

Adult Learning/Equity Vignette #1

The district requires all teachers to attend a cultural competency training. The facilitator asks for responses to the following two statements: “Systems are perfectly designed to get the results they are getting” and “Each of us perpetuates systemic inequities.” Janai notices that most of the staff from her school are distracted, disengaged, and don’t respond to the facilitator’s prompt. Her school has been identified for improvement and has very low success with students of color. Janai knows that these are critical ideas to grapple with when trying to examine issues of equity in her schools. She is confused as to why her colleagues do not see the relevance and concludes that they just don’t care about equity or supporting kids of color to be successful.

DISCUSSION QUESTIONS

- What assumptions might need to be disrupted?
- As a member of this team, what steps would you take to help the group engage in discourse around bias?
- What norms and/or protocols does this team need to implement in order to create a safe environment where all perspectives can be shared?
- What other sections of the framework might you lean on to help in this situation?

Adult Learning/Collaboration Vignette #2

DISCUSSION QUESTIONS

- What do Jim and Carrie need to seek to understand about Cindy as a member of the group?
- How could the cohort time be structured to ensure the needs of all learners are met?
- What norms might Jim and Carrie need to develop with the group?
- What other sections of the framework might you lean on to help in this situation?

Jim and Carrie are facilitating a cohort of teachers in a professional learning community. Cindy, one of the teachers in the cohort, repeatedly asks questions that are specific to her context, dominating the conversation and time. This behavior is clearly causing frustration for the rest of the cohort members. Jim and Carrie want this time to be productive and meaningful for all participants while still meeting the needs of each adult learner.