

# EdCamp Equity



February 22, 2020  
East Millbrook Magnet Middle School

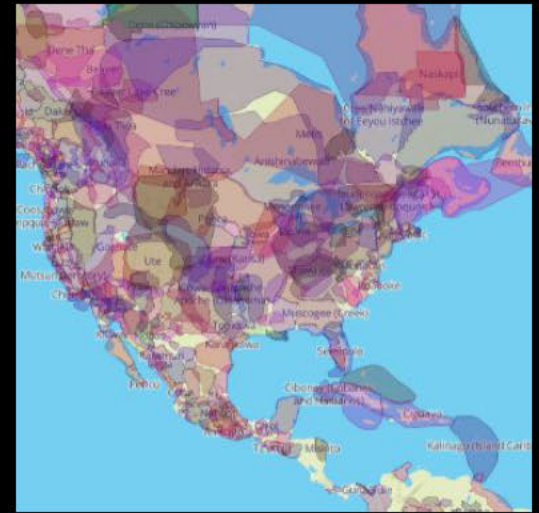
# Land Acknowledgement

**East Millbrook:** Catawba

**Eastern NC:** Tuscarora, Cheraw,  
Lumbee, Haliwa-Saponi, Eno,  
Shakori, Sissapahaw

**NC-based descendants:** Lumbee,  
Haliwa-Saponi, Coharie  
(9 Recognized tribes)

**visit:** [native-land.ca](https://native-land.ca)



**Welcome**  
**Christina Spears**

# Shout Outs!

- **Kristen McCollum**
- **Michael Parker West**
- **Terrance Hinnant**
- **Christina Spears**
- **Daniel Gridley**
- **Roxann Sykes**
- **Jennifer Bell**
- **Sean Hines**
- **Ryan Williams**
- **Kristofer Graham**
- **Jan Mitchell**
- **Jenni George**
- **Ryan Williams**
- **Supriya Vasudevan**
- **Bonnie Mwanda**

**WCPSS School Board Members**

**WCPSS Central Service Staff**

**Elected Officials**

**EdCamp Equity Volunteers**



**Welcome to WCPSS**  
**Supt. Cathy Moore**

# **Student Panel**

**Moderator: Ryan Williams**

# Student Panel

Milagros, Washington Elementary, 3rd grade [video link](#)

Zada, Wendell Middle School, 7th grade

Kaiden, East Millbrook Magnet Middle School, 8th grade

Lila, East Millbrook Magnet Middle School, 8th grade

Adrian, East Millbrook Magnet Middle School, 8th grade

Sophie, Heritage High School, 12th grade

Blaine, Heritage High School, 12th grade

# EdCamp Equity Video



# Tenets of EdCamp

- Free and open to all
- Participant driven
- Experience, not experts
- Rule of two feet



# Courageous Conversations Agreements

- Stay engaged
- Experience discomfort
- Speak your truth
- Expect and accept non-closure



# Social Media

Share your learning and get connected on social media!



**#EdcampEquity**

**@edcampequity**



# #SUPPORT

## Vendor Fair throughout the hallways

Safe Schools NC

Profound Gentlemen

Wake NCAE/NCAE

Playworks North Carolina

Education Justice Alliance

Hope Reins

House of Swank

Teens Against Bullying

North Carolina Society of  
Hispanic Professionals

WCPSS Lifelong  
Learning/Adult Evening  
Education

Wake Technical Community  
College

Marbles Kids Museum

Consulate General of  
Mexico

Consulado General de  
Guatemala

WCPSS Family Academy

InterAct



# Session Board

[Winners Circle](#)

#EdCampEquity 2020 - East Millbrook Magnet Middle School  
[bit.ly/edeq20sched](http://bit.ly/edeq20sched)

