



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

TRANSCRIPTION

[Intro Music]

Dr. Tiffany Kyser: Hello, good afternoon, everyone. I want to, on behalf of the MAP Center welcome each of you to this, hopefully rich, exciting virtual coffee house series. Today's Coffee House series is entitled "Fortifying Ourselves and the Work: Critical Consciousness for Early Career Teachers." Please note this experience is intended to be a space to virtually land as well as continue to meet the needs of our students and families. in response to continued sociopolitical tensions within public education and the COVID-19 pandemic. As we work to pursue are consistent stance on realizing educational equity, we want to use this time as an opportunity to share what is going well in our respective school communities, in addition to our struggles. To be clear, the Region III Midwest and Plains Equity Assistance Centers, or the MAP Center's, Virtual Coffeehouses are intended to center the perspectives of participants. We encourage all of us to come together in this virtual space, share our experiences, and use dialogue and conversation just as you would at your local coffee house.

Dr. Tiffany Kyser: Session one of our two-part virtual coffee house series for this academic year for 2021-2022, is focused on fortifying ourselves first as we engage in equity-oriented practices by sharing our stories, approaches, and lessons learned. Please note this is not a didactic instruction-based experience. This virtual engagement experience aims to acknowledge the need for us to come together in a virtual community to discuss challenges, discover and be encouraged by what we've learned collectively as we all work to meet the demands of teaching and learning in this current moment.

This is an opportunity for us to learn and dialogue. So, we really want to engage in dialogue to—today. Also, please note that our conversation today will emphasize and center those that have been historically and contemporarily marginalized, under-served, disenfranchised-- as is our charge to support in Pre-K through 12 education agencies, local education agencies, and other responsible governmental entities to redress harm to students that are closest to the issue. Please prepare to take notes as we engage in conversation and coffee, tea, soda, whatever beverage that you might have brought today. So again, welcome. My name is Dr. Tiffany Kyser and I have the great pleasure of serving as one of your hosts for today. And I want to briefly hold some space for Ryan Sundeen, who will serve as co-host and technical director.

Ryan Sundeen: Good afternoon, everyone. My name is Ryan Sundeen, and I am one of the doctoral research assistants here at the MAP Center. And just want to

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

thank you all for sharing this virtual space with us today and looking forward to engaging with you all.

Dr. Tiffany Kyser: Thank you, Ryan. I am thrilled to introduce our three conversation starters that are joining us today. They will support in providing their perspectives and insights to break the "virtual ice," and they will be peppered out in responses throughout our time today. I first want to introduce Robert Dozier who is a teacher, a longtime teacher and educator in Holt Public Schools located in Holt, Michigan. Robert, I'll give you an opportunity to say hello.

Mr. Robert Dozier: Good afternoon, everyone. Again. Oh no—I am Robert Dozier. I am a 20 plus year teacher, I'll put it that way, by years kind of throws things off a little bit, but 21 plus year teacher, classroom teacher in a Holt—Holt Public Schools and also, Lansing Public Schools. I'm also our formal—formally our systems analysis chair here in Holt Public Schools, and we are working closely with the Great Lakes Equity Center, Tiffany and all of the wonderful people there working with us to help us develop—they helped us develop a plan, and also giving guidance and putting those things in action to do some great equity work for our district. And hopefully then we'll spread out to the rest of the community. And that's what I'm hoping for us. So, that is me in a nutshell, coach, mentor, and all of the—counselor and all of the other roles that we have as educators. That is I. I'm one of those people within our district and within our educational community so very nice to meet everyone.

Dr. Tiffany Kyser: Thank you, Robert. Second, I want to introduce Tamara Grady from Osseo Public Schools located in Minnesota. Tamara. Hi thank you.

Dr. Tamara Grady: Tamara Grady, she/ her/ hers pronouns as she said I'm a director in Osseo School district, and I am a proud parent of LGBTQ children. I got to know the MAP Center through our own district process of analyzing racial inequities. And, um, we have been able to use that process as part—as a school board to infuse that learning and try to center the experiences of our scholars of power in particular. And decenter, um, what excellence looks like from one point of view versus another. And I'm really happy to be here today, thank you.

Dr. Tiffany Kyser: Thank you, Tamara. And, um, certainly not, uh, last nor least. Sharon Goins from Dayton Public Schools in Ohio, Sharon.

