ANTIRACIST PRAXIS IN THE ADULT ENGLISH CLASSROOM

by

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TABLE OF CONTENTS

General Overview

Research Question:
The aim of this capstone project is to answer this research question: *How can educators of adult English learners utilize antiracist praxis like translanguaging to more deeply value learners' linguistic and cultural identities and experiences?*

Project Description:
Many of us have heard the terms antiracist and DEI (diversity, equity and inclusion), but how do we actually implement these large frameworks into our adult English classrooms? This study circle goes beyond defining antiracism and explores how the research around Translanguaging by Ofelia García (2017) and Culturally Responsive Teaching by Zaretta Hammond (2015) provides us with tools to change the way we approach teaching.

This study circle is not intended to be a basic "what is racism" professional development activity, so we have some working assumptions and hope those interested in joining can agree to start with these foundational beliefs:

- Racism is systemic. White supremacy and systemic racism are leading problems in our education system. These systems are especially harmful to people of color and the English language learners we serve.
- Identifying and addressing implicit bias is paramount to this work. It is a personal journey, and we all enter this work together from different places.
- It is not enough to be "not racist"; we have to be intentionally antiracist.
- We are willing to work in a collaborative environment and to hold each other accountable.

Timeframe:
5 meetings of 2 hours each over a minimum of 5 weeks. It is recommended to have the meetings over a longer period of time so that participants have time to do pre-meeting activities and reflection in between meetings.

Objectives:
Clear objectives are identified for each meeting, but the overall objectives of this Study Circle include the following.

Participants will be able to:
1. Articulate a working definition of antiracism in the classroom and why it is imperative to implement these practices.

2. Each week, share 2-3 antiracist strategies from the week's topic they are interested in trying. Try or deeply reflect on 1 strategy to try in their classroom.
3. Implement antiracist practices, such as the translanguaging roles, in order to better serve adult learners.
4. Reflect on how implementation went to continually improve and make practices sustainable.
5. Connect with fellow Adult Education practitioners and create a supportive environment that fosters antiracist classrooms and workplaces.

How does this Study Circle exemplify the core features of effective professional development (Desimone, 2009)?

- *Content Focus:* This professional development activity is extremely focused. The target audience is teachers of adult English classes who are interested in integrating antiracist instruction into their classes, but are unclear where to start. This study circle will specifically focus on practices and approaches for antiracist praxis in this setting.

- *Active Learning:* This professional development activity will involve a series of meetings for a small cohort of practitioners. Each meeting will involve discussion and sharing to identify innovative, evidence-based solutions to disrupting racism in the classroom. Each meeting will be preceded and followed up by at-home reading and videos and reflective classroom-based tasks that will generate richer and deeper discussions during the study circle meeting.

- *Coherence*: This professional development activity is organized in a logical progression to explore in depth several key topics in antiracist praxis of teaching adult English learners. Coherence is achieved by building on what teachers already know, exploring teacher beliefs on each topic, and encouraging communication and openness to learning. The study circle will move in a circular fashion, first looking at relevant research on a specific topic, providing time and tasks to assure comprehension. Then, taking this new knowledge into account, study circle participants examine connections from that research to their own classrooms and experience. Finally, specific tasks and subsequent reflection provide an opportunity to experiment with teaching techniques and approaches to antiracist praxis that change and improve teachers' practice and subsequently student learning.

- *Duration*: This professional development activity meets over a course of a minimum of 5 weeks. The study circle meetings themselves will require 10 hours of contact time with activities, reflections and observations between meetings.

- *Collective Participation:* This professional development activity is a group endeavor, bringing together practitioners from various sites and programs who share the common experience of working with adult English learners. The participants' various contexts allow for unique sharing and networking during and beyond the study circle. The pre-meeting tasks are filled with collaborative note-taking and discussions.

Expectations of the facilitator:

The facilitator is expected to come prepared for each meeting and to provide all the materials, readings, and support needed for the study circle to be a success. They are expected to facilitate thoughtful, respectful, reflective discussions on the various topics and, when appropriate, to re-direct participants to the research and its connections to the classroom. The facilitator acts as a resource, a sounding board, and a helpful guide during this professional learning activity.

This project was created during the pandemic and so was made for virtual meetings. All meetings can easily be adapted for in-person meetings though.

Expectations of participants:

Participants are strongly encouraged to attend all five meetings. Prior to each meeting, participants are expected to have carefully read the assigned reading or watch assigned videos and to have completed tasks, including responding to discussion guide questions.

During meetings, participants are expected to engage actively in the discussions and to be respectful of each other at all times. Participants are expected to enter this professional learning activity with an open mind to new ideas and a willingness to share their experiences with the group.

Required Text:

The only required book is:

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic*

　　　engagement and rigor among culturally and linguistically diverse students. Corwin.

All other materials, videos, and articles are provided in the discussion guides.

Notes to facilitator:

Each meeting section below has "view only" links to documents you need to make your own copy of for the Study Circle. Some documents are labeled to say "this document is just for you" OR that "this document needs to be a collaborative document that you send to everyone so that all participants are adding to the same document."

To make a copy in Google Docs, click 'file' → 'make a copy'.

Below you will find:
- A table summary of each meeting
- A more detailed description of each meeting
- Meeting objectives
- List of things to prepare for each meeting, including a sample email
- A meeting agenda with a sample script
- A sample evaluation
- Links to activities and corresponding slides

Table of topics, required readings, and outside tasks by meeting

Meeting One:

1. What is antiracist praxis and why is it essential?	Readings/viewing to be completed prior to meeting	Additional Tasks
- Get to know other participants to establish a community of trust and accountability. - Articulate a working definition of antiracism in the classroom and why it is imperative to implement these practices. - Identify how frameworks, such as Abolitionist Teaching, Culturally Responsive Teaching, White Supremacy Culture, and Asset-based Approaches, connect to Antiracist Teaching.	**To Do Before Meeting on "Meeting 1 Discussion Guide":** ☐ Get to Know the Participants Jamboard ☐ Watch Ibram X. Kendi Discuss How to be an Antiracist and Reflect ☐ Watch Dr. Bettina Love Discuss Abolitionist Teaching and Reflect ☐ Read about White Supremacy Culture Characteristics by Okun and Reflect ☐ Read Hammond (2015) Chapter 1 *Climbing Out of the Gap* (pp. 12-20) and Reflect	**Evaluation** **Additional Recommended Resources:** - How to be an Antiracist by Ibram X. Kendi, especially Intro & Ch 1 - We Want To Do More Than Survive by Dr. Bettina Love - Teaching to Transgress by bell hooks - Pedagogy of the Oppressed by Paulo Freire - I found the Intro, Ch 1 and Ch 2 most helpful. It's long, he repeats himself a lot, and it's not the easiest read at times. - Breaking Down the Wall Ch 8 "Education Liberates" featuring bell hooks and Bettina Love - YouTube - Abolitionist Teaching and the Future of Our Schools - YouTube - Join the Racial Equity in ABE Facebook Group - Colleges need a language shift, but not the one you think (essay) (insidehighered.com)

Meeting Two:

2. What is translanguaging and the four teaching roles García discusses? What is the Co-learner Role and how can it be applied to the classroom?	Readings/viewing to be completed prior to meeting	Additional Tasks

- Articulate a basic definition of translanguaging and the four teaching roles García discusses. - Prepare to implement the co-learner role into their adult English classroom through discussion and reflection. - Share 2-3 antiracist strategies from the week's topic they are interested in trying. - Try or deeply reflect on 1 strategy to try in their classroom.	**To Do Before Meeting:**
	☐ Translanguaging video
	☐ García article (pp. 11-17; 22-24)
	☐ Hammond Ch 2
		Evaluation
		
		Additional Recommended Resources:
		☐ Watch Erin Cary and Yixiu Chen's awesome presentation on the same/similar topics!
		  ○ Culturally Responsive Practices and Participatory Instruction in ABE - YouTube
		  ○ Erin Cary's Participatory Curriculum Tool
		☐ Breaking Down the Wall Ch 8

Meeting Three:

3. What is the Detective Role and how can it be applied to the classroom?	Readings/viewing to be completed prior to meeting	Additional Tasks

- Articulate what the detective role is and how it can be applied to their classroom. - Articulate a working definition of funds of knowledge and asset-based practices. - Prepare to implement the detective role into their adult English classroom through discussion and reflection. - Share 2-3 antiracist strategies from the week's topic they are interested in trying. - Try or deeply reflect on 1 strategy to try in their classroom.	**To Do Before Meeting:**
	☐ Hammond Ch 4 Reflection Questions (pp. 52-58)
	☐ García article (pp. 17-21)
	☐ Hammond Ch 8
	☐ Hammond Ch 9
		Evaluation
		
		Additional Recommended Resources:
		☐ The rest of Hammond (2015) Ch 4
		☐ Breaking Down the Wall Ch 1 & 3
		☐ Luis Moll on Funds of Knowledge
		    ○ Video 1
		    ○ Video 2

Meeting Four:

4. What is the Builder Role and how can it be applied to the classroom?	Readings/viewing to be completed prior to meeting	Additional Tasks
Articulate what the builder role is and how it can be applied to their classroom.	**To Do Before Meeting:** ☐ Hammond Ch 5 ☐ Hammond Ch 6	**Evaluation** **Additional Recommended Resources:** ☐ Watch Erin Cary and Yixiu Chen's awesome

● Prepare to implement the builder role into their adult English classroom through discussion and reflection. ● Share 2-3 antiracist strategies from the week's topic they are interested in trying. ● Try or deeply reflect on 1 strategy to try in their classroom.		presentation, especially about Participatory Curriculum, so building a class where students have agency to talk about topics they are interested in! Building community in an additional way. ○ Culturally Responsive Practices and Participatory Instruction in ABE - YouTube ● Erin Cary's Participatory Curriculum Tool

Meeting Five:

5. What is the Transformer Role and how can it be applied to the classroom?	Readings/viewing to be completed prior to meeting	Additional Tasks
● Articulate what the transformer role is and how it can be applied in their classroom. ● Prepare to implement the transformer role into their adult English classroom through discussion and reflection. ● Articulate how as educators we can be	**To Do Before Meeting:** ☐ Love, Co-conspirator Video (37:24- 51:00) ☐ Deeper reflection	**Final Evaluation** **Additional Recommended Resources:** ☐ Teaching to Transgress by bell hooks ☐ "Education Liberates" featuring bell hooks and Bettina Love - YouTube ☐ Abolitionist Teaching and the Future of Our Schools - YouTube ☐ Join the Racial Equity in ABE Facebook Group

co-conspirators and why that is necessary to break down systems that negatively affect the learners we serve. ● Reflect on how implementation went to continually improve and make practices sustainable. ● Share 2-3 antiracist strategies from the week's topic they are interested in trying. ● Try or deeply reflect on 1 strategy to try in their classroom.		