7:45-8:30	Check-in <i>Dotstorming to create session board</i> Location: Front lobby	<i>Check in &amp; Breakfast</i> provided by WCPSS Office of Equity Affairs <i>Dotstorming to create session board</i> Location: Cafeteria	Vendor Fair! Network with organizations and gather resources to support your practice. Location: Hallway on 1st flr					
8:30-9:15 Location: Auditorium	Welcome to #EdCampEquity! Welcome to WCPSS from Organizing Team Compelling Why from WCPSS Student Panel (moderated by Ryan Williams) Review Edcamp Rules + Courageous Conversations protocols							
	Rm. 943	Rm. 957	Rm. 2905	Rm. 2907	Rm. 2911	Rm. 3902	Rm. 3907	Rm. 3910
9:30-10:15 Session 1	Whiteness in Ed Spaces <a href="#">Session Notes</a>	Starting an Equity Team <a href="#">Session Notes</a>	Courageous Conversations w/ Students <a href="#">Session Notes</a>	LGBTQ+ Issues <a href="#">Session Notes</a>	Trauma Informed Practices <a href="#">Session Notes</a>	Teaching Real History <a href="#">Session Notes</a>	Disrupting Text <a href="#">Session Notes</a>	Prison Pipeline <a href="#">Session Notes</a>
10:20-11:05 Session 2	Starting an Equity Team <a href="#">Session Notes</a>	Equity in PLT <a href="#">Session Notes</a>	Culturally Responsive Teaching <a href="#">Session Notes</a>	Courageous Conversations w/ Staff <a href="#">Session Notes</a>	Inequity in SPED & AIG <a href="#">Session Notes</a>	Recruiting Diverse Staff <a href="#">Session Notes</a>	Affinity Groups <a href="#">Session Notes</a>	2H <a href="#">Session Notes</a>

Sessions begin  
@ 9:30

Break & Vendor  
Fair @ 11:05

[bit.ly/edeq20sched](http://bit.ly/edeq20sched)

# #SWAG

## Thank you to our donors!

Phil Echols  
Capstone Publishing  
MOD Pizza  
Realtor-Sommer Donahoe  
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Page 158 Book Store  
WakeLeet  
Merge VR  
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Weatherbug  
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MobyMax  
Equity Collaborative  
Starbucks

Open Door Realty  
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NearPod  
Woke Librarian  
Breakout Edu  
EdPuzzle  
EdCamp in a Box  
Team Separation  
Pear Deck  
FlipGrid  
DiscoveryEd  
House of Swank  
Olive Garden  
M&M Tutoring  
Raleigh's Little Theater

Buku- Wake Forest  
Dairy Queen  
Brueggers Bagel  
Sommer Donahoe  
Kyle Hamstra



# #SWAG

## Signed copies of Books by...

Carla Shalaby

Dr. Ibram Kendi

Dave Burgess

Kwame Embalia

George Couros

Brad Gustafson

Judie Haynes

## Thank you Authors!



# #SUPPORT

## Thank you to our vendors!

Safe Schools NC

Teens Against Bullying

Marbles Kids Museum

Profound Gentlemen

North Carolina Society of  
Hispanic Professionals

Raleigh Parks, Recreation,  
and Cultural Resources

Wake NCAE/NCAE

Playworks North Carolina

WCPSS Lifelong  
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Consulate General of  
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Education Justice Alliance

Hope Reins

Wake Technical Community  
College

Consulado General de  
Guatemala

WCPSS Family Academy

InterAct

Raleigh Organizing Against  
Racism (ROAR)

# Want CEUs???

**WCPSS Staff will up marked attended in Wake Learns.**

**Out of county folks, please grab a  
Certificate of Completion as you leave!**



# Moving forward...

## Today:

We encourage you to keep the conversation going! If you can, grab lunch with other attendees that you've met throughout the morning.

## Upcoming Opportunities:

- **Thurs 2/27** "Jazz & Friends" Book reading
- **Sat 3/14-** WCPSS OEA Teaching Tolerance: Social Justice Standards
- **Sat 3/20-3/21** Let's Talk Racism conference
- **Sat 3/28** EdCamp336 ; Edcamp Vance
- **Sat 4/18** EdCamp Orange 2020
- **Sat 4/25** #EdcampBullCity
- **Sat 05/02** OEA + SafeSchools NC "Brunch & Learn"
- **Sat 5/02** EdCamp JoCo
- **Tues 6/23-25** weare Educator Summer Institute

