



Cultural Fluency Educator Facilitator Training

Day 1

February 27th, 2025



GREAT
SCHOOLS
PARTNERSHIP

We are a nonprofit school-support organization working to redesign public education and improve learning for all students.



@GreatSchoolsP



Great Schools Partnership

Core Tenets

We believe in and advocate for:

- Anti-racist, inclusive, and equitable practices, policies, and cultures
- Proficiency-based teaching and learning
- Multiple and flexible pathways that promote deep learning as well as student voice and choice
- Shared, data-informed decision-making amongst educators, students, families, and community members
- Trusting relationships between students, families, and educators
- Professional learning groups for educators

Our mission is to support, challenge, and collaborate with educators and communities to achieve educational excellence & equity.



We believe
educational equity
means ensuring just
outcomes for each
student, raising
marginalized voices,
and challenging the
imbalance of power
and privilege.



GSP Project Staff



Leah Tuckman
Project Lead



Krystal Bravo
Coaching Associate



Danielle Pierre
Senior Associate



Scarlett Tannetta
Senior Associate

GSP Project Staff



José Bou
Director of School
Partnerships



Brean Witmer
Director of Research
and Evaluation



Katie Thompson
Managing Director of
Learning and Strategy

24-25 Timeline



GREAT
SCHOOLS
PARTNERSHIP



MANCHESTER
SCHOOL DISTRICT

Sept

Oct

Nov

Dec

Jan

Feb

Mar

April

May

June

MSD Full District PD 1.0
(September 10)

First Equity Steering
Committee meeting
(September 30)

Equity Ecosystem
Review
(September 30)

School Board
Workshop
(October 21)

Identify four schools
for Equity Teams
(October)

Support Office of Equity &
Human Resources on retention
and recruitment efforts

Fall 2024

Affinity Group
Series Start
(November 5)

SAU Workshop
(November)

Cultural Fluency
Train the Trainer 2.0
(February 27-28)

Cultural Fluency
Full District Training 2.0
(March 17)

Cultural Fluency
Training Modules
for Sustained Staff
Training
(May)

Establish Cohort 1
Equity Teams
(January)

Develop Equity Action Plan,
grounded in Equity Ecosystem Review
and Equity Blueprint

School Focus Groups and
Community Events

Ongoing support and planning for Office
of Equity and Human Resources

Establish Cohort 2
Equity Teams
(April)

Ongoing support for Equity
Team Cohorts (Spring 2025)

School Community Data
Collection to Assess Impact
(Spring 2025)

Spring/Summer

Winter/Spring

Community Agreements

Stay engaged

- emotionally, intellectually, morally, and socially.

Speak your truth

- use "I" statements. your truth is only part of the whole, and respect others' truths as their own experiences.

Experience discomfort

- Discomfort is a natural part of a conversation on race, racism, or inequity.

Expect and accept non-closure

- Know you might not reach closure and that the dialogue will continue.

What are some others we can co-create this morning?



Goals

1. Deepen an understanding of diversity, equity, inclusion, and belonging concepts.
2. Foster a sense of community and shared responsibility among educators to promote DEIB.
3. Gain strategies to handle resistance from various stakeholders, focusing on community-specific concerns in Manchester, where some may be opposed.

Guiding Text

diversity equity & inclusion for trainers

FOSTERING DEI
IN THE WORKPLACE

MARIA MORUKIAN

Guiding Methods



Head (*Cognitive Understanding*)

Goals: Ensure educators understand DEIB concepts deeply, can articulate issues and solutions, and address common misconceptions.



Heart (*Emotional Engagement*)

Goals: Engage educators emotionally to foster empathy, personal connection, and motivation towards DEIB efforts.