Meeting One: *What is antiracist praxis and why is it essential?*

Objectives for Meeting One:
- Get to know other participants to establish a community of trust and accountability.
- Articulate a working definition of antiracism in the classroom and why it is imperative to implement these practices.
- Identify how frameworks, such as Abolitionist Teaching, Culturally Responsive Teaching, White Supremacy Culture, and Asset-based Approaches, connect to Antiracist Teaching.

Preparation for Meeting One:
- Depending on your context, promote the study circle where appropriate (e.g. newsletter, email, staff meeting) by using the Description (you can make a copy of this description which is the same as on page 3).
- Confirm participant names, pronouns, email addresses. Recommended to keep in a Google Sheet (you can make a copy of this template) or similar program.
- Send Meeting One Email (you can make a copy of this template). Prepare and hyperlink all necessary documents that are personalized for your group.
- Familiarize yourself with the Agenda and Google Slides Presentation (make a copy for yourself, which you can adapt as needed). The agenda includes a sample script and links to Jamboards.
- Prepare and familiarize yourself with the Meeting One Discussion Guide (make a copy for your group and share the link with them. This is a collaborative doc so everyone will work from the same doc). You can include this Get To Know The Other Participants Jamboard (make a copy for your group. This is a collaborative doc so everyone will work from the same doc.
- If you choose to evaluate the meeting, prepare this Evaluation (you can make a copy of this template) into a Google Form or by printing as a paper copy for participants to directly write on if in-person.

Notes for the Facilitator:
Participants should be sent information about the study circle via email 2-3 weeks in advance of the first meeting in order to plan their schedules, spend time reflecting on the Meeting One Discussion Guide, and prepare written responses to the discussion guide questions.

Participants should also have a copy of Hammond (2015). All other materials will be provided for participants.

Meeting One Email:
To: Study Circle Participant
RE: Introduction & Preparing for Antiracist Praxis Study Circle Meeting One

Hello Study Circle Participants!

Welcome to the Antiracist Praxis Study Circle and thank you for joining us in this important work!

We are very much looking forward to seeing y'all **LOCATION DATE TIME** where we will begin delving into the latest topics regarding antiracist approaches to adult English education!

The dates for our study circle are as follows:

- **DATE TIME**

ZOOM LINK OR LOCATION

The only required text is:

Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic*

   engagement and rigor among culturally and linguistically diverse students. Corwin.

All other materials, videos, and articles are provided in the discussion guides.

Following the principles of effective professional development, we will read/watch, discuss, reflect, try out new strategies, and grow as practitioners and scholars.

From our experiences at ATLAS with previous study circles, we know that much of the best advice and insights come from reflecting and sharing with fellow instructors and integrating those experiences with relevant research. This study circle was created to give professional wisdom and research a meeting place, and to provide a forum for discussion, inquiry, and continued problem solving integration of antiracist approaches as adult English education evolves.

You have some pre-tasks to do before our first meeting, so please read ALL of this information carefully!

To do before Meeting One:

In order to kick-start our study circle, there are a few tasks to complete before our first meeting. This will be our heaviest amount of pre-meeting tasks, so bear with us! That is why we are sending this email two weeks before the first meeting, so hopefully y'all have enough time to complete the tasks. It is essential for us to get a good grounding to enhance our discussion, and we have included videos to watch so that we all aren't overwhelmed with too much reading. That being said, even though we highly encourage you to do all of the pre-meeting tasks, we know everyone is very busy, and it is sometimes hard to prioritize antiracist work when you don't have institutional support and pay while doing professional development. If you don't finish all of the tasks, please don't let that keep you from attending the meetings. We can still have worthwhile discussions!

Each week, we will work from a collaborative note-taking document so that no one has to do everything themselves. There are some personal reflection questions that don't require anyone to add their answers to the document. Since everyone is working from the same document, we hope everyone feels comfortable sharing examples from their lives, but we also recognize this group doesn't know each other yet, so please feel free to not answer questions if you feel uncomfortable. Yes, part of antiracist work is pushing ourselves out of our comfort zone, but it's a process and we hope we can all get to a place of vulnerability and accountability together.

Here's the collaborative note-taking document called **Meeting One Discussion Guide (*add you hyperlink*). Further instructions with your pre-tasks are in the document, so read carefully!** Please let us know if you have any trouble opening and editing the document.

We are looking forward to engaging and reflective conversations with you! If you have any questions or concerns in the meantime, please feel free to contact one of us.

See you soon!

FACILITATOR NAME, Study Circle Facilitator

P.S. Thanks for reading this whole email! It will be the longest email by far. I promise!

Meeting 1 Agenda

Jamboards for activities (<mark>make a copy of each for your group so everyone can work collaboratively</mark>**):**
- Grounding Frameworks
- White Supremacy Culture Characteristics

Welcome, Introductions, Housekeeping
 	
20 minutes
	Slide #1
	Welcome everyone. Introduce yourself and explain we will do more introductions in a minute.
	
	Slide #2
	Introduce and read the Land Acknowledgement. Adapt for your context.
	
	Slide #3
	Go over Meeting One objectives and agenda.
	Today is our big framework/a little more theoretical day to ground us all. Our next four meetings will look more closely at tangible practices we can try in our classrooms.
	
	Slide #4
	Group Introductions. Since this is a small group, you can have everyone answer these prompts:
	Share in chat:
	   ● Name,
	   ● Pronouns,
	   ● 1 thing you enjoy about working with adult English learners
	
	Slide #5
	Go over the general Study Circle set up.
	   ● 5 meetings with lots of discussion and reflection
	   ● We will have a chance to try things and debrief how it went and what we can do better next time
	   ● Collaborative Note-taking document
	   ● Evaluations
	There are 2 motivations for the note-taking doc: 1. To process information before our meeting so we come ready to discuss, especially for internal processors. 2. So you don't have to digest the materials by yourself. You don't have to answer all the questions, and it is helpful to review others' answers to prompt your own reflections and to get ideas. You do not have to write "formally."
	
	Slide #6-7

	Go over Group Agreements. Slide #8-9 My story/motivation. You can adapt to why you are interested in facilitating this study circle and having these conversations.

Working Through Grounding Frameworks
 	
30 minutes
	Slide #10-11 **10 minutes**
	Introduce the Grounding Frameworks section.
	Before we can think of ways to change our teaching practices, I think it is essential for us to all be grounded in a few frameworks that name what racism is to really change our thinking. I also really want to make sure it is clear of why these frameworks are relevant for us as adult English teachers.
	
	Introduce jamboard activity. (this activity can be adapted in-person with each group writing on a poster)
	Since we learned about these terms in the videos, and I know there were a lot of terms, I don't want it to be a long lecture. I'd rather y'all work through them first. Then I will go over slides with the definitions that grounded this capstone project.
	
	We will split into 4 groups. Each group will take one framework on one slide.
	
	Take a minute to make space for silent reflection if people need it.
	
	On your slide answer these questions (you can combine answers as a group):
	    ● *How familiar are you with this word? Rate each person 1 (I know almost nothing), 2 (I know some) 3 (I have read a lot about this)*
	    ● *What does this word mean to your group?*
	    ● *Why might this be an important framework for adult English teachers?*
	
	We will come back together to share what each group discussed. If you finish early, discuss any questions you still have about the other terms.
	
	Breakout rooms: Groups of 3-4
	Jamboard for Grounding Frameworks
	
	Slide #12-13 **10 minutes**
	Large group debrief: Have each group share briefly what their working definition is of their term. If you have time, you can also debrief these questions.
	Share in chat:

1. Does any framework stick out to you as the most helpful?
2. Are there any frameworks/terms you still have questions about?
3. What may keep you from committing to a "lifestyle" of antiracism/abolition?

Slide #14-17 **10 minutes**
Go over grounding terms definitions.