# #EdCampEquity 2020 - East Millbrook Magnet Middle School

## bit.ly/edeq20sched

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11:05-11:30 Break	Vendor Fair! Network with local organizations and gather resources to support your practice. <b>Location: Hallways on 1st floor</b>				Network & Connect! Connect with others about your learning and goals! <b>Location: Auditorium</b>			
	943	957	2905	2907	2911	3902	3907	3910
11:30-12:15 Session 3	Culturally Responsive Teaching <a href="#">Session Notes</a>	Good Practice IS Equitable <a href="#">Session Notes</a>	Whiteness in Ed Spaces <a href="#">Session Notes</a>	Microaggression at Work <a href="#">Session Notes</a>	Racial Mapping of Raleigh <a href="#">Session Notes</a>	Ableism in Schools <a href="#">Session Notes</a>	SEL Practices <a href="#">Session Notes</a>	LGBTQ+ Issues <a href="#">Session Notes</a>
12:20-1:00	Reflections, Swag, Closing ... Connect with someone over lunch! <b>Location: Auditorium</b>							

## Winners Circle

## Microaggression at Work- Session Notes

### Who's in the Room?

Name	Social Media Handle(s)	School/Institution/Agency
[REDACTED]	[REDACTED]	Apex Elementary
[REDACTED]	@ [REDACTED]	NCSSM
[REDACTED]	[REDACTED]	Swift Creek ES
[REDACTED]	[REDACTED]	Swift Creek [REDACTED]
[REDACTED]	@ [REDACTED]	Swift Creek ES
[REDACTED]	@ [REDACTED]	Alston Ridge Middle
[REDACTED]	[REDACTED]	Alston Ridge Middle
[REDACTED]	@ [REDACTED]	Knightdale High
[REDACTED]	[REDACTED]	Dillard Drive Middle
[REDACTED]	[REDACTED]	West Cary Middle School
[REDACTED]	[REDACTED]	Alston Ridge Middle
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	Alston Ridge Middle
[REDACTED]	[REDACTED]	Ligon Middle
[REDACTED]	[REDACTED]	Heritage Elementary
[REDACTED]	[REDACTED]	Knightdale High School

### Notes:

How to address micro aggressions with adults that trickle down to the students  
 Conversations about what people do not know that they are doing and how to address it

When to step up and disrupt without centering whiteness

Support group for those of us who feel as if there is a war waged against the entirety of our being. No outlet for the things we process.

Become aware of interactions with students

Face own biases and work thru them to be a better teacher

Microaggression-

Intended and unintended - verbal and non verbal

microinvalidation(invisibilizing of someone), MicroInsult (clear jokes - ex is it that time of the

month, explicit), microassault (explicit language of nonverbals that have been made acceptable)  
Microaggressions framed around curiosity but where is the line?

- "Onus is placed on the marginalized person"
- We need to think about fragility in the moment, but we shouldn't be walking around on eggshells all the time. → Call out when triggers happen. Impact vs. Intent -- make this a part of the conversation
- We need to identify, draw our lines in the classroom. Where is the line? It's where you say it is in the classroom. "Ok boomer" is not okay in this classroom, using the N word in the classroom is not tolerated, etc. . . .: "That's not appropriate in our classroom - set the expectation and a safe space for all." - conversation one on one with students rather than calling out in front of all students or a blanket statement to all (I've been told...)

Is it kind, is it helpful, is it necessary? - then we don't say it in our classroom

Discussion with colleagues - is this happening in your classroom? If not, why is it happening in mine? (Using racial slurs such as the N word)

- Look not just at aggression but also at passive-aggressive behaviors before reacting with disciplinary procedures.
- We need to acknowledge who a space was intended for and how power flows through the space.

Code Switching - POC and lgbtq have had to code switch in order to survive - does not mean they are less than

## **Resources:**

[Examples of Racial Microaggressions](#)

Article: [Everything you need to know about microaggressions](#)

Article: [Did you really just say that?](#) (from American Psychological Association)

[Tiffany Dena Loftin](#) (NAACP)

Article: [Five Reasons Why People Code-Switch](#) by NPR

**Name, Social Media Handle, School**

[OAR Durham](#) has some great resources and hosts workshops -- highly recommend!  
[WeAre Durham](#) also has great resources [EdTalks: Dr. Keith Stanley Brooks “Critical Race Theory - Fact vs. Feeling”](#) (video)  
[Race: The Power of an Illusion](#) (video)  
 and hosts workshops -- highly recommended!  
[The Five Pillars of Hip Hop](#)  
 Critical Race Theory  
[Seeing White](#) (podcast by Scene on Radio)  
[Teachers of Color: In High Demand and Short Supply](#) -- Learning Policy Institute resources

Article: [Governor: Bring HBCUs into Teaching Fellows program](#)  
[The Ron Clark Academy](#) offers great training during their educator tours

Was this (below) from [Debby Irving's workshop?](#)

not expect  
learning in public

## Exploring Cultural Values & Habits

Cultural competence is having enough self-awareness  
to move beyond habit and make choices about when and why to reach for which cultural tool.

