

LEARNING & LEADING FOR SYSTEMIC RACIAL & SOCIAL JUSTICE

VIRTUAL EQUITY SUMMIT SERIES - PART I

AFTERNOON BREAKOUTS

SOLVING THE COMPLEX AND OVERLAPPING PROBLEMS OF INEQUITY, TRAUMA, SOCIAL EMOTIONAL DEFICITS AND LEARNING LOSSES THROUGH THE EYES OF “THIRD BUCKET” KIDS

Dr. Jo Ann Freiberg and Pat Ciccone, School Climate Consultants

It is not at all clear what post-pandemic schooling will look like...a “new normal,”... the “old normal”...hybrid, and on and on. What is undisputed is that there is a global problem surrounding “third bucket” kids (those that were not physically or virtually in school during the pandemic). Even though schooling in America is compulsory, there are hundreds of thousands of students who were missing; that year and a half loss of schooling is a devastating reality that will have untold and frightening outcomes, if not tackled head-on. In this session, we will offer a pathway to avoiding a looming collision/explosion in schools here in CT and nationally: implementing a Restorative Practices framework has the potential, not only to be equitable but to heal trauma, and simultaneously realize academic and social/emotional growth.



<https://casci.ac/7083>

EDUCATOR IDENTITY, AUTHORITY, AND RELATIONSHIP: HOW EDUCATORS CAN POSITION THEMSELVES TO HELP STUDENTS DEVELOP CRITICAL CONSCIOUSNESS

Dr. Daren Graves, Associate Professor, Simmons University

Critical Consciousness can be defined as one’s ability to analyze oppressive forces shaping one’s life and to take action against them. While there is a growing body of literature that shows that students’ critical consciousness development is linked to important academic and psychosocial outcomes, questions remain about how teachers can best position themselves to do this work. This session will outline the identity work educators need to do with themselves, the kind(s) of authority they need to develop with their students, and the kinds of relationships they need to establish with their students in order to help their students effectively develop critical consciousness.



<https://casci.ac/7084>

NURTURING YOUNG PEOPLE’S CRITICAL CONSCIOUSNESS TO THRIVE IN AND TRANSFORM THE WORLD

Dr. Scott Seider, Associate Professor, Boston College

Critical consciousness refers to the ability to understand and challenge oppressive forces such as racism, sexism, and classism. A growing body of research suggests that youth critical consciousness is an important tool for equipping young people to transform society and also offers important social-emotional benefits for young people themselves. This session will share promising practices through which educators and other youth-serving professionals can support young people’s developing critical consciousness.



<https://casci.ac/7085>

AFTERNOON BREAKOUTS, CONT'D

CRITICAL RACE THEORY: THE CONCEPT AND THE CONTROVERSY SURROUNDING IT

Nitza Diaz and Stephen Proffitt, State Education Resource Center

“Critical race theory is an academic concept that is more than 40 years old. The core idea is that race is a social construct, and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies,” writes Stephen Sawchuk, Associate Editor of *Education Week*, in “[What Is Critical Race Theory, and Why Is It Under Attack?](#)” In this session, presenters will engage participants in a facilitated conversation about Critical Race Theory (CRT) using this article to assist participants in gaining great insights and knowledge about Critical Race Theory.



<https://casci.ac/7086>

MOVING BEYOND PERFORMATIVE ALLYSHIP TO MAKE ACTIONABLE CHANGE FOR MINORITIZED STUDENTS

Dr. Tamika La Salle, Associate Professor, Neag School of Education University of Connecticut

This session will highlight the inequities in education among racially and ethnically minorities students related to academics, and social, emotional, and behavioral outcomes. The discussant will provide recommendations for using readily accessible data to guide targeted decision making and recommendations to support minorities students in schools.



<https://casci.ac/7087>

PREPARING TEACHERS TO CREATE EQUITABLE AND INCLUSIVE CLASSROOMS WHERE ALL STUDENTS THRIVE

Dr. Kristin Rainville, Associate Professor, Sacred Heart University

Creating inclusive and equitable classrooms that are responsive to all students and families requires us to prepare and support teachers to be mindful of the ways in which classrooms invite or silence children. In this session, participants will be invited to explore several ways we can become critically reflective educators who affirm cultures and experiences of all students in order to create more inclusive and equitable classrooms. Specific strategies will be shared and participants will engage in activities to help teach from a social justice stance.



<https://casci.ac/7088>

THE INCOMPATIBILITY OF DEI (DIVERSITY, EQUITY, AND INCLUSION) AND ANTI-RACISM

Linda Darcy, Director of Teaching and Learning, LEARN

There is a power in adopting an anti-racist stance. It is an explicit recognition and naming of the racial inequity that continues to plague the American education system. Organizations that are embracing the ‘Diversity, Equity and Inclusion’ trend are in danger of diluting that anti-racist power and further disenfranchising our students of color. Participants in this session will explore the value of centering race as the prime inequity in our schools and how we serve ALL students, by paying our ‘education debt’ to our most underserved children.



<https://casci.ac/7089>