Dr. Sharon Goins: Welcome, welcome I'm Sharon Goins at the back end of my career, I'm currently the Director of Equity for Dayton Public Schools, I partner with the MAP Center, and I've found them, and I force them to take me. They could not exist without me. So, the partnership has been invaluable, it has been a

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

journey of looking at data, setting priorities, reframing the narrative of what equity is and what it looks like. And trying to transition the focus from broken kids or kids who are being unsuccessful to broken systems that are not meeting the needs of kids. So, it's been invaluable. I'm excited to be here and be a part of this process. Thank you.

Dr. Tiffany Kyser: Thank you so much. Thank you, Sharon, and thank you to each of you for taking time out of your busy schedules to be here. As we transition to Ryan, who's going to give us a little oversight on netiquette. And if you run into any tech issues, I again want to underscore that in this virtual space that we're having now live, but also in the recording, we really wanted to hear from practitioners at different levels of the system who possess a rich and multifaceted experience. So as Robert just noted, long time 20 plus educator but has intersections and a lot of different roles both formally and informally in his school community. Tamara, multiple identities as a school board member also has a parent also has a parent of students who identify with one or more historically under-served, marginalized identities. And Sharon talked a little bit, I'm sure she'll talk more about her multiple roles within the school system as a classroom teacher, as a building level administrator, and now at the district level. So, we hope that their perspectives and lived experiences really help to support our thinking today. So, I'll now turn it over to Ryan who's going to give us a little bit of guidance in terms of some of the technology.

Ryan Sundeen: All right. Thank you. So yeah, just, um, a disclaimer here. One of our goals at the MAP Center is to engage participants in a well-defined, content rich technical assistance such that knowledge and expertise are shared in a way that results in transformative systemic change as well as personal reflection and growth. And to this end, we aim to make this unique learning available on our website via recording and transcription. So additionally, sharing photos of today's conversation on our social media platforms, which we'll—we'll go over that towards the end there. So, we encourage participants to consider this disclaimer as they share and engage today. And then a note about access and interaction for this virtual coffee house. So please note that as we welcome those who may be participating via phone. However, these experiences designed to provide the most access via a computer or laptop, or sorry, a laptop or desktop. And for those who are participating via phone with their utmost to, to ensure discussions and chat and that that perceivable information is accessible. So, um, other modalities of access will be made available as this session is posted to our website at two to three weeks after our session today. And that'll include the transcription.

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators Virtual Coffeehouse Series

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

- Ryan Sundeen:** Um, so this virtual coffee house is intended to be interactive. Participants are asked to interact in real time via our teleconferencing format. And also, to reduce noise, we ask that all participants mute their microphones when not speaking. Further, we will post additional resources to the chat bar as our conversation starters are, um—are answering their respective questions. And lastly, the—the video camera function has been turned on. Thus, if you have a webcam and you'd like to join, please feel free to do so. If you feel comfortable by clicking on the camera icon lower right of your screen. And again, please don't forget to mute your microphone when not speaking.
- Dr. Tiffany Kyser:** Thank you so much, Ryan. All right. So, to kick off the conversation, I first want to ask Robert to get us going with the first question Robert, I want to pose is, *In your experience as a classroom teacher and a teacher leader for you, what is a connection between critical consciousness and culturally sustaining pedagogy?* Just your thoughts of kind of how you—how you make meaning of that Robert.
- Mr. Robert Dozier:** The connection, critical consciousness, sustaining culturally sensitive pedagogy or sustaining pedagogy. Well, the acknowledgement—recognition, right, of you and those around you, and the system around you is extremely important. So, I think number one, acknowledge the differences between us and who we are culturally, ethnically, so on and so forth help to build a culturally sustaining pedagogy. I think we need to, uh, celebrate our differences and use them as we educate our children. We have to remember that, uh, our schools are just small, microscopic pieces of society, right? So, the same things that we see, that maybe something that we consider wrong or not right, so on and so forth in society are going to be the same things that we find within our classrooms. So, we have to acknowledge the existence and then fight against things that are going to curtail any plans that we have to make things better. So, I'm one of those people within myself that invite the struggle in society. So, I also invite that struggle in my classroom. To take that—to take those words from Bettina Love's book, *We Want to Do More Than Just Survive*. I want all of my students, not only my "marginalized" students, but I want all of to do more than just survive. Life is to live.
- Mr. Robert Dozier:** And I think building that—that, that sort of sensitivity within the pedagogy is the only way we're going to help build together as human beings. And I think one other thing, Tiffany, I just want to add, if—if I may, the topic here, you don't have to lose yourself. I think the more you put yourself into your classroom the better. Because there are some people that feel just as you

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI

SCHOOL OF EDUCATION

do, which our students and they need to know that there's someone on their side as well. So, I don't feel like you have to lose yourself into the system. The one size fits all, cookie cutter mentality that we have when it comes to pedagogy and our—the way that we deliver has to go away. We have to take on equity instead of just thinking equality, right? And that definition, that difference is everybody getting the same thing versus everybody getting what they need. So, I think that's the only way that we'll be able to give everybody what they need if it's culturally sensitive and cultural—culturally—critical—critically conscious of everyone. So not meaning to ramble, but I hope that everyone can get some understanding out of that, invite the struggle and fight against all the systems, that want to make us all the same.