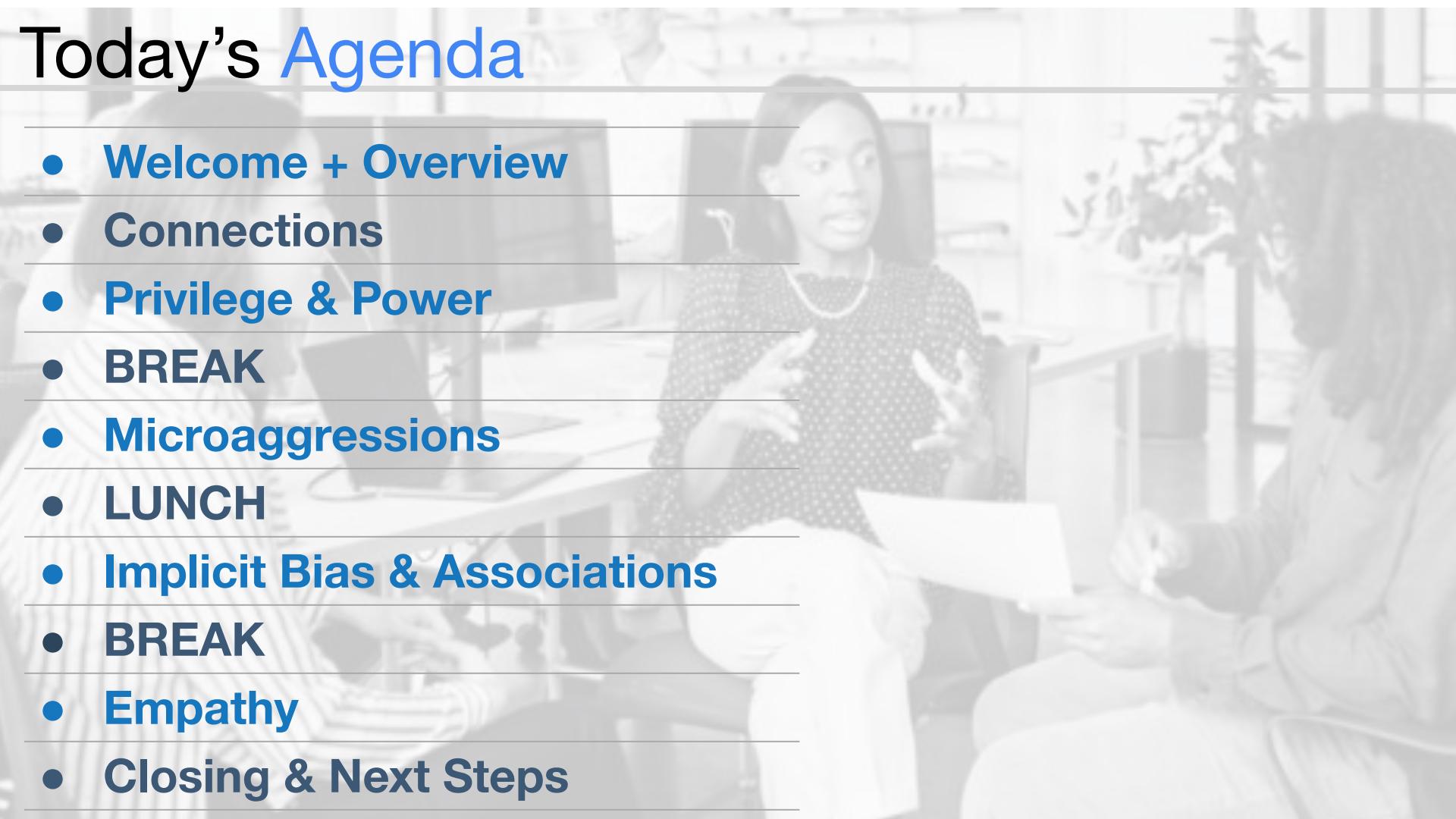
Hands (*Practical Application*)

Goals: Equip educators with practical tools and strategies to implement DEIB principles effectively in their classrooms and schools.

Agenda

Today's Agenda

- Welcome + Overview
- Connections
- Privilege & Power
- BREAK
- Microaggressions
- LUNCH
- Implicit Bias & Associations
- BREAK
- Empathy
- Closing & Next Steps

