deeper

Sharing our practice to learn together
Bank Street as a public space
Bank Street as a program to support all students

Bringing history to our present

What makes the group successful

Shared investment
Shared collaboration
Shared ownership
On-going over time
Space to allow people to learn at their own pace
Learning and connections were not forced

Impact

Personal growth
Collaborative growth
Impact on our courses
Impact on program

HTH Teacher Center & HTH GSE

OUR JOURNEY

DEI Redesign

Creating intentional throughlines for DEI across syllabi and program design

Collecting student perception data on belonging and DEI growth

Promise 54

Professional learning for faculty

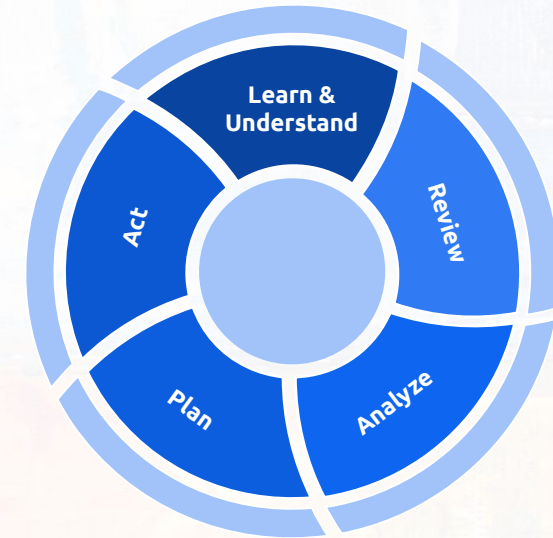
White Supremacy Culture
Micro-aggressions
Abundant Feedback

Equity Audit & Coaching

Program Collaborations

Monthly meetings to expand learning

Examining course syllabi, student work, and dilemmas in our practice



HTH K-12 schools:

Equity & Innovation Days

Equity Deep Dive

Affinity Groups

NEXT STEPS:

Faculty professional development to build on the capacity of instructors to:

- build capacity to disrupt moments of inequity
- understand white supremacy culture and how it makes its way into their course

NEXT STEPS:

Course Sequences-through line

Working towards complete program overhaul to integrate full integration and “Connections & Practices” for:

- Emergent Bilingual Learners,
- Students with exceptionalities,
- Equity & Diversity

NEXT STEPS:

Program Outcomes

ABAR Program Outcomes with alignment to courses and student work

Alverno College

Review

Acquisition

Application

Integration

UG Redesign

Diversity Across the Curriculum

Diversity Scope & sequence

Immersion

Application

Exploration

Alignment



University Supervisor Inquiry into Practice

- Begin to develop shared meaning of teaching for justice and how to develop it in novice teachers
- Investigate, interrogate and deepen our own beliefs, knowledge and practices
- Design and attempt new (small) supervisory practices to inform program practices
- Create, utilize, and adapt tools and approaches as a program

Supervisors have a distinct role in developing a justice oriented practice, but it is not [well-defined] systematized and always supported.



Book Circles

Social and Racial Justice Book Circles



Learnings & Questions



Next Steps

- Virtual visits
- Deepening community and connection
- Questions?

Small Group Activity

- What did you hear?
- What questions emerged for you?
- How does it relate to your practice?

Closing Synthesis and Share

- Group's questions, connections, suggestions?

Thank You!

Exit Card: <https://bit.ly/3imzC3h>