Dr. Tiffany Kyser: Thank you for that, Robert. I'm just going to mirror back as folks our, I'm noticing folks are nodding their head, but also folks may want to capture this down in their notes. I'll mirror back and you let me know if I mischaracterize anything and then we'll open it up to Sharon and Tamara, who may have anything to build as well as the rest of the virtual room. So, what I'm hearing is recognition. So, I'm hearing really four--four main, sort of areas. Robert, when I listened to you is recognition. Recognizing that difference abounds in our school communities and difference is not something to be feared. Difference is within—within the lens of equity, a healthy thing. It's how we respond to that difference, how we go—moving to the second kind of statement that I heard from you is realized difference and realize that through recognizing and acknowledging that we are in fact—we show up, we have, we show up differently. We have different lived experiences. But that ultimately, we must realize those differences as assets and not deficits. We must realize that in our practices that we cannot proceed through a status quo, one-size-fits-all approach in our pedagogy. The third thing, so there's a recognition, that difference is a bound and that recognition historically have not been to the benefit of those closest to harm and to the issue. Realizing that that in fact exist and that we need to do something to be a little bit more informed, but fiercely consistent in our rigorous pedagogy.

Dr. Tiffany Kyser: The third thing I heard was, remember the self, remember who you are and how—how your identities may shape or inform the mental models of or the worldviews that you have around what's good and what's bad as you were saying, Robert, what is in society, but also in our classroom. What does a good student, I'll just offer and extend your thoughts are, what is a bad student? What is a good school and what is a bad school? So really remembering the self and the stories that we tell about our schools and

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI

SCHOOL OF EDUCATION

what value we place on some students or some groups or some areas of our school community versus others. And then finally is rigorous celebration. So, I heard this thing of joy that celebrating students who may be closest to the issue was not enough, although it is absolutely critical and necessary, but realizing and rigorously celebrating who our students are and how we—what are the possibilities of that in our pedagogy? So, I want to pause and see if that was an okay mirroring. I took some liberties on some of those, Robert but let me know, please correct me.

Mr. Robert Dozier: Definitely. I appreciate your additions and your explanation of synthesizing what I said, I appreciate that. And I just want to add, we need more people that invite the struggle. And by inviting that struggle, that means to fight. And I would like for the new group of educators that are coming into the system to understand that. To understand that without the fight, things stay the same. We have to be those that invite that struggle to make any type of change that's going to happen. So, thank you.

Dr. Sharon Goins: Hi, I want to just interject. Robert, you so beautifully and elegantly talked about your work and Tiffany is an amazing wordsmith. I love her use of language and words to capture our ideas. But for me, when we think about those connections that critical consciousness is kind of a lens or a tool for us to kind of examine social inequities, to examine power dynamics, to examine who has not been systemically served by the existing system. Critical consciousness is also access to look at the system. And, and so who—who is—who has historically been seen, valued, heard? Who's won from the way the system is and who has historically not? When I think about culturally sustaining pedagogies and their connections, it is a process of, of, of creating community within classrooms and in schools. And how do kids experience that? Do they see themselves? Are they represented? Are they validated? Are they, um, are—either the class issue of do we look down upon them by their zip code or do we build them up? Do we look at them and say that your—your zip code doesn't determine what can be, or what you should learn, and how we should prepare you? It is—it is—it is validating. And so, to a system that has minoritized and marginalized our kids, and our families, and people. So, for early career teachers, it's systems work. You gotta look at the system. Who has not historically been served? You do our kids a disservice if you don't want to be in an urban school setting, for me, and not understand that, and continue to perpetuate the systemic [inequities] or do we disrupt the system? You know, I don't wanna be negative but for early folks, we've got to decide, you know, what **side** of history we going to be on, are we going to perpetuate

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

with what systems have created historically or are we going to disrupt and—and—and redirect the power dynamics of, of school systems?