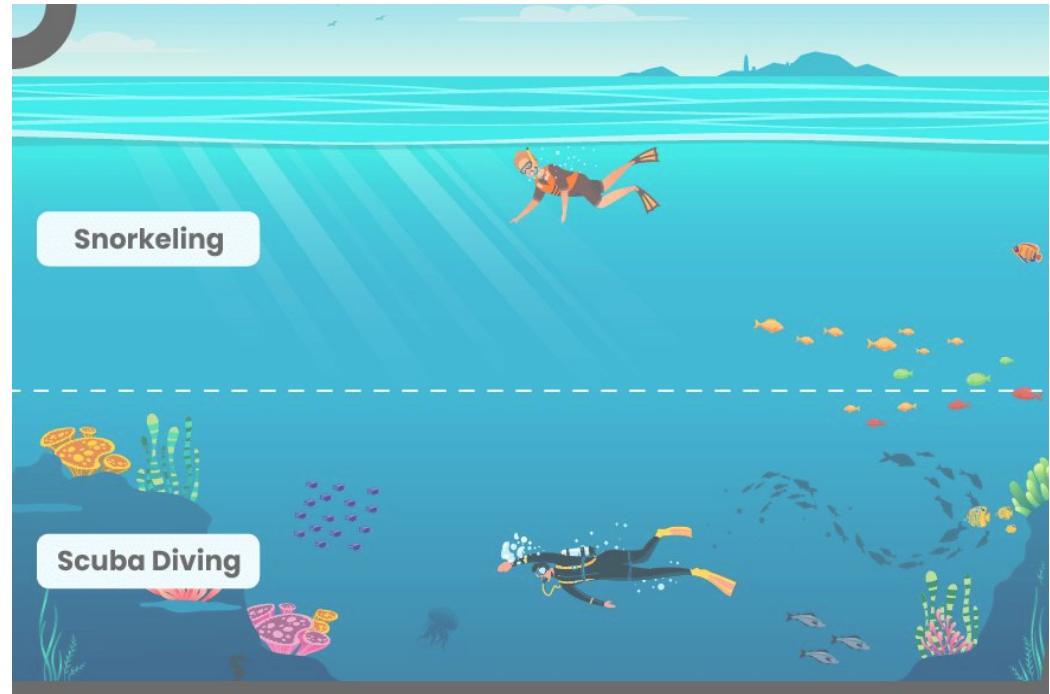


Connection

Surface Snorkel Scuba

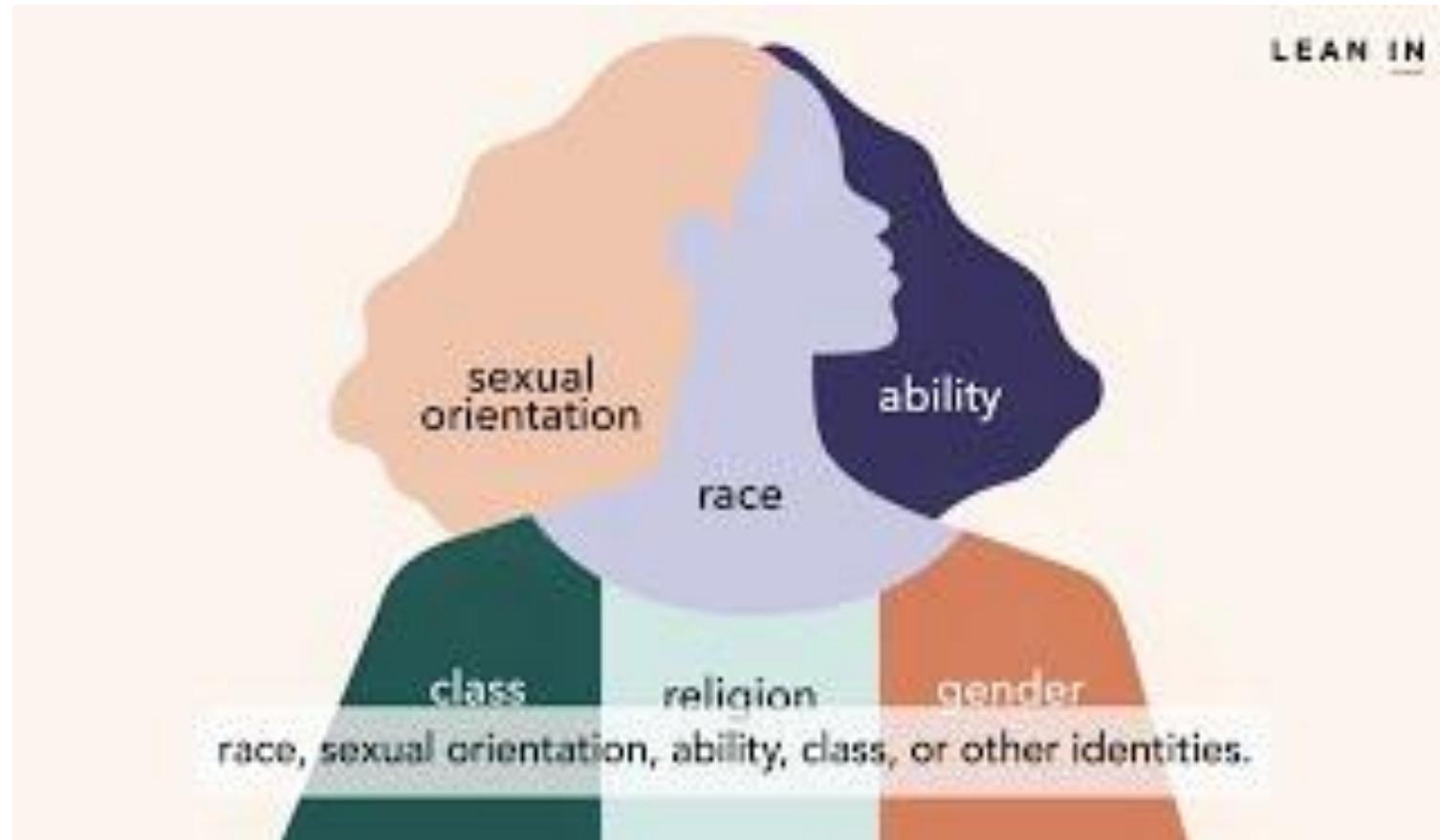
Reflection:

Using the identity wheel,
reflect on the different levels of
your identity.



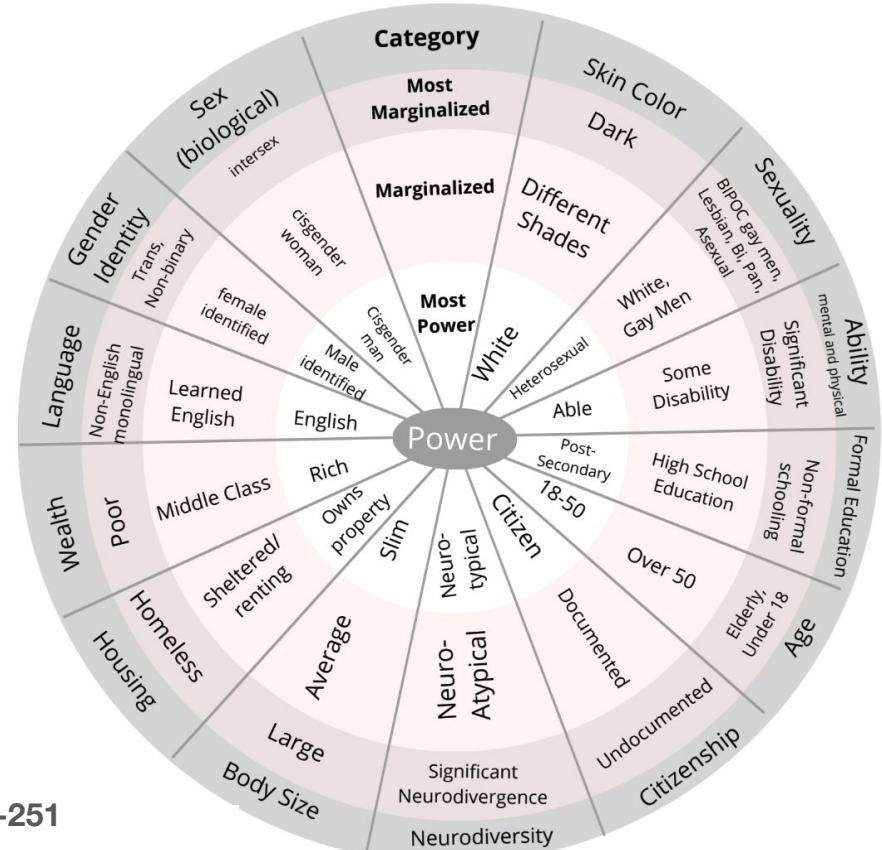
Privilege & Power

Privilege & Power



Privilege & Power

“We all have automatic advantages and disadvantages based on different dimensions of our identity. Privilege can be based on a variety of dimensions of identity, and who has privilege and who does not may vary from one culture to another.”