Slide #14 Justice
DEI are the terms our field uses, but they are not enough. I really like this quote to help explain why. (read quote). It's not enough to have people of color in the room, we need to make sure everyone is genuinely heard and valued. We need justice. And for that we need radical imagination to change systems. It's not enough to have good intentions, we have to incorporate justice in everything we do. And though this study circle is focusing on racial justice, we have to make sure we are intersectional.
Share in chat:
Colleges need a language shift, but not the one you think (essay) (insidehighered.com)

Slide #15 Antiracist, Praxis, Decolonizing
These three terms guide this project and how I think about racism that I experience as a student, teacher, employee of color.
- *So we know antiracist from our video. Kendi describes antiracist as "A policy or idea that produces or sustains racial equity between racial groups." He states that "It's not enough to be 'not racist'" but that an antiracist breaks down the hierarchy that racism creates. It's our job to see how hierarchies are perpetuated in our classrooms whether it's in our curriculum, or our expectations of student communication, etc. He also talks about making mistakes is a part of being antiracist. I think this will come up more when we talk about white supremacy culture, and hopefully we can talk about ways of moving past the fear of making mistakes.*
- *Praxis comes from Paulo Freire's Pedagogy of the Oppressed where he explains that praxis combines reflection and action, which is what I hope to do with this study circle. We have some reflection, but many people tend to get stuck there. We have to take action too.*
- *Decolonization is a newer word for many people I know. Decolonization in my experience comes from Indigenous leaders to help Indigenous people unlearn the extremely harmful practices and ideas of colonization. If you don't know very much about our*

	countries colonial history, especially the genocide of Indigenous people and how that connects to slavery and the systems of racial oppression of today, I recommend the book An Indigenous Peoples' History of the United States by Roxanne Dunbar-Ortiz / Birchbark Books & Native Arts to start.
	Share in chat: https://www.ibramxkendi.com/how-to-be-an-antiracist/ Pedagogy of the Oppressed by Paulo Freire For Indigenous Eyes Only - A Decolonization Handbook / Online Shop / Birchbark Books & Native Arts *An Indigenous Peoples' History of the United States by Roxanne Dunbar-Ortiz / Birchbark Books & Native Arts*
	Slide #16 Decolonizing *A good example of decolonizing is this instagram post from Dr. Rosales Meza. Like I said before, DEI are the terms our field has right now, but I encourage us to look at how they don't push injustice enough. They don't dismantle the system. And to dismantle the system, we have to completely change it. For me, dismantling comes from decolonizing. I really try to think about how to decolonize everything I do. One way for me is to name and dismantle white supremacy culture characteristics, which we will get to soon.*
	Slide #17 Abolitionist Teaching, Culturally Responsive Teaching *Again, I know we have talked about these, but I want to emphasize why I picked them. I really like the way Abolitionist teaching talks about this work is not a gimmick, we have to look at EVERYTHING we do differently. It's a lifestyle. Justice/abolition has to be at the center of everything we do. As we go through our other 4 meetings, we will connect back to Love's work. Love talks about knowing the full student, their full humanity, which I think is what CRT is also saying. And not just assuming our culture is the only way.*
White Supremacy Culture Characteristics **30 minutes**	Slide #18-21 **10 minutes** Introduce White Supremacy Culture Characteristics. *Even though I'm tired of talking about whiteness all of the time, It's important to name whiteness, for the same reasons the panelists named in the Abolitionist Teaching video when they quoted Toni Morrison. We have to name it to dismantle it. And I think for me personally as a person of color, it's important for me to think about how I experience these characteristics, name the racism I face, or how I perpetuate these too because I was also socialized to believe these characteristics were superior.* Slide #19 White Supremacy Culture

Read quote. *As I mentioned before, we have to name whiteness to dismantle it. Okun has created a list of several characteristics that we need to be aware of everyday in how they continue to perpetuate this racist hierarchy. Though Okun has many examples, I wanted to zero in on the ones I think I see the most everyday.*

Slide #20 Characteristics I see the most
- *The biggest one is this assumption that this is only one right way of doing things, or that our way is the only way without realizing there could be many other ways of doing anything. Perfectionism is part of this one. I see people all the time afraid to try to be antiracist bc they are scared of making mistakes. We have to recognize this in ourselves.* Add an example.
- *I would add that urgency often leads to not hearing everyone's voices and then not taking the time to value them. In my experience of adult ed, we have a gift that we aren't beholden to strict timelines in what we teach. Take things slowly, get to know students better, so you planned a 10 minute discussion but the students are still talking. Take the time to let them talk.*
- *With Worship of the Written Word, especially as teachers, we have to consider how we make space for oral cultures and traditions. We will talk more about this in a later meeting.*

Slide #21 Jamboard Activity **10 minutes**
Introduce Jamboard activity. Participants will first do 10 minutes of silent reflection while doing the Jamboard activity.
On each slide, there is a different characteristic and a short description from https://www.whitesupremacyculture.info/characteristics.html.

Choose 2-3 characteristics and answer the following reflective questions on a sticky note(s).

1. What examples have you seen or felt of how this harms or disadvantages learners?
2. In what ways can you move from reflection to action in disrupting these harmful practices?
Share in chat:
Jamboard for White Supremacy Culture Characteristics

Slide #22
Breakout rooms: Groups of 3-4 **10 minutes**
I know it takes a lot of vulnerability to talk about these characteristics. Please share what you feel comfortable with, but I also invite you to lean into the discomfort. Have groups talk about these discussion questions.

	Emphasize that they don't have to answer all questions. Talk about what resonates with them and the group. 1. How was this activity for you? 2. Which characteristics did you pick? 3. What examples have you seen or felt of how this harms or disadvantages BIPOC and other marginalized learners? 4. In what ways can you move from reflection to action in disrupting these harmful practices? If you have extra time, you can do a Large Group Debrief. *I know this wasn't enough time. I encourage you to reflect all the time on how these characteristics show up in your classroom and what you can do to disrupt it when it is perpetuating a hierarchy.*
Examples of Hierarchies in the Classroom **10 minutes**	Slide #23 **10 minutes** Introduce this section of examples of hierarchies in the classroom. *Since this study circle is framed around racist hierarchies, I want to talk a little bit more about some examples.* Slide #24 Asset vs. Deficit *So much of our world and education system looks at English learners as mostly having deficits. We will look more at this in Meeting 3, so this is a quick intro. (Read deficit quote). For example, we only tend to look at them as English learners who can't express complex thoughts in English and forget they come to us as adults with a lifetime of experiences. We have to change our whole way of thinking to see them with assets. (Read asset quote) We have to analyze everything we do. Again, we will talk about this more in Meeting Three.* Share in chat: Breaking Down the Wall (Calderón et al., 2020) Slide #25 Funds of Knowledge *Connected to asset-based thinking is research called Funds of Knowledge. Does everyone know what this is? We will also look at this more in Meeting Three. (Read quote) We are teaching adults and they have a wealth of knowledge that we don't know about. It's up to us as educators to position learners as the experts they are. We are not the only experts in the room.* Slide #26 Monolingualism vs. Multilingualism * Another harmful hierarchy I see is the United State's colonial history and present of assimilation and forcing people to lose their home languages. Our languages inform how we see the world and to lose that is a huge*

	loss. This shouldn't happen to learners today. A lot of the world exists in multilingual societies. It is up to us to figure out how to make our classrooms multilingual so that students never feel the pressure to assimilate. We will talk a lot about this in the following meetings because Translanguaging works against monolingualism. Slide #27 Standardization as harmful *The final harmful hierarchy I want to mention is standardization. As language teachers, we have to ask ourselves, what is standard English, who decided that, and how does this idea harm learners. It's the same thing with assimilation, learners are told all the time that their English isn't correct or good enough, this is the "spirit murdering" Dr. Love is talking about. Learners don't have to sound "white", it is our job to push back against standardization inside and outside of the classroom.*
Applying This to Our Classroom **20 minutes**	Slide #28 Introduce this section of discussing applying this to our classrooms. *We have talked about a lot of things, I want us to narrow down and start brainstorming about a way to move this to our classrooms. Think about your own context (Zoom, low literacy, GED, etc).* Slide #29 Introduce discussion questions. (Could add a couple minutes of silent reflection, or if you run out of time, set up questions as reflection to do before the next meeting where you will revisit them.) Breakout rooms: Groups of 3-4 **15 minutes** Share in chat: 1. What hierarchies exist in your classroom? Where do you see white supremacy characteristics? "Spirit murdering"? Standardized or monolingual ideologies? 2. What are 2-3 things from today's meeting that you could either try or reflect on how to try it in your classroom? (Pick one, we will talk about this next week.) 3. What questions do you still have about today's topics? 4. What do you think resistance to this work looks like in yourself, your administration, colleagues, and/or learners? How could you move past this resistance? If you have extra time, you can do a Large Group Debrief. Reemphasize

	there's never enough time to have as deep of discussions as we want. Encourage them to continue these conversations with each other outside of the meeting and/or with colleagues.

Closing
 	
10 minutes
	Slide #30 **10 minutes**
	Go over tasks for the next and briefly introduce García and Hammond, as main resources, to set up reading.
	After this meeting, you'll get an email of our tasks for next time. Hammond discusses Culturally Responsive Teaching which is the umbrella of all the ways we can honor learners' cultural backgrounds and experiences. García looks at translanguaging which especially honors one part of learners' culture- their linguistic backgrounds and experiences. You'll also notice Hammond discusses a brain-based teaching approach, especially in supporting dependent learners to become independent. We will not be getting into the science of it, because we are looking at how her CRT approach is antiracist, but all of that is super interesting and you should totally come back to that or take notes while you're reading.
	   ● Translanguaging video
	   ● García (2017) article (pp. 11-17; 22-24)
	   ● Hammond (2015) Chapter 2
	
	Slide #31
	Go over Evaluation.
	
	Slide #32
	Show resources from today.
	
	Slide #33
	Ask if there are any remaining questions and close the meeting.

Meeting One Evaluation

1. How well do you feel the following objective was met? 1) Get to know other participants to establish a community of trust and accountability.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 1?

2. How well do you feel the following objective was met? 2) Articulate a working definition of antiracism in the classroom and why it is imperative to implement these practices.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 2?

3. How well do you feel the following objective was met? 3) Identify how frameworks, such as Abolitionist Teaching, Culturally Responsive Teaching, White Supremacy Culture, and Asset-based Approaches, connect to Antiracist Teaching.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 3?

4. You did a number of tasks in preparation for this meeting (videos, readings, reflection questions). Which of the pre-meeting tasks and resources did you find to be the most helpful? Why?

5. Which of the pre-meeting tasks and resources did you find to be the least helpful? Why?

6. During the meeting, we had discussions, Jamboards, brainstorming, etc. Which of the in-meeting activities/discussions did you find to be the most helpful? Why?

7. Which of the in-meeting activities/discussions did you find to be the least helpful? Why?

8. What other comments or questions do you have?

Meeting Two: *What is translanguaging and the four teaching roles García discusses?*
What is the Co-learner Role and how can it be applied to the classroom?