Dr. Tamara Grady: Thank you-- both of you, for sharing your wisdom there I just want to expand on what you both said is that our system is designed to maintain and support sameness and not a diversity of thought or thinking. And that in addition to the system, not supporting our Black and Brown children, or transgender children, it also really isn't supporting the needs of our population economically in terms of education, in terms of our public health system, and in terms of—of supporting these youngsters as they grow into their authentic selves in a way, they can be successful and the ways that our economy is changing, and the jobs and changing right now.

Dr. Tiffany Kyser: Thank you, both Sharon and Tamara. So, I'm hearing that critical consciousness is a tool. It can be used to shape your kind of lens by which you're examining explicitly and prophetically-- Sharon, is guiding us to examine the system and Tamara is building on that, that we must recognize that systems are designed to re-inscribe the status quo. And so, without the intentional recognition, the vigilant awareness that systems are inevitably going to attempt to reinscribe the structures of power that Tamara was talking about and to Sharon's point, the historical narrative of who has traditionally benefited in our public-school systems and who hasn't. And to evoke Sharon, for early career educators, it is crucial that you acknowledge that you have agency and that as she said, what side of history will you be on when it comes to education equity? To that end though I want to—I want to connect to our next question, and then continue to open it up for the virtual space. If we talk about systems, often the highest concentrations of power are located in the superintendent or the board or the cabinet level that may at times, because of a myriad of factors including the sociopolitical tensions within that respective school community, there may be some barriers, there may be some pitfalls, right?

Dr. Tiffany Kyser: And so, I want to ask Tam—Tamara to continue to build on our conversation and answer the following prompt to get us continuously going in this direction of focusing on the system. So, Tamara, *From your perspective as a school board member, how do you define critical consciousness or extend our already discussed definitions?* But more importantly, *How can an early career teachers ensure their district supports them in their development, and/or cultivation of critical consciousness?* So really interested in your thoughts as a school board member and also as a parent.

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

Dr. Tamara Grady: Thank you for that question. I think of critical consciousness in three steps. One, some have already been acknowledged. One is recognize. Recognition of systems require time and space for not just to look at the system that you're within, but also introspection because we've all been enculturated in the same system. And that is something to think about and reflect upon as we start to see sort of the matrix behind what we're looking at here. And I also think it requires space to take the opportunity to view oppression through the lens of intersectionality. And how that intersectionality reflects and compounds—reflects upon and compounds pounds oppression of multiple identities and sometimes to detrimental effect, simultaneously. Simultaneous identities detrimentally affected as with transgender woman. Sorry for that. The second part is acknowledgement and accountability. Acknowledge the ways that systems work objectively but also subjectively, emotionally. We have to learn to be comfortable with the uncomfortable. And that involves our own feelings too. And in order to be accountable as adults, for our children, we have to have that level of accountability and recognition so that we can acknowledge and—the harms that had been imposed on so many children. And then the third part of that is finding ways to create actionable change. Things that sometimes work within the system and sometimes not. Putting actionable, measurable change, changing the metrics, really looking and re-examining how we throw around words like academic excellence, and what does that mean for the human potential for each child?

Dr. Tiffany Kyser: Yeah, thank you, Tamara. So if I were to mirror back then I'm want to open up the virtual space, three steps. This idea of critical consciousness, recognizing systems with an emphasis on understanding the accumulation and compounding ways that intersectionality, so the intersection of students and families who have identities that have been historically minoritized and marginalized and disenfranchised. Second, acknowledge and accountability and then third, actionable change. So that was a really great, I think, breakdown of critical consciousness. If—if—if you can extend, Tamara, your thoughts around what can early career teachers do, you feel like if early career teachers are focused on those three steps, is there something specifically you want to highlight or pull out as a board member that you feel like is maybe a key consideration for early career educators who may not, who are just getting familiar with the field of teaching, may not know the inner workings of power in their school community? What—what suggestions like one tip, would you want to provide early career teachers to speak back to structures of power in their school community?

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.





Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI

SCHOOL OF EDUCATION

- Dr. Tamara Grady:** That—that part of it is trying to have agency over your own WorkLife. I think that teachers want the same things that all workers want. They want more flexible time, maybe less hours, but also time flexibility around your life, better pay, and that's trickier and more systemic then, then can even handle the school board level but it is something that you continue to ask for and demand. And then I also think that teachers really need to feel like the district is investing in their development, and that they are encouraged to grow within those goals. And that includes not just professional development as meaningful and operational, but also like they are—communication is really tough right now for everybody in the pandemic, it's hard to keep everybody in the loop, but really asking and pushing for those things, because that's how you build trust within your system so that we can all function together.
- Dr. Tiffany Kyser:** Thank you and I'll—I'll open up to the virtual space. Any additional questions, anything you want to add or build on, or any loving critiques.
- Dr. Sharon Goins:** I want to add, and I appreciate Tamara from a board perspective, some of those technical things that are important, that are critical. I want to give some, some kind of more practical perspective. It's—it's about a mindset. Critical consciousness is about a mindset as new teachers learn the community that you're going to serve in and so you understand it. Look at it. Go see. Is—is there—are there opportunities in that community? I mean on the weekends, basketball games, churches, the restaurants, what does that community—what's important? What are those—what's important to those communities? How will you get student and community voice as a part of the school? We have, operated from a place historically of school—of schoolology. What works for us educators as middle-class, educated, multiple degree educators? What works for our communities? And so critical consciousness is— is really being aware of the community you serve, and what it looks like, what's valued? And how do we have true partnerships? I just had to add that. Thank you.
- Mr. Robert Dozier:** Tiffany, I'd like to share a small piece as well in addition to what was said by both of our speakers. I'd just like to add in something that changed my way of looking at things and in dealing with another group that I was a part of and Joe Truss, in something that he wrote an article, is that all of us in that acknowledgement of piece, that, that self, that recognizing the system and recognizing self, I think that early educators will do well knowing that they are also recovering themselves from the system. All of us, we are all recovering. If you are educated, if you were educated here in the United States of America and in our educational system, you are recovering from

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

what— from what the system has done to you. So, in all of our fight for equity and critical consciousness, all of the other technical words that we want to use, I want to add one in there that you are recovering, yourself, from the system, right? So, I don't care if you are a champion or just a beginner as some of these early educators are, you are recovering from this same system that has dis-served not only you, but marginalized groups. And I say that because people often ask me, I went from an urban district to a suburban district, and people often ask me about, well, how is it? And my answer is always the same. Kids are the same. Kids are going to be kids.

Mr. Robert Dozier: But I am more so here, when we look at—when we want to look at things to try to define it like this, I'm more—so here for those that aren't marginalized than those that are, those people who are marginalized understand already where I'm coming from. I'm here to let those who have not been marginalized know that somebody like me is worthy. I am here, I am worthy, I have the knowledge, I have the experience, and that should be accepted just like anyone else. So, in recovering, me building my soul back up and having that understanding that—that's what we're here for to fight against again, that system. Right? And we're all recovery from it. I don't care if you're a part of marginalized groups or not. And if you're not, then it's a way for me to get you to understand. I am not who you have been shown. I am not who you may have an idea about. This is who I am. Get to know me for who I am. So, I wanted to add that the importance of the acknowledgment that we're all recovering. So, I'm sorry. I hope that is understandable.

Dr. Tiffany Kyser: No, thank you for sharing that. One connection I'm making is that as we are recovering, our recovery may be different and while we are recovering, historically, to Sharon's point, and to your point, Robert, some of us unfortunately have to exert more labor than others while recovering. Thus slowing, our ability to heal. And so, what I heard from Tamara and Sharon was at the systems level, teachers need to recognize that— that pushing the system is necessary and crucial.

Dr. Tiffany Kyser: What I'm also hearing from you, Robert, is that there is a level of recognizing in the self that we're all recovering. That the mental models that we have, that the experience that have shaped us as students inschools are going to be formative as we begin as early educators in the classroom. But I want to sort of, back to all of our points in the earlier conversation that we had, Robert on your question is—is the idea of the system and I heard Tamara speaking a lot about structures of power needing to be pushed. And so, one thing, one connection I made was that you were focusing on those that are benefiting from structures of advantage, I'll just say are into

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.





Critical Consciousness for Early Career Educators Virtual Coffeehouse Series

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

more privileged position based off of their identities, maybe presenting more dominant identities. And how can at the structural level, early career teachers be supported in a different—I don't even want to say in a differentiated way, in ways that support critical consciousness that are responsive to where they are. So that Robert, you alone or another early career educator, doesn't have to exert so much labor, perhaps disproportionately than your peers who may possess more dominant identities. So that was my only addition.

Dr. Tiffany Kyser: Any other thoughts in the virtual space? So, I—I—I— I here and perceive folks. I saw earlier Mary nodding, I think you were nodding behind a mask, Ginny nodding some other folks. So, any—any other questions or that you want to pose to the conversation starters or anything you want to add or any loving critique. I'll give you some think time here.