Explore your Automatic Advantages & Disadvantages, p. 247-251

DEBRIEF: C.P.A.

CONTENT: What did we learn?

PROCESS: How did we do? What worked well? What was difficult? What would you modify?

APPLICATION & FACILITATOR MOVES

How can we use this when facilitating?
What moves did you see in action?



Circle



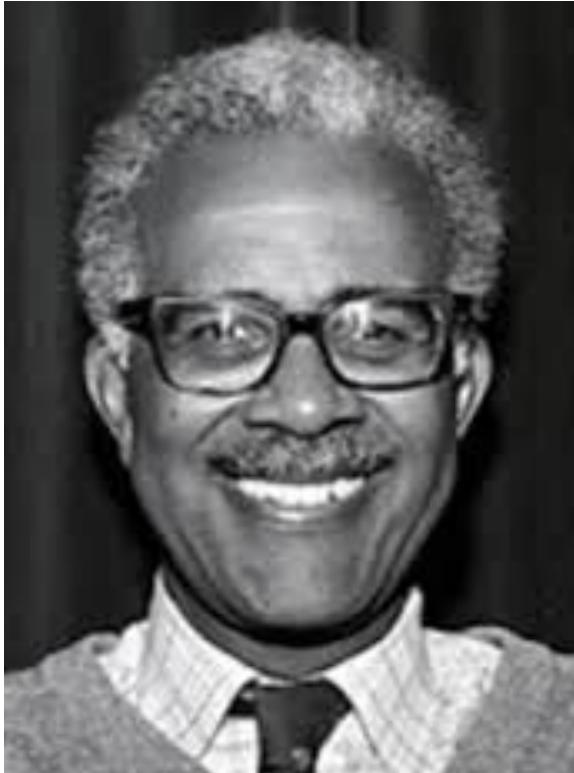
Debrief Facilitator Moves

Break



Defining Microaggression

Microaggressions



First used in 1970 by Dr. Chester Pierce
Psychiatrist Professor at Harvard

Microaggression is a term used for
**commonplace daily verbal,
behavioral or environmental slights**,
whether intentional or unintentional, that
communicate hostile, derogatory, or
negative attitudes toward stigmatized or
culturally marginalized groups.

MICROAGGRESSION

Microinsult

(Often Unconscious)

Communications that convey rudeness and insensitivity and demean a person's heritage or identity.

Comment or question that is hurtful or stigmatising to a certain marginalized group of people.

Verbal

Microassault

(Often Conscious)

Overt act of discrimination or harmful behavior.

Individual behaviors that are hurtful or discriminatory to a certain group of people.

Behavioral

Invalidation

(Often Conscious)

Dismissal or undermining the experiences of a certain group of people.

Social norms that create settings, situations or environments that are discriminatory to a certain group of people.

Environmental

MICROAGGRESSION

Examples

MICROAGGRESSIONS

Verbal, behavioral, environmental slights that reinforce negative, derogatory or hostile viewpoints.

Hinders interpersonal relations and performance.



Verbal

Asking an African American colleague if he played basketball in college.

Behavioral

Setting low expectations for certain students from particular backgrounds.

Environmental

A poster that shows women in a sexualized or objectified pose or position.

Recognizing Microaggression

Teenagers Discuss Microaggressions



"You don't act Black."

"But, you sound white."

"Can I touch
your hair?"

"You're lucky there's
affirmative action."

"You're pretty
in an exotic way."

"You don't
dress ghetto."

Microaggression Discussion

Review the document of **Microaggression Examples**

In pairs, discuss a microaggression example that stands out to you:

- because it's something you experienced
- because it's new to you
- because you hadn't thought about it
- because you hadn't quite put your finger on why it bothered you or others

Responding to Microaggression

Non-Action Responses

ATTRIBUTIONAL AMBIGUITY <ul style="list-style-type: none">• Did that just happen?• Am I misinterpreting what happened?• Was what happened motivated by bias?	TIME-LIMITED RESPONDING <ul style="list-style-type: none">• Something happened and now the moment has passed before I could respond.• I can't or don't want to deal with this right now.	IMPOTENCY OF ACTION <ul style="list-style-type: none">• It won't do any good to speak up.• Saying something won't change the way anyone thinks.• It isn't worth the effort.
RESPONSE INDECISION <ul style="list-style-type: none">• What should I do?• How should I respond?	DENYING EXPERIENCE <ul style="list-style-type: none">• I'm sure they didn't mean anything by it.• We're colleagues. I know she doesn't think that way. She couldn't have meant that.	FEAR OF CONSEQUENCES <ul style="list-style-type: none">• If I say something, I might get fired.• Others will get upset if I say something.



