

A high school leadership team of teachers and administrators reviews discipline data and they notice a trend. Students of color and students with disabilities have a 25% higher rate of school suspension than other student populations. The team discusses possible causes for the numbers and brainstorms solutions to decrease this trend. A team member states, “If those students just had more support at home, we would not have this problem.” Ken, the only teacher of color at his school and the newest member to the leadership team, is offended by this statement and is uncomfortable to share his views with the team.

DISCUSSION QUESTIONS

- What does Ken need to consider in his reaction to his colleagues?
- What steps might he take in helping them to understand why these conversations are critical?
- How might Ken help make connections about inequities in his school and instructional practices that support students of color?
- What is the role of the teacher leader in surfacing issues of equity with colleagues who appear unengaged with the topic or are resistant?
- What other sections of the framework might you lean on to help in this situation?

Knowledge of Content Vignette #4

DISCUSSION QUESTIONS

- How might the teacher leader support the group in learning more about the STI curriculum?
- What is the role of a teacher leader in highlighting and prompting action around this curriculum?
- What is critical to know and understand when supporting others in implementing a new curriculum that might spark a range of deep emotions?
- What other sections of the framework might you lean on to help in this situation?

In the State of Washington, the Since Time Immemorial: Tribal Sovereignty in WA State (STI) curriculum was recently developed and mandated to be utilized in schools. Across the state, very few teachers know about the curriculum, the background or even that it is required. In his team meeting, Ray, who is not the group leader and does not see himself as a teacher leader, mentions that the group should explore the curriculum and think about ways in which it can be integrated into what they are already doing. Group members politely agree but it is obvious they don't really know anything about the curriculum nor why it is important.