Objectives for Meeting Two:
- Articulate a basic definition of translanguaging and the four teaching roles García discusses.
- Prepare to implement the co-learner role into their adult English classroom through discussion and reflection.
- Share 2-3 antiracist strategies from the week's topic they are interested in trying.
- Try or deeply reflect on 1 strategy to try in their classroom.

Preparation for Meeting Two:
- Send Meeting Two Email (you can make a copy of this template). Prepare and hyperlink all necessary documents that are personalized for your group.
- Familiarize yourself with the Agenda and Google Slides Presentation (make a copy for yourself, which you can adapt as needed). The agenda includes a sample script and links to Jamboards.
- Prepare and familiarize yourself with the Meeting Two Discussion Guide (make a copy for your group and share the link with them. This is a collaborative doc so everyone will work from the same doc).
- If you choose to evaluate the meeting, prepare this Evaluation (you can make a copy of this template) into a Google Form or by printing as a paper copy for participants to directly write on if in-person.

Meeting Two Email:
To: Study Circle Participant
RE: Preparation for Antiracist Praxis Meeting Two

Hello Everyone!

Thank you for a wonderful kick-off to the Antiracist Praxis Study Circle! Here's the Participants' Folder (you can make a folder with all materials so participants have easy access), where you'll have access to slides and activities/Jamboards we do.

Meeting Two will be on **DATE TIME LOCATION**. **Zoom Link**

Again, we will be using a collaborative note-taking document. This time called **Meeting Two Discussion Guide**. **Further instructions with your pre-meeting tasks are in the document, so open soon and read carefully!** Let us know if you have any trouble opening and editing the document. I'm looking forward to more discussion in the next meeting!

Please contact me if you have any questions!

In solidarity,

FACILITATOR NAME, Study Circle Facilitator

Meeting Two Agenda

Jamboard for activities (<mark>make a copy for your group so everyone can work collaboratively</mark>**):**
- Co-learner and Hammond Chapter 2 Discussion Notes

Welcome and Warm-up **20 minutes**	Slide #1 Welcome everyone. Re-introduce yourself and others if you have new participants. Slide #2 Go over Meeting Two objectives and agenda. *Today our main focus is to introduce translanguaging and the teacher roles García suggests. We will hopefully have some more discussions and tangible things to try. So today we will…* Slide #3 Introduce discussion to debrief the previous meeting. *Each week, I want us to take a few minutes to debrief what we reflected on or tried during the week. That way we can keep brainstorming how to implement these ideas into our classrooms. I know last meeting we didn't have a lot of time to brainstorm in the meeting, but I hope everyone got to think about this as part of preparing for Meeting Two. If you weren't here last week, you can reflect on your thoughts from going over Meeting One's materials. Maybe ask the others in your group a question about something you missed.* <mark>Breakout rooms: Groups of 3-4</mark> **10 minutes** Share in chat: 1. What stood out to you? What still puzzles you? 2. What hierarchies exist in your classroom? Where do you see white supremacy characteristics? "Spirit murdering"? Standardized or monolingual ideologies? 3. What did you reflect on / try this week? What happened? How did it go? What could you change for next time? Large Group Debrief: any questions?
Translanguaging and New Teacher Roles 25 minutes	Slide #4 **10 minutes** Introduce Translanguaging. *Alright, on to our topic for today. Is translanguaging new for people?*

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Slide #5

At the end of Meeting One, I told y'all we will be looking at two main sources--García and Hammond. Now Hammond looks at teaching through a Culturally Responsive Teaching lens, and García through Translanguaging. The way it was explained to me is to think of CRT as the main umbrella of including all of learners' cultural identities in the classroom. Translanguaging narrows down into learners' linguistic identities. So, connecting to what we talked about during Meeting One with monolingual ideologies perpetuating racist hierarchies, we are looking at translanguaging because as I said, I think honoring learner's languages in class is key to ending the colonial harm of language teaching. And as we talked about with "decolonization," we have to completely rethink our approach to teaching and I think García does that with translanguaging. It's a new way, at least for me and I'm assuming y'all, to think about languages. So García says translanguaging is…(Read quote).

And I know García talks about bilingual learners mostly, and she mostly works with Spanish/English bilingual teachers and students, which is a very different context than what I am teaching in. Mostly because I do not speak any of my learners' languages, but I invite us to think about how we take some of these principles into our own classrooms.

What's key to Garcia's argument is translanguaging gets rid of racist hierarchies like we talked about with Kendi in Meeting One. We are not worried about political boundaries, we are thinking of languages all part of one tool box.

Slide #6

Introduce New Teacher Roles.

As you read, there are four roles that García suggests. I'm not sure how it was for y'all, but when I read them it was by far the most transformative thing I read in grad school. Something clicked for me. I felt like she so clearly described the main things I thought teaching should look like. Her roles are about sharing the power and expertise, about really getting to know the learners' cultures and languages, building strong relationships that center caring, and included social justice, which is essential. We have to be able to connect social justice inside and outside of the classroom. We have to have conversations with learners about the social issues that matter to them. So, for our next four meetings, we will look at one role each time and talk about what that may look like in each of our

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classrooms. I am using Hammond's book to give us some ideas of how to do each role, so we will be mixing the two sources together.

Slide #7
Introduce Co-learner Role.
Our first role, the one we will be focusing on today, is the co-learner. I know García has detective first, and really detective and co-learner are so similar that I think we can mix them pretty well. However, I chose co-learner to be first because I thought it matched better with Hammond's Chapter 2 and I really wanted to start there. With the co-learner role, we have to be able to see the learners in our classes as experts of many things. That way we are looking at them with an asset-based lens. The wonderful thing about teaching adults is they have so much to share. We have to be willing and able to make space to learn more about their cultures, their ways of doing things and thinking about things. I am going to skip the Funds of Knowledge question for now, because it also connects with the detective role so we will look at Funds of Knowledge more in depth next time. I really like her last question because it is important for us to analyze every aspect of our classrooms, so we are not only seeing learners as experts, but we are also redistributing the power dynamic of teacher and students. How do we give everyone agency?
I also think this connects to what we talked about with Abolitionist Teaching with Dr. Love. Love talks about "seeing the full students, their full humanity" and I think that is what being a co-learner is about.

Slide #8
García gives us a couple great ideas for engaging learners as the experts of their own stories. As someone who studied anthropology, I really love these examples because they incorporate ethnographies, which teach learners to be observers of their own culture and community, plus others. That way you can have really in-depth conversations about cultures, both similarities and differences. These activities give learners agency and control over their creative abilities. Plus, the interviews are a wonderful way to connect with the community outside of the classroom, giving learners authentic ways to practice English. To incorporate translanguaging, you can have learners brainstorm in their language, or write questions in their language and then translate, or even have them say the interviews in their language, but then transfer all that they learn into a presentation in English.

	Slide #9 Introduce discussion questions.
	Breakout rooms: Groups of 3-4 **10 minutes**
	Share in chat:
	Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively)
	
	1. Is translanguaging different from what you learned before about learning English as an additional language? How so?
	    ○ Does this definition help you change the way you think about teaching English? How so?
	    ○ Do you already make space for other languages in your classroom? How so?
	2. What are your initial thoughts about the 4 teacher roles García suggests?
	    ○ Are there examples of how you already play the role of co-learner in your classroom? If so, what is an example?
	
	Large Group Debrief: any questions? **5 minutes**

Culture Tree **30 minutes**	Slide #10 **5 minutes** Introduce connecting Co-learner to Hammond's (2015) Culture Tree on p. 24. Slide #11 Culture Tree *So as I mentioned earlier, to learn from students, we have to make space for them to share their own stories, while keeping in mind that we need to make sharing optional because we don't want to force anyone to share traumatic experiences. But at the same time, I think learners are willing to share a lot and we need to make space for that. Sometimes we don't even realize how much of our culture influences the stories/ curriculum we pick and questions we ask. (Give an example.) It's such a good example of how culture shapes the smallest of things. It's so hard to know when we make assumptions because we don't know what we don't know, but we can increase our awareness that we do not have the only right way of doing something, so we can be on the lookout for other explanations and ask learners about their own experiences. I have found the Culture Tree by Hammond (2015) to be a great tool to examine my own lessons and make space to learn about students' cultures. Let's take a closer look.* *Similar to the iceberg, but I like this version which comes from. Hammond says "A tree is part of a bigger ecosystem that shapes and impacts its growth and development" (p. 24). There are three levels. Many classes typically think talking about food and music is enough. As a teacher, it is my job to facilitate conversations that get at the heart of deeper parts of culture. That's what makes class relevant and antiracist because as I learn about different ways of doing things and thinking about things, I realize*

how to not base every aspect of class on my own culture.

Slide #12 Surface Culture
The leaves are what Hammond considers as the surface culture. These are the everyday observable patterns that most people think of when they think of culture, like language, food and holidays. Hammond explains that these are really only surface level with a low emotional impact on people. These things don't build trust in a deep way.

Slide #13 Shallow Culture
*The trunk of the tree is the shallow culture. These are things like the concept of time, tempo of work, and nonverbal communication. These are unspoken rules, and they have a higher impact on building trust and relationships with people. I see how so many of these play out every day in cross-cultural communication. (*Give an example*)*
With immigrants→ eye contact, nonverbal, time.

Slide #14 Deep Culture
Finally, we have the roots which represent deep culture like how we make decisions, our notions of fairness, and concepts of self (like if we value individualism or collectivism.) These are the collective unconscious beliefs and norms that drive our culture. Understanding these have an intense emotional impact on building relationships.

Slide #15 Suggestions
These are some suggestions for using this tool. There are great reflection questions based on the tree in Chapter 4. They will be part of your preparation for our next meeting. And then these are some suggested questions to ask yourself while making lessons or thinking about activities.