IMPACT US INTENT

Unpacking the Impact

Intent v. Impact

IMPACT VS. INTENTION



If you run over someone's foot with your car, it's ridiculous to say, "I didn't mean to do that! I'm a good driver." But when we hurt someone with our words or actions, we do just that. We focus on our intentions and what good people we are. This is especially true when we say or do something that seems racist. . . When we focus on our intentions, it's about us, not the person we hurt or impacted. ~Kawai Lai

Twitter: @Kawai_lai

Gallery Walk



Let's Practice

Interrupting Microaggressions

- **Ask for more clarification:** “Could you say more about what you mean by that?” “How have you come to think that?”
- **Separate intent from impact:** “I know you didn’t realize this, but when you _____ (comment/behavior), it was hurtful/offensive because _____. Instead you could_____ (different language or behavior.)”
- **Share your own process:** “I noticed that you _____ (comment/behavior). I used to do/say that too, but then I learned_____.”

Rational Considerations

- What is my relationship with this person? To what extent do we know and trust one another, and how might that impact this conversation?
- What might I need to consider about how this person may experience me, given who I am + who this person is (age, race, gender, sexuality, role, etc.)?
- How might I get some sense of permission or authentic agreement from the person to engage this issue (now or over time)?
- What assumptions and beliefs am I holding about this person that might get in the way of a productive conversation?
- How can I hold on to some “grace” with them (connecting to empathy for who they are, not projecting my distress onto them, acknowledging that it will ultimately be their choice whether to make a change)?
- How might I approach the conversation in a way that will actually get this person to open up to a new understanding and change their behavior?

