



# **Committing to Culturally Responsive and Anti-Racist Leadership Practices to Improve Equitable Outcomes for All Students**

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Presented to: The Ohio Deans Compact  
Group 12/3 & 12/4**



# Icebreaker: Collective Reflection

reflect

- What would you say was your biggest takeaway from day 1?
- Describe your reaction to the anti-racist checklist. Explain.

Please write your responses in the chat box.

# Self Assessment: Where are you currently as an anti-racist leader?

<b>Thriving</b> "I got this."	<b>Surviving</b> "Something isn't right."	<b>Struggling</b> "I can't keep this up."	<b>In Crisis</b> "I can't survive this."
<p>← ○ ←</p> <ul style="list-style-type: none"> <li>Calm and steady with minor mood fluctuations</li> <li>Able to take things in stride</li> <li>Consistent performance</li> <li>Able to take feedback and to adjust to changes of plans</li> <li>Able to focus</li> <li>Able to communicate effectively</li> <li>Normal sleep patterns and appetite</li> </ul>	<p>○ →</p> <ul style="list-style-type: none"> <li>Nervousness, sadness, increased mood fluctuations</li> <li>Inconsistent performance</li> <li>More easily overwhelmed or irritated</li> <li>Increased need for control and difficulty adjusting to changes</li> <li>Trouble sleeping or eating</li> <li>Activities and relationships you used to enjoy seem less interesting or even stressful</li> <li>Muscle tension, low energy, headaches</li> </ul>	<p>○ →</p> <ul style="list-style-type: none"> <li>Persistent fear, panic, anxiety, anger, pervasive sadness, hopelessness</li> <li>Exhaustion</li> <li>Poor performance and difficulty making decisions or concentrating</li> <li>Avoiding interaction with coworkers, family, and friends</li> <li>Fatigue, aches and pains</li> <li>Restless, disturbed sleep</li> <li>Self-medicating with substances, food, or other numbing activities</li> </ul>	<p>○ →</p> <ul style="list-style-type: none"> <li>Disabling distress and loss of function</li> <li>Panic attacks</li> <li>Nightmares or flashbacks</li> <li>Unable to fall or stay asleep</li> <li>Intrusive thoughts</li> <li>Thoughts of self-harm or suicide</li> <li>Easily enraged or aggressive</li> <li>Careless mistakes, an inability to focus</li> <li>Feeling numb, lost, or out of control</li> <li>Withdrawal from relationships</li> <li>Dependence on substances, food, or other numbing activities to cope</li> </ul>

Adapted from: Watson, P., Gist, R., Taylor, V., Eviander, E., Leto, F., Martin, R., Vaught, D., Nash, W.P., Westphal, R., & Litz, B. (2013). Stress First Aid for Firefighters and Emergency Services Personnel. National Fallen Firefighters Foundation.



# Anti-Racist Equity Lens

“The streets were not my only problem. If the streets shackled my right leg, the schools shackled my left. Fail to comprehend the streets and you gave up your body now. But fail to comprehend the schools and you gave up your body later” (p. 24).

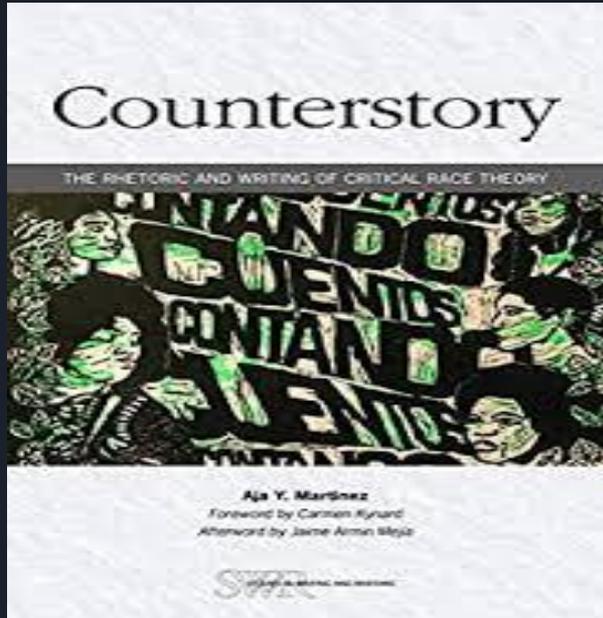
~Ta-Nehisi Coates, *Between the World and Me* (2015).



# Between the World & Me Trailer



# Developing Our Own CRT Counterstories



For the next 15 minutes, you will write your own CRT counterstory. Reflect upon the moment when you recognized race or racism in your life. How does this memory impact how you currently see and understand the world? How does this impact your professional life?



# My Counterstory: Poetic Justice

Social justice called me this morning  
She was mourning  
the school to prison pipeline  
And the need for students to be defined  
By small, medium, large scores  
That do more  
Harm than good.  
But you should  
Also be aware  
That Scholastic has declared  
A war on curricula  
in the so-called free world  
where free education

And capitalist frustration  
Aimed at teachers' dedication  
Keeps the orchestration  
Of Black and Brown Bodies  
At bay  
Let's stay...  
Just a little bit longer in students'  
Hearts  
And let them create  
Interdisciplinary art  
That challenges the status quo  
But you know...  
Standardized testing...



# Whole Group Share Out

- If you would like to share your counterstory with the group, please write your name in the chat box. **Your stories are important!**
- What did you learn about yourself while writing your counterstory?
- Hearing one another's stories allows us to see one another's shared humanity
- Imagine leading with counterstories as a tool to shift the narrative of whose voices are privileged
- Decolonizing curriculum requires us to use CRT counterstories as a transformative curricular tool



# Today's Takeaways

- Counterstorytelling allows BIPOC to center their experiences as a way to shift deficit narratives regarding who they are and what they can achieve
- Ta-Nehisi Coates', *Between the World and Me*, is a powerful example of a mainstream Critical Race Counterstory, centering the lived experiences of a Black man in America
- Anti-racist equity lenses must be incorporated into our daily practices as leaders in order to constantly check our own biases while providing equitable outcomes for all students
- We all have biases, however, depending on our race/class/gender/sexuality/ability, our biases may hold varying degrees of "power"
- Equity work is DAILY work and must incorporate INTENTIONAL acts of unlearning oppressive behaviors



# Q&A

- Please use the chatbox to ask any final questions you may have for me
- Email me to discuss further: [selflovelife101@gmail.com](mailto:selflovelife101@gmail.com) or [cbelle@eleducation.org](mailto:cbelle@eleducation.org)
- Follow me: @selflovelife101 (FB/IG/Twitter) for more content like this
- Keep doing important work and lead with equity, love and anti-racism! In Solidarity!