Slide #16 Introduce discussion questions. *We are going to use this Jamboard to take notes during our discussions, so we can see each others' ideas for how to implement these ideas into our classrooms.*
Breakout rooms: Groups of 3-4 **20 minutes**
Share in chat:
Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively)
Think about a time when an aspect of culture led to miscommunication with a learner.
1. Which aspect(s) of culture could you ask your students about to truly understand where miscommunication comes from?
2. Which aspect(s) might be interesting to talk about as you build relationships with students?
3. Which aspect(s) do you want to reflect on more about yourself?

	4. How could you use the Culture Tree as a tool in your classroom? Large Group Debrief: any questions? **5 minutes**
Cultural Archetypes **5 minutes**	Slide #17 **5 minutes** Introduce Cultural Archetypes. *Let's connect the co-learner role with Hammond's discussion about Cultural Archetypes. Hammond is just scratching the surface of what collectivist or cooperative learning looks like in this chapter.* Slide #18 Individualism vs. Collectivism *Hammond (2015) talks about how Individualism and Collectivism are a continuum. I think it's important for us to reflect on where we fall on the continuum and then think about where learners fall. I'm assuming most of us have been socially conditioned to believe that individualism is the dominant culture here in the United States. I agree with Hammond that many learners come from collectivist cultures, so it is important for us to talk about collectivism in our classrooms because it makes space for other ways of thinking and being for learners. When we make space for collectivism then we are acknowledging there is more than one way to do activities, interact with each other, or even to interpret a story.* Slide #19 Oral Traditions *For the same reason of making space for other ways of doing and thinking, it is important for us to think about how to use the asset of oral traditions that so many learners have. Hammond talks more about oral traditions in later chapters which we will look at in the next meeting, but we can still start thinking about how we use oral traditions in our classroom, especially since they are connected to collectivist cultures usually.*
Applying This to Our Classroom **30 minutes**	Slide #20 *We have talked about a lot of things, I want us to narrow down and start brainstorming about a way to move this to our classrooms. Think about your own context (Zoom, low literacy, GED, etc).* Slide #21 Introduce discussion questions. Remind everyone we will debrief at the beginning of the next meeting how reflecting on or trying something new went. (Could add a couple minutes of silent reflection, or if you run out of time, set up questions as reflection to do before the next meeting where you will revisit them.)

	Breakout rooms: Groups of 3-4 **30 minutes** Share in chat: Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively) 1. What does cooperative/collectivist learning look like in your classroom? How do we balance having individualist and collectivist learners? 2. What activities based on oral traditions do you already use? 3. What are 2-3 things from today's meeting that you could either try or reflect on how to try it in your classroom? (Pick one to try or reflect on more, we will talk about this next week.) 4. What questions do you still have about today's topics?
Closing **10 minutes**	Slide #22 **5 minutes** Questions or comments? Reemphasize there's never enough time to have as deep of discussions as we want. Encourage them to continue these conversations with each other outside of the meeting and/or with colleagues. Go over tasks for the next meeting.. *I will send an email after this meeting with more details about your pre-meeting tasks.* ● Hammond (2015) Chapter 4 pp. 52-58 Reflection questions ● Review *García* article with focus on pp. 17-21 ● Hammond (2015) Chapter 8 ● Hammond (2015) Chapter 9 Slide #23 **5 minutes** Evaluation Slide #24 Show resources from today. Slide #25 Thank everyone and close the meeting.

Meeting Two Evaluation

1. How well do you feel the following objective was met? 1) Articulate a basic definition of translanguaging and the four teaching roles García discusses.

    1 (Not met) - 5 (Very clearly met)

    Comments about Objective 1?

2. How well do you feel the following objective was met? 2) Prepare to implement the co-learner role into their adult English classroom through discussion and reflection.

    1 (Not met) - 5 (Very clearly met)

    Comments about Objective 2?

3. How well do you feel the following objective was met? 3) Share 2-3 antiracist strategies from the week's topic they are interested in trying.

    1 (Not met) - 5 (Very clearly met)

    Comments about Objective 3?

4. How ready are you to do the following objective? 4) Try or deeply reflect on 1 strategy to try in their classroom.

    1 (Not ready to do this yet) - 5 (I'm quite ready to do this)

    Comments about Objective 4?

5. You did a number of tasks in preparation for this meeting (videos, readings, reflection questions). Which of the pre-meeting tasks and resources did you find to be the most helpful? Why?

6. Which of the pre-meeting tasks and resources did you find to be the least helpful? Why?

7. During the meeting, we had discussions, Jamboards, brainstorming, etc. Which of the in-meeting activities/discussions did you find to be the most helpful? Why?

8. Which of the in-meeting activities/discussions did you find to be the least helpful? Why?

9. What other comments or questions do you have?

Meeting Three: *What is the Detective Role and how can it be applied to the classroom?*

Objectives for Meeting Three:
- Articulate what the detective role is and how it can be applied to their classroom.
- Articulate a working definition of funds of knowledge and asset-based practices.
- Prepare to implement the detective role into their adult English classroom through discussion and reflection.
- Share 2-3 antiracist strategies from the week's topic they are interested in trying.
- Try or deeply reflect on 1 strategy to try in their classroom.

Preparation for Meeting Three:
- Send [Meeting Three Email](#) (you can make a copy of this template). Prepare and hyperlink all necessary documents that are personalized for your group.
- Familiarize yourself with the [Agenda](#) and [Google Slides Presentation](#) (make a copy for yourself, which you can adapt as needed). The agenda includes a sample script and links to Jamboards.
- Prepare and familiarize yourself with the [Meeting Three Discussion Guide](#) (make a copy for your group and share the link with them. This is a collaborative doc so everyone will work from the same doc).
- If you choose to evaluate the meeting, prepare this [Evaluation](#) (you can make a copy of this template) into a Google Form or by printing as a paper copy for participants to directly write on if in-person

Meeting Three Email:
To: Study Circle Participant
RE: Preparation for Antiracist Praxis Meeting Three

Hello Everyone!

Thank you for another fantastic meeting for the Antiracist Praxis Study Circle!

Meeting Three will be **DATE TIME LOCATION** **Zoom link**

Again, we will be using a collaborative note-taking document. This time called **Meeting Three Discussion Guide**. Further instructions with your pre-meeting tasks are in the document, so read carefully! Let us know if you have any trouble opening and editing the document.

Please contact me if you have any questions!

Nevertheless we resist,

FACILITATOR NAME, Study Circle Facilitator

Meeting Three Agenda

Jamboard for activities (<mark>make a copy for your group so everyone can work collaboratively</mark>)**:**
- [Detective Role and Hammond Chapters 8 & 9 Discussion Notes](#)

Welcome and Warm-up **20 minutes**	Slide #1 Welcome everyone. Slide #2 Go over Meeting Three objectives and agenda. *Today our main focus is to look at the detective role. So today we will… (Read slide).* Slide #3 Introduce discussion to debrief the previous meeting. *I want to start by reviewing translanguaging. Remember that we are looking at language as one language toolbox or repertoire. And students get to choose how and when they use each tool. I know García's context is very different from my own. She is working with bilingual teachers and students who are constantly communicating with each other in Spanglish. To me, the way I bring this idea to my teaching is to remember to use learners' languages they are already proficient in as a tool to learn and use English. Once they are fluent enough with English they will be able to adapt and use their languages as they see fit.* *I also want to remind us of our discussion guidelines in relation to our conversation with white supremacy culture characteristics--it's important to keep an open mind and not assume you know the right answer or that there's only one right way. We are engaging with these questions and figuring out what translanguaging can look like in our classrooms. Push yourself to expand your thinking which Dr. Love talks about with what she calls radical imagination. I know translanguaging is a different way of thinking and it will take time for each of us to figure out what it means for us and our classes.* *If you didn't have time to do the Ch 4 questions, I highly recommend doing them as a longer term reflection journey. Even if you did do some of the questions. Remember for Praxis we need reflection and action, so take your time with the questions.* <mark style="background:cyan">Breakout rooms: Groups of 3-4</mark> **10 minutes**

	Share in chat: 1. What stood out to you? What still puzzles you? 2. What did you reflect on/try this week? What happened? How did it go? What could you change for next time? 3. How'd the Chapter 4 reflection questions go? Any insights you want to share? Large Group Debrief: any questions?
Detective Role and Funds of Knowledge **35 minutes**	Slide #4 **10 minutes** Introduce the Detective Role and Funds of Knowledge section. Slide #5 Detective Role *García defines the detective as this...(*Read quote*). As you can see it's similar to the co-learner which makes space for learners to be experts of their own culture and experiences so they can share that with the class, but the detective also gets at finding out more about what motivates the learner and how they use language. All of these questions represent examples of Funds of Knowledge which I told you we would come back to in this meeting.* Slide #6 *In this part of the definition García highlights in more detail how as teachers we need to be detectives to find out how learners communicate and think critically, including in their other languages. I have to admit that this to me seems like the most challenging, but I'm excited to talk with y'all more to figure out how we can do that. In García's article she gives a helpful example.* Slide #7 Funds of Knowledge *Since I've mentioned Funds of Knowledge a couple times, let's take a closer look at the definition and what it can look like. If you remember from Meeting One, we talked about how Funds of Knowledge looks at learners with assets acknowledging they have a lifetime of expertise and experiences in ways that are often overlooked. One of my favorite examples from Moll et al. (2013) is how migrant farm workers have a wealth of knowledge about soil science and plants, but that's not often considered since they may not have gotten that knowledge at an official "school".* *This quote comes from a book called Breaking Down the Wall by (Calderón et al., 2020) who we briefly talked about in Meeting one. These are suggestions for shifting from a deficit-based to an asset-based perspective. The authors go into more detail about each*

	*of these suggestions, if you're interested. I highly recommend this whole book. (*Read quote*).*
	Slide #8-9 Suggested Questions *Calderón et al. (2020) also have a list of suggested questions to ask students to start getting at what their funds of knowledge is. These are adapted to fit teaching adults, but I think it's a good starting place and it's helpful to see them written out like this. The authors also go into more detail in the book.*
	Slide #10 Introduce Garcia example of Translanguaging and discussion questions. *I really love this example García gives because it is such an innovative way to see how a teacher incorporates a student's linguistic and cultural knowledge. She builds community by having learners talk in language groups and get to know the new student. Then she creates a whole lesson around something he is an expert in and they use language groups to negotiate for meaning and to translate together to then learn English patterns of language. They have a conversation about emotion words in each of their languages to connect to how they felt hearing the new student play music. So, let's unpack this a little. (*Read questions*).*

	Breakout rooms: Groups of 3-4; **20 minutes**
	Share in chat:
	Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively)
	    1. Are there examples of how you already play the role of detective in your classroom? If so, what is an example?
	    2. In García's example with Carlos:
	        a. How does the teacher utilize learners' funds of knowledge and translanguaging?
	        b. What are new practices for you? New ideas?
	        c. What do you want to try?
	        d. What do you do if there is only one person for a language?
	