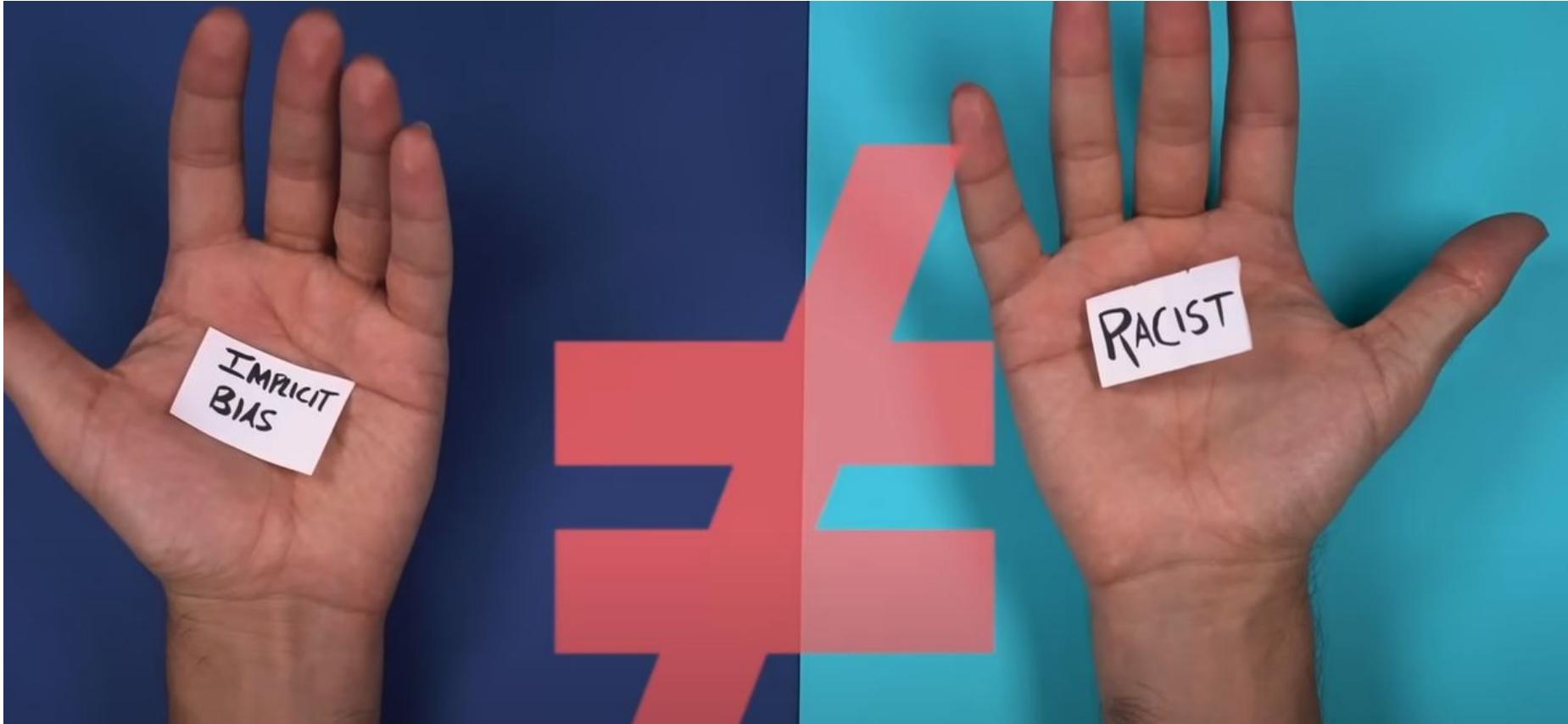
Debrief Facilitator Moves

Lunch

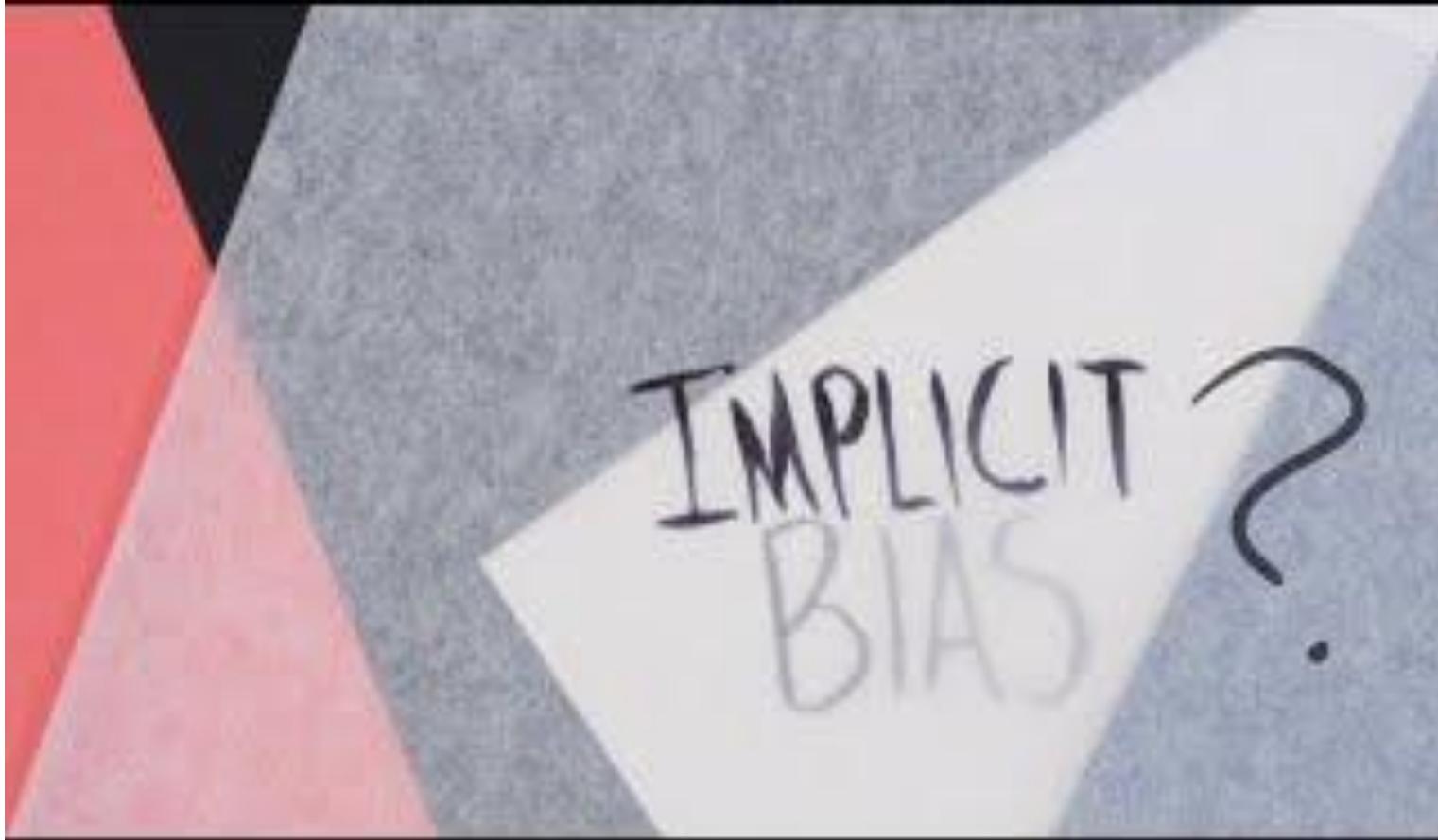


Implicit Associations & Bias

Implicit Bias



Implicit Bias



Implicit Bias

“Every human being’s brain is constructed with certain blind spots. Implicit bias is a mental conditioning that occurs when individuals unconsciously rely on information about social groups that they have picked up from their environment. Once this information has been stored in a person’s long-term memory, these “hidden biases influence their perceptions, decisions, and behaviors, unbeknownst to them.” p.94

Implicit Bias Reflection and Discussion



Reflection & Discussion (Journal)

Thinking about the quote and video:

- **What stood out to you?**
- **What does the quote mean to you?**
- **Are there parts that you agree with?**
- **Are there parts that you question?**
- **How do you think your identity and experiences shape your perspectives and interactions?**

Cultivating Curiosity

Cultivating Curiosity

Solo: Read through ***Preparing Dialogue*** at the bottom of **pg 149** to **Building Community on pg 154** (7 min)

With a partner: Complete the ***Level of Listening*** activity in your folder (7 min)

Whole group: How do we use the different levels of listening to deepen our understanding of the students/families we work with?

Debrief Facilitator Moves

Break



Empathy

Practice Empathy

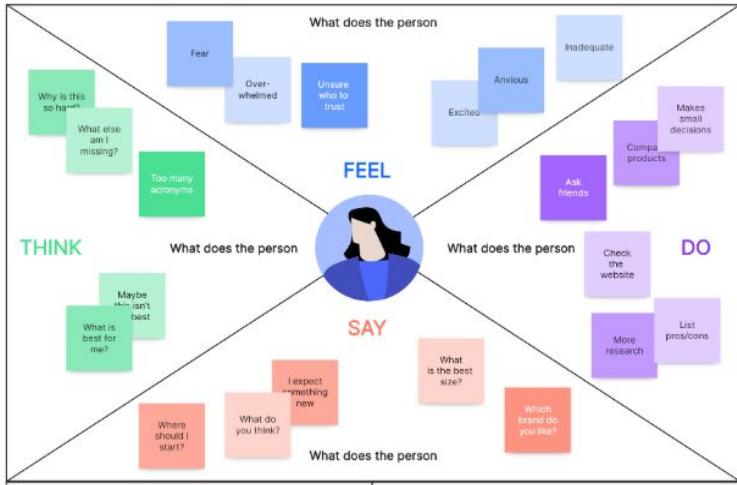
Perspective Taking:

People are more likely to change attitudes and behaviors when they can take on the perspectives of others, especially individuals who have lived a very different life.