How whiteness lives in  
me

### Dominant (White) Cultural Values & Habits

Transactional  
Hierarchical, authoritative, controlling  
Dominated space  
One right way, one right perspective  
Eurocentric attitudes and behaviors are best  
Formal education is best knowledge  
Either/or  
Emotional Restraint  
Polite, compliant  
Conflict Avoidance  
Linear, one-dimensional thinking  
Intellect over intuition  
My comfort is more important than yours  
Time is Scarce  
Urgency, Efficiency, Fast  
Be Busy  
Quantitative over Qualitative  
"Rugged Individual," Self-sufficiency  
Talk at, be the knower  
Thick skinned, competitive  
Assumption & Judgment  
Product/outcome is only goal  
Poor disadvantaged you  
Be more like me  
Denial, defensiveness  
Blame  
Interrupt  
Punishment  
Threaten  
Bravado  
Prefer absolutes  
Perfection  
Scarcity & Withholding (empathy, trust, S, knowledge)  
Winners & Losers/Zero Sum Game  
Individual Status  
Permanence, Status Quo, Stagnant

### Transformational Cultural Values & Habits

Relational  
Collaborative, engaged, navigating  
Shared space  
Multiple approaches, multiple perspectives  
Every culture has attributes to learn from  
Lived experience is essential knowledge  
Both/and  
Emotional Honesty  
Authenticity, feedback encouraged  
Conflict navigation & resolution skills  
Complex, interwoven, critical analysis  
Intellect with Intuition  
Courageous discomfort leads to growth  
No such thing as wasting time  
Faster not always better, pace to situation  
Be Present  
Quantitative integrated with Qualitative  
Interdependence, Community  
Ask & Listen, be the learner  
Open, compassionate, cooperative  
Curiosity  
Process part of the product  
What can I learn from you?  
What makes you tick?  
Acknowledgement, Owning Impact  
Reflecting on own role  
Settle down to observe and listen  
Reconciliation  
Reassure  
Humility  
Can tolerate ambiguity  
Learning from mistakes  
Opportunity & Generosity (empathy, trust, S, knowledge)  
Collective Advancement/Expand the Pie  
Group Functionality  
Impermanence, Growth, Vitality

- ❖ This list, created by Debby Irving, was inspired by the work of Peggy McIntosh, Milton & Janet Bennett, Margo Adair & Sharon Howell, and Tema Okun.
- ❖ Dominant white cultural values and habits can be internalized by people of all colors as we all need to know and use them to navigate and survive everyday life in the United States.

Racial reconciliation educator

damaged by racial ideas  
getting self to other side  
learn in public

Debby Irving ~ Racial Justice Educator & Writer ~ [debby@debbyirving.com](mailto:debby@debbyirving.com)

The Encouraging Place  
Reggie Edwards

## Cultural Values & Habits Cheat Sheet

*"We are creating a world that does not yet exist."*

*Adrienne Maree Brown*

Norms of Whiteness	Transformational Interventions
Fear	Reassure
Rush	Pace
I know best	We're in this together
Control	Navigate
Hide	Risk and model vulnerability
Disconnect	Connect
Punish	Restore
Predictable Outcome	Infinite Possibilities

*"\*Insanity\* is doing the same thing over and over and expecting a different result."*

*Albert Einstein*

["Waking Up White" - Debby Irving](#)

"5 pillars of Hip Hop culture"

White washed curriculum - must be intentional to counteract it - whose voices are being left out

Move to action - don't just talk about it

Start from history - NC History

"White standard" -

Analyzing every space with a critical lense - field trips

How do we disrupt what is in place, the "whitewashing", that is doing real harm to our students and educators?

How do you bring in the community to support our scholars? What is the parent participation in this conversation? How do you deal with parent pushback?