	Large Group Debrief: any questions? **5 minutes**

Culturally Responsive Cognitive Routines and Collectivist Routines and Rituals	Slide #11 **10 minutes** Introduce Culturally Responsive Cognitive Routines (Chapter 8). *Okay, let's connect the detective role with what Hammond (2015) talks about in Chapter 8 where she talks about Culturally Responsive Cognitive Routines. Keep in mind that these routines can't just be*

30 minutes	*about what we think is Culturally Responsive. We need to ask learners what they like, what helps them.*
	Slide #12 Culturally Responsive Techniques *Hammond (2015) gives us a few examples of techniques we can include which grow out of learning traditions from oral cultures, such as…(Read examples). Using these activities draws from the assets of learners who come from more oral traditions. They also help our brain process information.*
	Slide #13 Ignite and Chunk *Hammond (2015) also talks about 4 instructional strategies as part of a cognitive routine to help students learn new information. These stages are probably similar or the same to how each of us were taught to set up lesson flow, but I like having this reminder of how this process can build on culturally responsive practices. In the first stage, ignite, we need to get the brain's attention by connecting the content to learners' lives. Hammond gives examples of oral traditions you can include in this stage. (Read examples.)* *The second stage is chunk, which reminds us to make the information digestible. I think in this stage it's important to remember that you can get learners' input on what a digestible amount is, or remember that we can resist urgency by letting conversations or activities go longer than we planned if it is beneficial to the learners.*
	Slide #14 Chew *In the third stage, chew, learners are really focusing on actively processing the new information. Hammond (2015) highlights specific cognitive routine questions that learners should be able to work through each lesson, helping them learn. The culturally responsive examples she gives are…(Read examples).*
	Slide #15 Review *In the final stage, review, Hammond (2015) shows that it's important for learners to apply what they learn. This stage is where you can think about assessments, including those that use oral traditions as opposed to only traditional written tests and other assessments. Oral traditions Hammond suggests are…(Read examples). I especially like doing projects that end in presentations.*
	Slide #16 Introduce Collectivist Routines and Rituals (Chapter 9). *Then, in Chapter 9, Hammond (2015) discusses collectivist-based routines and rituals.*

	Slide #17 Collectivist Routines
	*Hammond (2015) stresses that it's important to talk to learners about why we do routines, how they help them learn and build community. Some suggestions she gives include... (*Read examples). *Remember that we should also ask learners about their input of what routines they like and want to do.*
	
	Slide #18 Collectivist Rituals
	*With rituals, Hammond (2015) explains that an important part of collectivist cultures is connecting to spirits and emotions. Some ways she suggests doing this are…(*Read examples*). Again, a great way to do this is to ask learners' input and see what suggestions they have.*
	
	Slide #19
	Introduce discussion questions.
	To think more about these routines and rituals, we will discuss these questions.
	Breakout rooms: Groups of 3-4 **20 minutes**
	Share in chat:
	Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively)
	  1. What culturally responsive cognitive routines do you already use (pp. 127-138)? Which do you want to try?
	  2. What collectivist routines/rituals do you already use (pp. 146-148)? Which do you want to try?
	  3. How could you use translanguaging in cognitive and collectivist routines and rituals?
	
	Large Group Debrief: any questions? **5 minutes**

Applying This to Our Classrooms **20 minutes**	Slide #20 **2 minutes** Introduce Applying This to Our Classrooms section. *So we have talked about a lot of things. Let's keep narrowing down and brainstorming about ways to move these ideas to our classrooms. Think about your own context (Zoom, low literacy, GED, etc).* Slide #21 Introduce discussion questions. (Could add a couple minutes of silent reflection, or if you run out of time, set up questions as reflection to do before the next meeting where you will revisit them.) Breakout rooms: Groups of 3-4; **18 minutes** Share in chat:

	Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively) 1. What are 2-3 things from today's meeting that you could either try or reflect on how to try it in your classroom? (Pick one to try or reflect on more, we will talk about this next week.) 2. What questions do you still have about today's topics?
Closing **10 minutes**	Slide #21 **5 minutes** Questions or comments? Reemphasize there's never enough time to have as deep of discussions as we want. Encourage them to continue these conversations with each other outside of the meeting and/or with colleagues. Slide #22 Go over tasks for the next meeting.. *I will send an email after this meeting with more details about your pre-meeting tasks.* ☐ Hammond Ch 5 ☐ Hammond Ch 6 Slide #23 **5 minutes** Evaluation Slide #24 Show resources from today. Slide #25 Thank everyone and close the meeting.

Meeting Three Evaluation

1. How well do you feel the following objective was met? 1) Articulate what the detective role is and how it can be applied to their classroom.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 1?

2. How well do you feel the following objective was met? 2) Articulate a working definition of funds of knowledge and asset-based practices.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 2?

3. How well do you feel the following objective was met? 3) Prepare to implement the detective role into their adult English classroom through discussion and reflection.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 3?

4. How well do you feel the following objective was met? 4) Share 2-3 antiracist strategies from the week's topic they are interested in trying.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 4?

5. How ready are you to do the following objective? 5) Try or deeply reflect on 1 strategy to try in their classroom.

   1 (Not ready to do this yet) - 5 (I'm quite ready to do this)

   Comments about Objective 5?

6. You did a number of tasks in preparation for this meeting (videos, readings, reflection questions). Which of the pre-meeting tasks and resources did you find to be the most helpful? Why?

7. Which of the pre-meeting tasks and resources did you find to be the least helpful? Why?

8. During the meeting, we had discussions, Jamboards, brainstorming, etc. Which of the in-meeting activities/discussions did you find to be the most helpful? Why?

9. Which of the in-meeting activities/discussions did you find to be the least helpful? Why?

10. What other comments or questions do you have?

Meeting Four: *What is the Builder Role and how can it be applied to the classroom?*

Objectives for Meeting Four:
- Articulate what the builder role is and how it can be applied to their classroom.
- Prepare to implement the builder role into their adult English classroom through discussion and reflection.
- Share 2-3 antiracist strategies from the week's topic they are interested in trying.
- Try or deeply reflect on 1 strategy to try in their classroom.

Preparation for Meeting Four:
- Send Meeting Four Email (you can make a copy of this template). Prepare and hyperlink all necessary documents that are personalized for your group.
- Familiarize yourself with the Agenda and Google Slides Presentation (make a copy for yourself, which you can adapt as needed). The agenda includes a sample script and links to Jamboards.
- Prepare and familiarize yourself with the Meeting Four Discussion Guide (make a copy for your group and share the link with them. This is a collaborative doc so everyone will work from the same doc).
- If you choose to evaluate the meeting, prepare this Evaluation (you can make a copy of this template) into a Google Form or by printing as a paper copy for participants to directly write on if in-person

Meeting Four Email:
To: Study Circle Participant
RE: Preparation for Antiracist Praxis Meeting Four

Hello Everyone!

Another phenomenal meeting! Thanks so much for your participation and engagement!

Meeting Four will be **DATE TIME LOCATION**
Zoom link

Again, we will be using a collaborative note-taking document. This time called **Meeting Four Discussion Guide**. Further instructions with your pre-meeting tasks are in the document, so read carefully! Let us know if you have any trouble opening and editing the document.

Please contact me if you have any questions!

Stay curious,

FACILITATOR NAME, Study Circle Facilitator

Meeting Four Agenda

Jamboard for activities (<mark>make a copy for your group so everyone can work collaboratively</mark>)**:**
- [Builder and Hammond Chapter 5 & 6 Discussion Notes](#)

Welcome and Warm-up
 	
20 minutes
	Slide #1
	Welcome everyone.
	
	Slide #2
	Go over Meeting Four objectives and agenda.
	*Today our main focus is to look at the builder role. So today we will… (*Read slide*).*
	
	Slide #3
	Introduce discussion to debrief the previous meeting.
	<mark>Breakout rooms: Groups of 3-4</mark> **10 minutes**
	Share in chat:
	    1. What stood out to you? What still puzzles you?
	    2. What did you reflect on/try this week? What happened? How did it go? What could you change for next time?
	
	Large Group Debrief: any questions?

Builder Role **30 minutes**	Slide #4 **10 minutes** Introduce the Builder Role section. Slide #5 Builder *With the builder role, García (2017) is arguing for a community of learning between learners and, also, between learners and the teacher. The way I first interpreted her definition was in order to build an affinity space which includes the teacher, teachers have to build deeper relationships with learners. As an educator, you can't be a co-learner or detective if learners don't trust you. The only way we know what makes an affinity space with learners through their definition of what makes them feel safe is through trust and conversation with them. In our next section we will look at how Hammond (2015) talks about building relationships with trust through learning partnerships. But in this definition, García talks about making space for learner affinity groups, so let's talk more about that.* Slide #6 Introduce discussion questions.