Compassion:

Compassion requires us to practice empathic concern, where we generally care about others' well-being. Practicing compassion for those with whom we deeply disagree is a core practice for effective dialogue.

Empathy Mapping



- **READ** the provided scenario.
- Use the chart paper strategically to organize your understandings of both the student and their family system. See instructor's guide.
- Complete the **EMPATHY MAP** for the Student & Family brainstorming what each person may: SAY, THINK, FEEL, & DO in response to the scenario.
 - What barriers might this student face at school? How can teachers make the classroom feel safe and welcoming for them?
 - How can the school engage the student's family in meaningful ways?

Debrief Facilitator Moves

Break



**Community of
Inclusion &
Acceptance**

Building Community



- How can these insights shape teacher interactions and support strategies?
- What immediate changes can educators implement in their classrooms?
- What long-term goals should the school work toward?

TAKE ACTION



Closing

Closing & Next Steps

What facilitator moves made this day successful?

Share one word you are leaving today's equity team meeting thinking about or feeling

Thank You



Feedback



[Feedback Form](#)



Cultural Fluency Educator Facilitator Training Day 2

February 28th, 2025

Opening Circle



Ice Breaker



Ice Breaker

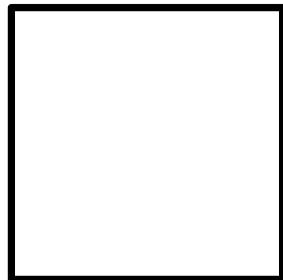
String Geometry

Goal: make geometric shapes out of 1 piece of string!

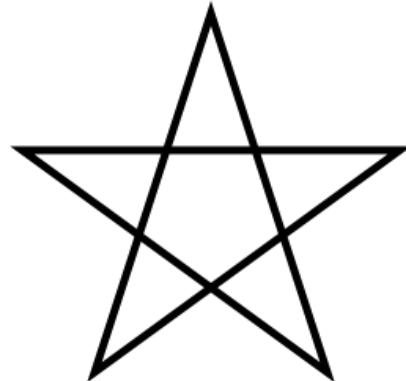
Rule: every member of your group needs to be touching the string.

Progress: call over Leah, Amadou, Danielle, Krystal or Scarlett once your shape is complete.

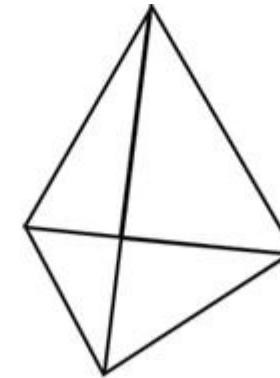
1. Square



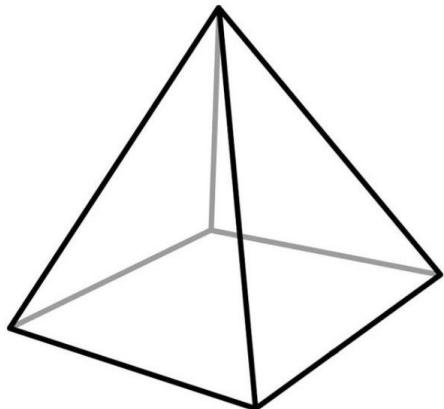
2. Star



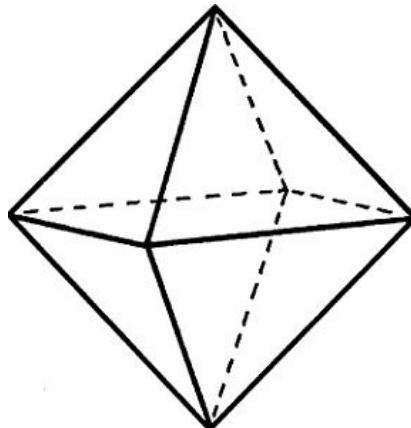
3. Triangle-based pyramid



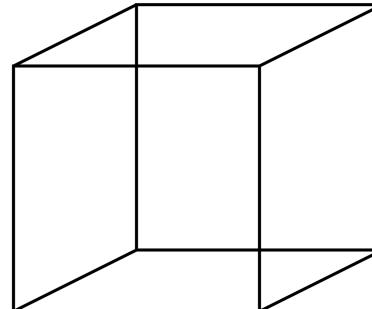
4. Square-based pyramid



5. Octahedron



6. Cube





Ice Breaker

String Geometry - Debrief

1. What makes this task equitable?
2. What kind of information could you collect from students or adults during this task?
3. Other reflections...

Agenda

Day 2 Agenda

- Opening Circle
- Ice Breaker- String Geometry
- Handling Opposition
- BREAK
- Workshop Planning
- LUNCH
- Workshop Planning (cont.)
- BREAK
- Tuning
- Closing & Next Steps

Agreements

Community Agreements

Stay engaged

- emotionally, intellectually, morally, and socially.

Speak your truth

- use "I" statements. your truth is only part of the whole, and respect others' truths as their own experiences.

Experience discomfort

- Discomfort is a natural part of a conversation on identity.

Expect and accept non-closure

- Know you might not reach closure and that the dialogue will continue.

What are some others we can co-create this morning?