Dr. Tiffany Kyser: Moving into our final question for today, for Sharon, I just want to have you kind of share a little bit about, from your perspective as a longtime educator in the classroom, but also at the building level: assistant principal, principal, and now at the district level, as Director of Equity at Dayton Public Schools in Ohio. *What does it mean--*, and this kinda gets to, I think, what Robert was sharing with recovery, *What does it mean to fortify oneself on the journey to being a critical conscious educator?* So, if I'm new, I'm just— I'm out of my transition to teaching program, maybe I was a physicist for 20 years and now want to teach high school science, or I'm a brand new 22 year-old teacher who went through my teacher ed program during a pandemic. My experiences in the classroom, were different and I'm now landing into a classroom and I'm all on my own. *What is—what does it mean to not only fort—fortify myself in general, but what does it mean to fortify myself as I commit to being critically conscious?*

Dr. Sharon Goins: I love that. This question has been waiting for me all my life.

[Laughs]

Dr. Sharon Goins: What I think is number one, to be reflective. Have I benefited or how have not benefited from this system? As I participate, what are my beliefs about students and learning? And students of Color or marginalized students or other minoritized students, what do I believe about them? What are my implicit bias? What—what are the— what are the biases in the curricula that do not service our kids, and invalidate our kid's existence? How are your kids experiencing your class, your school? Are you "good morning. Good morning, I'm glad—"? Is every day a new day? Are you glad to see them? Every day is a new day. We get to—we get a fresh start fresh—they get to

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators Virtual Coffeehouse Series

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

start fresh. Okay? For me, to also fortify is to constantly be a student of learning. At this, I've said this work is about mindsets and beliefs and what we do and how we— how we execute instruction in school. But books. I'll think one of the books, the last year or two that is really resonated with me, was *Culturally Responsive School Leadership* with—by Muhammad Khalifa. He's with the MAP Center. That book is just, it's always close I've got three or four copies. There are in different places and I might want to read that book. You know, inform yourself. Read, I like Zaretta Hammond on *Grading for Diversity*. There are several books. I'm not going to do that. Let me talk some other pieces. But collaboration, find like-minded people at work who you can identify, who can help you break these barriers and have conversations with. Not just allies, but collaborators, co-conspirators in this work, not just allies, we gotta—we gotta be co-conspirators in this disruption. This is not right. This is not fair. You know, do the— do the building's walls reflect our students? And then what do we do about it? Not just critique it, but what do we—like Tamara said, what are the actionable things we're going to do about it? Like Robert said, how do we speak truth to those who are benefiting from some of the structural inequities? So those are some of the ways that I have—my partnership with the MAP Center again, I went to an early equity leaders piece they did and I've been to everybody's. I've been to Pitt's— Pitt's, Harvard's.

Dr. Sharon Goins: To me, what critical consciousness, you guys were the first people to even talk to me about critical consciousness at the MAP— the MAP or the Great Lakes Equity Center. And so, I really wanted to partner with them, their resources. But you've gotta find resources, not just operate out of your head in your mind and your heart. What does the research say about equity? What does the research say about marginalized, minoritized students? And what are best practices? Know what those are, share those every opportunity, partner with families do not get in the trap as an early teacher in—in the negative speak about families and neighborhoods and communities. My mom, a former principal, you know, former principal would say to me: *Our parents send us the best they have, honey. They send us the best they have. They are a piece of gold to them, and they should be to you.* So, I'll kind of leave that there. I can find—you know, all over the place.

Dr. Tiffany Kyser: No, it's just wonderful. I'm just so— I'm just feeling so grateful for all of the shares and Sharon I just want to again mirror back what you shared to the best of my ability and please correct me and then we'll open up to the virtual space. Reflection: how are you showing up and what narratives are you telling yourself and others about your students and families? How are you going into each day? I love every day is a new day. How are you thinking

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI

SCHOOL OF EDUCATION

through whether or not you're comfortable with the way things are, and how you're acknowledging or not acknowledging that reflection, reflecting on the systems and who has benefited. We've talk through that a lot, thinking through and you talk about co-conspirators. Collaboration is one thing, being an ally is one thing, but being a co-conspirator to disrupt structures that are harming students every second of every minute, of every hour, of every day of every month of every year really resonated with me. And then resources. Get out of your own mental model, get out of your own way, collaborate with others, but also be a co-conspirator, leveraging resources. I really appreciate that. I want to open it up to the virtual space. Any comments, pushback, loving critique, anything to build on any vows, anything a light bulb maybe going off you, or any wonders. And really want to encourage those that may be a little hesitant, that may have not spoken in the virtual space before and feel free to engage either verbally by enabling your cameras are in the chat.