	Breakout rooms: Groups of 3-4 **15 minutes**
	Share in chat:
	Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively)
	    1. Are there examples of how you already play the role of builder in your classroom? If so, what is an example?
	         ○ How do you create a community environment regardless of differing identities?
	         ○ Do learners have the freedom to influence topics and activities? How so?
	         ○ Do learners work in regular affinity groups? How so?
	         ○ How could learners use same-language affinity groups in your classroom?
	
	Large Group Debrief: any questions? **5 minutes**

Learning Partnerships **35 minutes**	Slide #7 **10 minutes** Introduce Learning Partnerships (Chapter 5). *Now that we have talked about the builder role, let's look at some examples from Hammond (2015) on how she recommends building relationships and partnerships with learners.* Slide #8 Trust in Partnerships *Hammond (2015) explains that trust is at the core of positive relationships and that caring is the way we generate trust. She reminds us that not only caring about but actively caring for learners. I know quite often it's hard to do this because teachers worry about the time it takes to build relationships with all learners and the boundaries teachers need to set for their own self-care. But, I think it's worth exploring how we can do this while still respecting our own boundaries. In addition, it's important to note that often we do a better job building relationships with some students over others. This can be unconscious bias, so it's important to be aware of how deliberately or randomly we build relationships in our classrooms.* *Hammond goes on to say that trust also has to do with affirmation which she defines as acknowledging the personhood of learners. This gets back to what we talked about the first day with both Trevor Noah and Dr. Love, we have to see the full humanity of learners. Hammond emphasizes that affirmation is NOT about building a person's self esteem. That is a deficit view to think that you need to help them feel better about themselves. Affirmation is acknowledging their humanity, showing them you see the good work they are doing and building trust in your partnership with them. And remember, when talking about the co-learner, we talked about disrupting the power imbalance in the classroom. That's why Hammond talks about partnerships.*

Slide #9 Trust Generators
Hammond (2015) says (Read Quote). To build trust in partnerships, authenticity and vulnerability are essential, but sometimes we miss doing these because of barriers like the bouradiaries we were just talking about. Sometimes we don't have time because of how the whole system gives us very few resources. To see what authenticity and vulnerability can look like, Hammond has these trust generators that I really like. I find these helpful because in my experience I rarely see ways to build relationships this explicit. So, we can look at these, reflect, and be intentional about how we grow partnerships. For me, it's all about slowing down, getting away from urgency.
And sometimes it is helpful to make these connections not only about why it's a nice thing to do, or how to be a nice person, but how it is antiracist because you have to intentionally be aware of how you might do this with some people but not others. (You can read through the generators, or take silent time for participants to read, or however you best see fit.)

Slide #10 Listening Tips
And this is a list of reminders Hammond (2015) has about how to be better listeners throughout the chapter. Listening is how you make space for other cultures and genuinely include them. Remember inclusion is not enough. We have to invite others' voices and then value them. That is justice. That is antiracism. In addition, don't force people to have these conversations, especially in large groups. Do this in an authentic way that works for your classroom community.

Slide #11 Rapport Tally
And finally from Chapter 5, Hammond (2015) has a helpful organizer to keep track of how much you intentionally engage and build a relationship with a certain learner. This list is Hammond's suggested steps of how to slow down and intentionally build a partnership with a learner. At first this process felt a little mechanical to me, but I really do think when we are busy teachers it's helpful to have this laid out explicitly like the Trust Generators, so hopefully this can be helpful to others.

Slide #12
Introduce discussion questions.
Radical Imagination comes from Dr. Love's book, which is similar to our conversation about decolonizing by totally reimagining the current system. It can be hard, but radical imagination is needed if we change the system that is keeping teachers from building relationships in the classroom.
Breakout rooms: Groups of 3-4 **20 minutes**
Share in chat:
Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively)

	1. How do you create a sense of trust and safety in your relationship with learners? Do you do this deliberately or randomly? 2. How can you learn more about what would help learners feel safe and trusting from their perspective and experiences? 3. Using radical imagination, how can you overcome current barriers to building genuine partnerships? 4. How can the trust generators help you take the time to be vulnerable and authentic? Large Group Debrief: any questions? **5 minutes**
Warm Demander **5 minutes**	Slide #13 **5 minutes** Introduce the Warm Demander section from Chapter 6. Slide #14 *To be a warm demander, Hammond (2015) essentially explains that there has to be personal warmth or caring plus high standards for there to be an asset-based approach. If you're only caring, like I definitely am, then you can have a deficit lens by holding learners to low standards. I struggle with this idea because I don't want to push too much like a technocrat, but then I wonder if we don't do enough English. Like I said, I still struggle with this and I don't know what the right balance is. (*Read quote*).*
Applying This to Our Classrooms **25 minutes**	Slide #15 Introduce Applying This to Our Classrooms section. *For this section, we are going to have some extra time to combine talking about the warm demander plus our usual questions about 2-3 things you want to try. We have talked about a lot of things, so let's keep narrowing down and brainstorming about ways to move these ideas to our classrooms. Think about your own context (Zoom, low literacy, GED, etc).* (Could add a couple minutes of silent reflection, or if you run out of time, set up questions as reflection to do before the next meeting where you will revisit them.) Slide #16 Introduce discussion questions. Breakout rooms: Groups of 3-4 **25 minutes** Share in chat: Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively) 1. Of the four types of teacher, what type are you? (p. 99) 2. Do you agree with Hammond that a Warm Demander encourages educators to have an asset-based approach while caring for learners? 3. How are you already a Warm Demander? What could you do to

	become one? 4. How could you use the Learning Partnership Alliance features (The Pact, Teacher as Ally, Student as Driver of their own learning)? (p. 92-101) 5. What are 2-3 things from today's meeting that you could either try or reflect on how to try it in your classroom? (Pick one to try or reflect on more, we will talk about this next week.) 6. What questions do you still have about today's topics?

Closing
 	
10 minutes
	Slide #16 **5 minutes**
	Questions or comments?
	Reemphasize there's never enough time to have as deep of discussions as we want. Encourage them to continue these conversations with each other outside of the meeting and/or with colleagues.
	
	Slide #17
	Go over tasks for the next meeting..
	I will send an email after this meeting with more details about your pre-meeting tasks.
	  ☐ Dr. Love Co-conspirator Video (~37:24-51:00)
	  ☐ Deeper Reflection
	
	Slide #18 **5 minutes**
	Evaluation
	
	Slide #19
	Show resources from today.
	
	Slide #20
	Thank everyone and close the meeting.

Meeting Four Evaluation

1. How well do you feel the following objective was met? 1) Articulate what the builder role is and how it can be applied to their classroom.

    1 (Not met) - 5 (Very clearly met)

    Comments about Objective 1?

2. How well do you feel the following objective was met? 2) Prepare to implement the builder role into their adult English classroom through discussion and reflection.

    1 (Not met) - 5 (Very clearly met)

    Comments about Objective 2?

3. How well do you feel the following objective was met? 3) Share 2-3 antiracist strategies from the week's topic they are interested in trying.

    1 (Not met) - 5 (Very clearly met)

    Comments about Objective 3?

4. How ready are you to do the following objective? 4) Try or deeply reflect on 1 strategy to try in their classroom.

    1 (Not ready to do this yet) - 5 (I'm quite ready to do this)

    Comments about Objective 4?

5. You did a number of tasks in preparation for this meeting (videos, readings, reflection questions). Which of the pre-meeting tasks and resources did you find to be the most helpful? Why?

6. Which of the pre-meeting tasks and resources did you find to be the least helpful? Why?

7. During the meeting, we had discussions, Jamboards, brainstorming, etc. Which of the in-meeting activities/discussions did you find to be the most helpful? Why?

8. Which of the in-meeting activities/discussions did you find to be the least helpful? Why?

9. What other comments or questions do you have?

Meeting Five: *What is the Transformer Role and how can it be applied to the classroom?*

Objectives for Meeting Five:
- Articulate what the transformer role is and how it can be applied in their classroom.
- Prepare to implement the transformer role into their adult English classroom through discussion and reflection.
- Articulate how as educators we can be co-conspirators and why that is necessary to break down systems that negatively affect the learners we serve.
- Reflect on how implementation went to continually improve and make practices sustainable.
- Share 2-3 antiracist strategies from the week's topic they are interested in trying.
- Try or deeply reflect on 1 strategy to try in their classroom.

Preparation for Meeting Five:
- Send Meeting Five Email (you can make a copy of this template). Prepare and hyperlink all necessary documents that are personalized for your group.
- Familiarize yourself with the Agenda and Google Slides Presentation (make a copy for yourself, which you can adapt as needed). The agenda includes a sample script and links to Jamboards.
- Prepare and familiarize yourself with the Meeting Five Discussion Guide (make a copy for your group and share the link with them. This is a collaborative doc so everyone will work from the same doc).
- If you choose to evaluate the meeting, prepare this Evaluation (you can make a copy of this template) into a Google Form or by printing as a paper copy for participants to directly write on if in-person

Meeting Five Email:
To: Study Circle Participant
RE: Preparation for Antiracist Praxis Meeting Five

Hello Everyone!

Here's the last preparation email! I really appreciate y'all being on this antiracist journey with us!

Meeting Five will be **DATE TIME LOCATION**
Zoom link

Our final meeting will focus on what we need to do to be allies, or co-conspirators, for our learners in and out of the classroom, including discussing what support we need to do this work. Here's our final collaborative note-taking document called **Meeting Five Discussion Guide**.

Further instructions with your pre-meeting tasks are in the document, so read carefully! Let us know if you have any trouble opening and editing the document.

You have __ weeks to complete the pre-meeting tasks. I hope everyone is able to rest some. As we will talk about during our final meeting, an important part of the antiracist journey is self care and joy.

Wishing y'all an abundance of rest and joy,

FACILITATOR NAME, Study Circle Facilitator

Meeting Five Agenda

Jamboard for activities (<mark>make a copy for your group so everyone can work collaboratively</mark>)**:**
- [Transformer Role and Being a Co-conspirator Discussion Notes](#)

Welcome and Warm-up
 	
20 minutes
	Slide #1
	Welcome everyone.
	
