



Center for Leadership & Educational Equity

Debriefing for Equity

Developed for use during SRI Equity First Institutes, September 2020

Purpose

Debriefing for Equity provides questions for reflection to focus our facilitation of protocols explicitly on equity.

Group Process

- How was this work/conversation about equity and excellence?
- **What implications does this work/question/issue/dilemma hold for race and racism, class, and culture? For the success of every student?**
- **What was said/not said that might have opened an opportunity to discuss implications for equity?**
- What did the group appear to be avoiding? What's your hunch about why that thing?
- How are we contributing to the narrative of racial difference at this moment?

Assumptions and Beliefs

- What assumptions seemed to be at play here?
- **What assumptions and beliefs may have been at play in the group's process? In our description, questions, perspective, and discussion?**
- **What assumptions and beliefs may have kept us from doing our best work for the presenter and the group's learning?**
- **What did we assume to be true about this student, this work, this assignment, this teacher, this school, this leader? Why did we assume that? How did our assumptions and beliefs get in the way of our best work?**
- How do our assumptions keep us safe?
- What might you want to learn more about in order to dispel assumptions that are getting in your way?
- What possible examples of implicit bias were present in this session?

Our Students

- Who are the most successful students in our class/school? Who are the students you worry about the most? Why these students?
- Who are the students in our detention hall? On our suspension list? Not graduating this year?
- What do our students need us to learn? How will we learn it? Who can we count on to be our teachers?
- Why should students of color trust you/us?
- Think about a time in your professional practice when students needed you to be fierce in your commitment to them -- but you weren't. What happened instead? What would have made it possible for you to be fierce?
- What if this child shared the same/different identity from the one you claim? How might we have seen the issue/work differently?

- **What are the systems or structures at work in our school that serve to reinforce/maintain/promote/perpetuate injustice and oppression? To what extent do the “rules” of the school work to privilege the dominant culture and oppress others?**

Our Commitments

- **What keeps us from standing up to injustice, inequity, and oppression? What scares us?**
- **What are you willing to do differently tomorrow?**
- What are you willing to go to the wall for?
- To what extent do we want to be known as the people who believe some kids can learn, some of the time?
- What do you mean, “We don’t have a race problem here?”
- **What will make it possible for you to become fierce in your commitment?**

For Facilitators

- **How did you support the group’s learning around educational equity and excellence?**
- What did you do to help the group make continued progress around the SRI mission?
- **What might you do next time to illuminate/surface/raise up an explicit connection to equity?**
- What are the assumptions and beliefs you carry that keep us from learning to facilitate for equity? What gets in your way?