Dr. Sharon Goins: Tif—Tiffany, I'm sorry, Dr. Kyser before we move— I think it's important too, for new teachers in the political climate for us to give them some context of how CRT has been kind of demonized and people— how critical consciousness gets pulled into that maybe some tools that maybe they can employ to not get sucked into that hole. You know, I'm from Ohio, a Red State, Michigan, blue, purple, Minneapolis, blue. So, these political ideologies exist and these are realities. You've gotta be aware of your political climate to, where you are.

Dr. Tiffany Kyser: No, I appreciate that table setting before we open it up for our last group discussion, Sharon, I would mirror back that the discussions and intentions around critical race theory and the myths and misinformation around those. As you said, equipping teachers to be what we characterize as critical consumers. So not being vulnerable or prone to get sucked into a binary way of thinking, but providing them resources, structures, places to have really courageous conversations and hard conversations so that they are forming as young professionals, their ideals about education, their ideals about their role of being an equity-oriented educator. And then finally their pedagogy. How they want to shape their tools in their practice to be responsive to all students and to Robert's point, to ensure that every student is worthy, is treated as if they are worthy, as your mother says, Sharon, that everyone is a piece of gold and we should treat them as such. So, I really appreciate you pushing us as we go into this conversation, Sharon. So, I'm gonna hold space, I'll open it up. Ginny, feel free and I see some other hands, feel free to jump right in. We'll kick it off with Ginny and then continue to open it up.

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.





Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

Ms. Ginny Winters: One of the things as I'm hearing—hearing our colleagues here is how significantly important um, the culture in which teachers enact their practice. Some more pedagogy is important. Critical consciousness can be fortified through the clim— a climate of a culture of inquiry. Asking questions of the self, asking questions of the context. As Sharon has so beautifully put, forward, asking questions of the institution. I will leave that, that serves as a foundational rock—launch place for critical consciousness to be developed and exercised and for teachers to—to be able to develop agency around it. Because one of the things that as—and I'm—I'm right with our colleague, Sharon talking about Khalifa's work, and he sees as one of the important aspects of culturally responsive school leadership, is that they develop that critical consciousness in the competency of your teachers—of their teachers as a major piece of the pedagogy. A major pedagogical experience that—that— that they must do a major behavior of culturally responsive school leadership. And it occurs to me that many teachers may come in with that curiosity, and that inquiry and have beyond the tip of learning critical consciousness and because the culture does not support it, they don't develop agency.

Dr. Tiffany Kyser: Thank you, Ginny. We've got time for maybe one to two, either reaction to Ginny's point, which I think she brings up this need at the systems level again, and we've heard different approaches to consider what that may mean, depending on if your school community is cultivating that context that Ginny talked about, of committing to shaping and supporting and critical consciousness. Or if to Sharon's point, you may have to find like-minded individuals to engage in coalitions and find co-conspirators. So, the path and the journey is really contextual depending on the context of your school community.

Mr. Robert Dozier: Yes, I'll just like to just bang that in one more time, Tiffany, the co-conspirators, of—this is necessary, right? It must be for—for this awareness, for that acknowledgment and for the action to grow, you must grow those co-conspirators. And that abolitionist educator mindset must be spread, right? And it's only spread through those groups coming together, growing and getting those ideas out. So, I want to—I want to put that back out there as well. And then also, I loved what Sharon said about her mother because I am guilty of saying the same thing, just in a different way. As a coach and as a mentor, I have numerous amounts of time in closing out speak—speaking with parents, told them “Thank you” for lending me your most precious commodity. And I think that we— when we bring that sort of attitude to the table, I think everybody, you know, is more willing to be—to smile and be a part of that school community building, Sharon, that we all

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

need and want to be a part of that. When you recognize that someone is letting something the most important thing, they have to you and to you and the system in which you are part of. So those are my last two statements. Thank you, Tiffany.

Dr. Tamara Grady: Can I add to that? I really think it's important, like you're saying, to value supporting each other through managing conflict. People are really tired of conflict. There's a lot of it right now and, and change requires some conflict and getting comfortable with it, but also recognizing that it's okay to be uncomfortable with it too. And it's okay to let somebody, yourself or somebody else off the hook, if this is not your moment to engage in conflicts you know? I think that equity is a team sport and the more of us that are working on it together with wherever we're at—at the moment, the stronger change will be.