	Slide #2
	Go over Meeting Four objectives and agenda.
	Today our main focus is to look at the transformer role. So today we will… (*Read slide*).
	
	Slide #3
	Introduce discussion to debrief the previous meeting.
	<mark>Breakout rooms: Groups of 3-4</mark> **10 minutes**
	Share in chat:
	    1. What stood out to you? What still puzzles you?
	    2. What did you reflect on/try this week? What happened? How did it go? What could you change for next time?
	
	Large Group Debrief: any questions?

Transformer Role **25 minutes**	Slide #4 **5 minutes** Introduce Transformer Role section. Slide #5 Transformer *Though all of García's (2017) roles are important, I was most excited to read about the transformer role. If we are to be antiracist and abolitionist teachers, we cannot ignore the fact that social justice has to be part of everything we do in and out of the classroom. We have to be willing to talk to learners about social justice issues, such as the language bias and racial descrimination they may face. We have to open space in the classroom to talk about issues that affect their daily lives. As teachers we can't question standard English by ourselves, ask learners to think about this too. We can have learners do activities out in the community as critical sociolinguists doing interviews and observations about how people use language. So many teachers shy away from talking about this stuff, but like bell hooks says "No education is politically neutral." Silence is a form of violence and to be a transformer we have to lean into these topics if students want to talk about them. If fear of making mistakes and saying the wrong thing keeps*

	you from talking about social justice in class, remember Kendi said that to be antiracist is to make mistakes. Resist perfectionism and try. We will look more at how Dr. Love suggests we do this in a minute.
	
	Slide #6
	Introduce discussion questions.
	==Breakout rooms: Groups of 3-4== **15 minutes**
	Share in chat:p
	Jamboard Discussion Notes ==(add your group's copy so everyone can work collaboratively)==
	    1. Are there examples of how you already play the role of transformer in your classroom? If so, what is an example?
	    2. What does it mean to be a critical sociolinguist? How can learners be critical sociolinguists? What activities can they do in the class and community?
	    3. How can teachers break this violence of language (standardization, native, linguicism, accents)?
	    4. What does it mean for English teachers to liberate rather than oppress? What does that look like?
	
	Large Group Debrief: any questions? **5 minutes**

Applying Being a Co-conspirator **35 minutes**	Slide #7 **10 minutes** Introduce section. *For our last meeting, our set up is going to be a little different. We will talk about Dr. Love's comments on being a co-conspirator and then directly start talking about applying what we learned about the transformer role into our classrooms.* Slide #8 Co-conspirator Introduce being a Co-conspirator. *In Dr. Love's book, she goes into more detail about what she says about being a co-conspirator in the video. I highly recommend the book. But her main point is that "to be an abolitionist, you have to be a co-conspirator." Love explains this is a verb not a noun which means there has to be action, just like we have been talking about with praxis. Love gives the example of James Tyson with Bree Newsome. When she climbed that pole in South Carolina, he took a risk to protect her from the police tasing the pole. The risks we take might look different for all of us. For some of us, it might be risking not being the most likeable person in the school because you keep pushing for systemic change, or you might actually risk your job to stand up for a BIPOC employee. Or, you might risk your right to comfort by*

	talking about things with your class that make you uncomfortable. We have to examine the intersections of our privilege, and I say this to BIPOC people too. Even as a person of color, I can't ignore that I have privilege because I am light skinned and was born in the US, so English is my first language and I went to great schools. How can you use some privilege that you have to support learners and take risks? And the last quote on this slide connects to what we have discussed about how we have to keep having these conversations. Antiracist and abolitionist teaching and being a co-conspirator is a lifetime journey and 5 meetings is not enough to create real change. We have to keep going. Slide #9 Co-conspirator *To illustrate these points in the book, Love uses this co-conspirator statement from Allies for Change. I think this is a great example of statements that co-conspirators/educators can make to help guide action.* (Read list). Slide #10 Introduce discussion questions. <mark>Breakout rooms: Groups of 3-4</mark> **20 minutes** Share in chat: Jamboard Discussion Notes <mark>(add your group's copy so everyone can work collaboratively</mark>) 1. What feelings does the term "co-conspirator" bring up in you? 2. In what ways can educators be abolitionists and co-conspirators, especially when working with English learners? 3. What kind of risks can educators take for learners? 4. What are 2-3 things from today's meeting that you could either try or reflect on how to try it in your classroom? (Pick one to try or reflect on more, but we will not talk about it next week.) 5. What questions do you still have about today's topics? Large Group Debrief: any questions? **5 minutes**
Beyond the Study Circle **35 minutes**	Slide #11 **10 minutes** Introduce the final section Beyond the Study Circle. *This study circle's hope is to get us thinking about these topics and questions, but there's not enough time to dig as deep as we need to. For our final topic, we are going to brainstorm together what it will look like for each of us to continue this work.* Slide #12 bell hooks *Though we didn't read or watch anything from bell hooks, a lot of Dr.*

Love's book is based on hooks' foundational works, especially Teaching to Transgress. hooks has been mentioned before and some videos of her have been shared in the additional resources. Her work deeply inspired this project, so this slide has a few key quotes and points. hooks fiercely advocates for teachers and says the only way abolitionist teaching can happen is if the system is changed to give teachers more support.

She admits that this kind of teaching is exhausting because there isn't institutional support. Therefore, while we change the system, educators have to support each other. We have talked about before how you can't do this work alone. Find co-conspirators to hold you accountable and inspire each other to keep going.

hooks' radical imagination envisions a way for teachers to have time away from teaching for self-care. She works in universities so their system is a little different than adult ed. What could this look like in adult ed when many of our programs go nonstop all year? What new system can we envision together?

As we have talked about before, learners will sometimes push back on the work we are doing. We have heard them say "teacher this is English class, I don't want to talk about Somali words" but we can talk to them about the research behind how using their other languages in fact helps them learn English.

When we are having deep and difficult conversations with learners, don't expect them to share if you wont. This goes back to what Hammond was talking about with vulnerability as a trust generator.

hooks echoes Kendi's statement about antiracist work is about making mistakes. This also makes me think of Maya Angelou's quote "Do the best you can until you know better. Then when you know better, do better."

And finally, since to disrupt racism we have to bring other educators along with us, hooks says that to get other teachers' buy-in, it's helpful to make space for their concerns. Don't just ignore their concerns. Talk about it, but then find a way to move to action together. In this same line of thinking, Calderón et al. (2020) who wrote Breaking Down the Wall which we have talked about before with moving from deficit to asset has some tips to move other teachers to more asset thinking, which I know many teachers have expressed anxiety over this being one of the hardest parts of antiracist work.

Slide #13 Moving Colleagues 1

Like some other resources we have talked about over the course of these 5 meetings, this table is useful because it helps us slow down and intentionally think about steps that we can take to help move colleagues to asset thinking.

	Depending on time, you can read the table together, or give time for people to silently read. You can also only read the left side, if you choose for a summary.
	
	Slide #14 Moving Colleagues 2
	
	Slide #15 Moving Colleagues 3
	
	Slide #16
	Introduce discussion questions.
	*For our final discussion we will radically imagine what continuing this work will look like for each of us. (*Read question 1*).*
	*Since this work isn't easy and we will all face resistance in ourselves and others, (*Read question 2*).*
	And finally, as Dr. Love says, we cannot have liberation without joy. How will you find joy to sustain you? How can we help each other find joy?
	Breakout rooms: Groups of 3-4 **20 minutes**
	Share in chat:
	Jamboard Discussion Notes (add your group's copy so everyone can work collaboratively)
	   1. How will you continue this work?
	     ○ Have these conversations with coworkers?
	     ○ Create an accountability group?
	     ○ Stay connected with this group and continue the conversations?
	     ○ Take this study circle's facilitator guide and use it with your own school/organization?
	   2. When you encounter resistance in yourself and in your colleagues/admin/learners, how are you going to stay the course? What will you draw on to continue this work?
	   3. "We cannot have liberation without joy" (Love, 48:01) How can you find joy to sustain you?
	
	Large Group Debrief: any questions? **5 minutes**

Closing **5 minutes**	Slide #17 **5 minutes** Evaluation Slide #18 Show resources from today. Slide #19 Thank everyone and close the meeting.

Meeting Five Evaluation

1. How well do you feel the following objective was met? 1) Articulate what the transformer role is and how it can be applied in their classroom.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 1?

2. How well do you feel the following objective was met? 2) Prepare to implement the transformer role into their adult English classroom through discussion and reflection.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 2?

3. How well do you feel the following objective was met? 3) Articulate how as educators we can be co-conspirators and why it is necessary to break down systems that negatively affect the learners we serve.

   1 (Not met)- 5 (Very clearly met)

   Comments about Objective 3?

4. How well do you feel the following objective was met? 4) Reflect on how implementation went to continually improve and make practices sustainable.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 4?

5. How well do you feel the following objective was met? 5) Share 2-3 antiracist strategies from the week's topic they are interested in trying.

   1 (Not met) - 5 (Very clearly met)

   Comments about Objective 4?

6. How ready are you to do the following objective? 6) Try or deeply reflect on 1 strategy to try in their classroom.

   1 (Not ready to do this yet) - 5 (I'm quite ready to do this)

   Comments about Objective 4?

7. You did a number of tasks in preparation for this meeting (videos, readings, reflection questions). Which of the pre-meeting tasks and resources did you find to be the most helpful? Why?

8. Which of the pre-meeting tasks and resources did you find to be the least helpful? Why?

9. During the meeting, we had discussions, Jamboards, brainstorming, etc. Which of the in-meeting activities/discussions did you find to be the most helpful? Why?

10. Which of the in-meeting activities/discussions did you find to be the least helpful? Why?

11. What other comments or questions do you have?

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