March 17th
PD

Workshop & Teams

West	Memorial
GSP: Scarlett, Danielle, Brean, Paulina, Robinson MSD: Amadou Hamady Grades K-6 Rooms: Grades K, 1, 2, 3, 4, 5, 6 and UA/Special Education	GSP: Leah, Krystal, Clyde, Gabi, Katie MSD: Nicole Doherty Grades 7-12 Rooms: Math, Science, ELA, History, World Languages, Health/Wellness/PE, ELD/Special Education, UA
8:15-11:00AM (2 sessions) 8:15-9:30am 9:45-11:00am	8:15-11:00AM (2 sessions) 8:15-9:30am 9:45-11:00am
LUNCH	
12:00-3:00PM (2 sessions) 12:00-1:15pm 1:30-2:45pm	12:00-3:00PM (2 sessions) 12:00-1:15pm 1:30-2:45pm

Workshop Groups & Themes

West	Memorial
Microaggressions	Microaggressions
Hailey, Ari, David, Mercedes	Diane, Jen D, Jen W, Kim
Building Community through Empathy	Building Community through Empathy
Jolly, Cortney, April, Jaclyn	Daniele, Stacey, Paula, Robyn

Handling Opposition

Jigsaw Protocol

- Break out into small groups.
- Each group will become **EXPERTS** in the “Opposition” they are assigned.
- Switch into your **HOME** group to share out.



Jigsaw Groupings

Home Group = **Rows**
Expert Group = **Columns**

When Someone...	Expert Group 1 -Cries -Doesn't Talk or Participate	Expert Group 2 -Displays Anger -Power Dynamics	Expert Group 3 Withdraws, Shuts Down or Leaves the Room	Expert Group 4 -Says Something That Triggers You -Attacks Another Participant -Something Inensitive
Home Group A	Jennifer	Jaclyn	Hailey	Stacey
Home Group B	Robyn	Paula	Cortney	Diane
Home Group C	Kimberly	April	Mercedes	Jolly
Home Group D	Jenn	Daniele	David	Ari

Handling Crying (p.166)

What to do:

- Always have tissue nearby.
- Do not give hugs or console, ask participants to refrain from doing so.
- Ask for silence and take some deep breaths.
- Ask the group to breathe together.
- Reinforce courage.
- Give space for people to leave the room.
- Remind the group that their role is to be witnesses to one another's emotions.

Handling Anger (p. 167)

What to do:

- Acknowledge the anger. Don't ignore it.
- Hit pause and process what's happening.
- Ask the group to stay in a place of curiosity.
- Empower the group to respond constructively if needed.
- If the behavior becomes disruptive or threatening, shut it down.
- Ask the person to leave.

Handling Non-Participation (p.168)

What to do:

- Set norms upfront to encourage active participation.
- Consider round-robin sharing.
- Do small group or partner activities.
- Check in during break.
- Use nonverbal communication to encourage participation.
- Facilitate activities where participants write their responses anonymously, on sticky notes, or index cards.

Handling Being Triggered (p. 169)

What to do:

- Know in advance that words and actions tend to trigger adverse emotions in you.
- Practice curiosity and compassion for the other person.
- Ask if the person is willing to have a dialogue with you.
- Take a break.
- Call in your co-facilitator.

Handling Conflict (p.169-170)

One person is attacking another, what to do:

- Remind participants the importance of remaining curious with one another.
- Encourage conversation.
- If harm is caused to a particular individual or group, remove the person causing harm.

When someone says something insensitive, what to do:

- Ask them to explain what they mean.
- Ask others in the group to share their perspectives.
- Explain the impact.
- Request a behavior change.
- Thank the person for being vulnerable and ask the group to provide feedback to their colleague.

Handling When Someone Leaves (p. 170-171)

What to do:

- Check in.
- Listen.
- Ask what they need to re-engage.
- Let them go.
- If they remain and no longer participate or disrupt the group dynamic, give them the option to leave or come back at a later time.

Handling Power Dynamics (p.171)

What to do:

- If possible, set expectations early about how power should be given to others.
- Have a conversation offline.
- Shift eye contact and body language to direct attention to others.
- Call it like you see it (Power vs Privilege position).

Break



Worktime

West	Memorial
Microaggressions	Microaggressions
Hailey, Ari, Dave, Mercedes	Diane, Jen D, Jen W, Kim
Building Community through Empathy	Building Community through Empathy
Jolly, Cortney, April, Jaclyn	Daniele, Stacey, Paula, Robyn

Lunch



Workshop Groups & Themes

West	Memorial
Microaggressions	Microaggressions
Building Community through Empathy	Building Community through Empathy

Tuning



Tuning Our Work (in 3 small groups)

(1) PRESENT (4 mins)

(2) CLARIFYING QUESTIONS (3 mins)

(3) EXAMINE THE PLAN (3 mins)

(4) FEEDBACK (6 mins)

(5) PRESENTER REFLECTS (4 mins)

Community Agreements

Stay engaged

- emotionally, intellectually, morally, and socially.

Speak your truth

- use "I" statements. your truth is only part of the whole, and respect others' truths as their own experiences.

Experience discomfort

- Discomfort is a natural part of a conversation on race, racism, or inequity.

Expect and accept non-closure

- Know you might not reach closure and that the dialogue will continue.

What are some others we can co-create this morning?



Closing & Next Steps

Upcoming Dates:

- 1. Zoom check-in**
- 2. March 17th**
MSD PD Day

Closing & Next Steps

Thank You...



Feedback Form:





THANK YOU!

- ✉ ahamady@mansd.org
- ✉ kbravo@greatschoolspartnership.org
- ✉ ltuckman@greatschoolspartnership.org
- ✉ stannetta@greatschoolspartnership.org
- ✉ dpierre@greatschoolspartnership.org



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