Dr. Tiffany Kyser: Thank you for that, Tamara. As we're nearing the end of our time, I want to transition us to ready for a group photo and then Ryan will close us out. But I just want to thank each of you for those that shared, for the conversation starters, but also for those that were rigorously taking notes, were in deep reflection, were negotiating perhaps a lot of tensions. I really want to appreciate and acknowledge your intentionality in this virtual space today. So, with that, I'll turn it over to Ryan. He's going to give us some guidance as we prepare for a group photo. If you are comfortable being captured on our social media, we want to celebrate the work today and really use this to continue momentum for the part two, which will move from fortification of oneself into fortifying the work and really get into actionable practices and strategies. So, feel free to prepare for a photo to enable your cameras and I'll turn it over to Ryan.

Ryan Sundeen: All right. Thank you. Yeah. I just also want to echo that and say thank you to everyone who shared and for everyone who came today. I was taking a lot of notes, so yeah. Thank you.

Dr. Tiffany Kyser: Feel free to get coiffed if you need to get a little adjusted in your seats. If you have a mug or anything, a beverage. We want to encourage you to lift up in a virtual cheers for the end of our session today. And Ryan, I'm going to start the countdown. You just let me know when you're ready.

Ryan Sundeen: All right, hold on 1 second.

Dr. Tiffany Kyser: Everyone situated. Everyone looks brilliant. Robert, I love your school photo. Okay. Thank you for that.

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 



Critical Consciousness for Early Career Educators Virtual Coffeehouse Series

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI
SCHOOL OF EDUCATION

Ryan Sundeen: Yeah, alright, I'll go ahead and count us down. down 321. Let me check. That was great.

Dr. Tiffany Kyser: Smiles. Awesome. Great. Thank you, Ryan, and I'll turn it over to you to kind of close this out. All right. Well, once again, thank you everybody for joining us today. So, the—the Midwest Plains Equity Assistance Center would like to let you know about our second part to this virtual coffee house series, which will take place on February 10th, 2020, to which I can't believe I'm saying out loud that we are that close. So, in this dynamic and interactive virtual coffee house our "Fortifying the Work Towards Anti-Oppressive Practices for Early Career Teachers." We will build from our discussions and our—and our rich conversations that we had here today and leverage insights on the importance of developing and cultivating one's critical consciousness. And move more explicitly into discussions on pedagogy and practice.

Ryan Sundeen: Additionally, educators within the MAP Center's 13 state region will discuss implications, considerations, and practices for driving one's pedagogy to be more culturally responsive and sustaining to better realize a robust, equity-oriented classroom. In the meantime, please stay tuned to our website and social media for more information regarding the series, as well as other upcoming events and resources. If you're not currently following us on social media, please follow us at Great Lakes Equity Center on Facebook, and @GreatLakesEAC on Twitter. Once you add us on Twitter, please consider tweeting us and answer—and answering this question: *How are you going to learn what— Oh, sorry, how are you going to use what you've learned here today?* So finally, we are an organization of continuous improvement. So, with that in mind, we would greatly appreciate if you would take five to seven minutes after we— after we say goodbye and give us some feedback on this virtual coffee house, highlighting, what went well, what didn't go well, any suggestions or critiques for future events. And so, we just want to thank you in advance for providing that feedback. And I just want to say once again, thank you all for joining us. And Dr. Kyser, is there anything you would like to— or also our conversation starters, anything you all would like to add before we before we close out?

Dr. Tiffany Kyser: I just want to, on behalf of the MAP Center, again, thank Sharon, Tamara and Robert for their wisdom, their time, their labor, their energy, their effort, their passion and their commitment. We're deeply appreciative and grateful and know that this live event, as well as the recording of the event, can be leveraged in really powerful intentional ways to implement already ongoing work to realize educational equity. As Ryan puts the post-session

Commented [SRW1]: Taking of photo



Critical Consciousness for Early Career Educators *Virtual Coffeehouse Series*

Dr. Sharon Goins, Dr. Tamara Grady & Mr. Robert Dozier



IUPUI

SCHOOL OF EDUCATION

questionnaire in our chat or excuse me, the post questionnaire link in the chat box, we will certainly hang out, so if you have any other questions or concerns, we're here for the next few minutes to be responsive. And with that, we will move to close this session. So, have a great rest of your day everyone!

[End audio]

Copyright © 2022 by Great Lakes Equity Center

The contents of this document were developed under a grant from the U.S. Department of Education (Grant S004D110021). However, the content does not necessarily represent the policy of the Department of Education, and endorsement by the Federal Government should not be assumed.

A PROJECT OF 