You can't let parents deter you from the work - mission statement (preparing students for the real world) - some students learn within school about the real world due to not learning at home about diversity (lgbtq, race, etc.)

Suggestion - book study for teachers, parents (Despite the Best Intentions)

What do we do with parent push back?

White parent's children are benefiting from the system. They are perceiving that they are going to lose something. Fear of loss. Hard to let go of power/privilege

Loss of power.

Critical race theory - whiteness as property - dominant culture that permeates in our country - proximity to whiteness - Scarcity mentality

-

Getting your piece of the pie -

Scene on Radio - Seeing White Podcast

Deliberate lack of resources - deliberate push

"Despite the best intentions" Book study for teachers and parents—invite PTA but intentional about who is in space

How do you get the people who don't "show up"

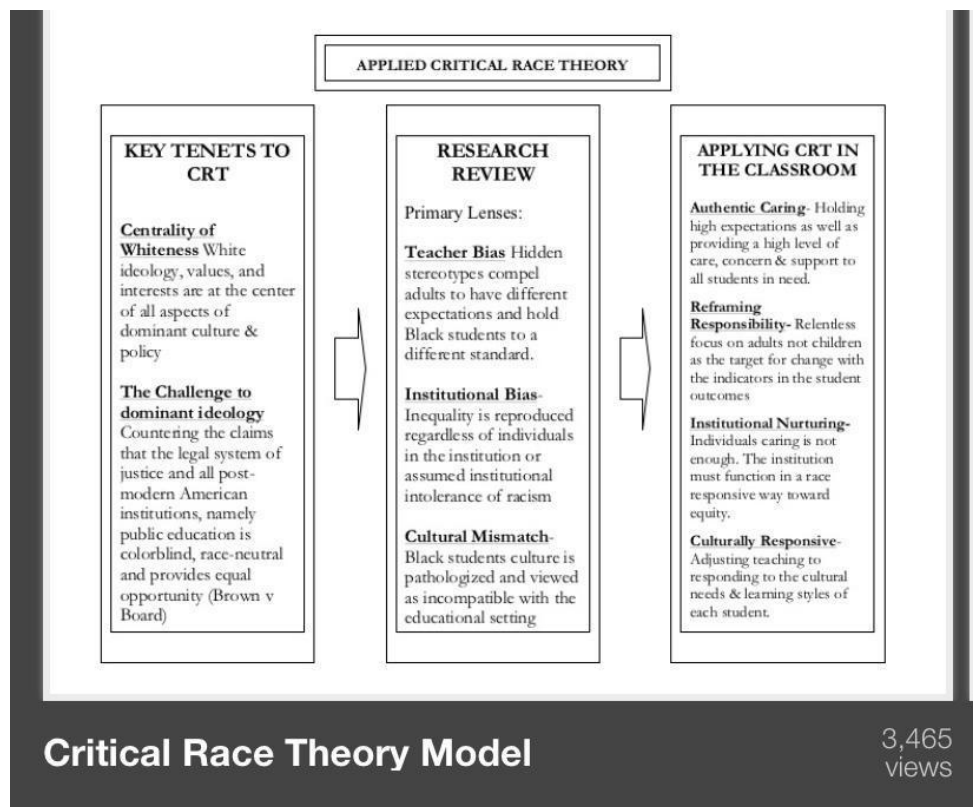
"We Are" community forums - responsibility of white people to advocate - this work is important for all of our children

Critical race theory resource—especially applying in classroom

Implications of having a diverse staff - it is important for white children to see black teachers too.

Are we tracking representation in our school staff?

How are we intentionally hiring diverse staff?



People of color who work in schools - difficult to navigate for POC - POC don't always want to be the voice of the people (tokenism, there because we want them to be there, etc). - Need to have people who extend the voice of the students - are we supporting the staff of color who are there

Question to the APs, Board Members, etc. - how do we still have schools in 2020 where we do not have POC in the classroom - J Ellis - principals given data - charged them with being intentional based on the data in hiring teachers of color

Parallel question - how are we ensuring our schools are places where educators of color want to work, feel safe working, and truly feel valued? What base level of training are all schools/admins being held to (re: equity) to move in this direction while also working on hiring/retention.

Does your school culture support POC - do they feel comfortable in your space - must support POC of color while they are there in your space