Planning for An Equity-Focused Conversation

1. Identify a conversation that you'd like to have with a client related to the beliefs that they are holding—beliefs around students, discipline, instruction, curriculum, etc. Describe what you think this conversation needs to be about.

2. What is the belief that they are holding? How would you describe the belief?

3. What data do you have that they are holding this belief? What have you seen or heard that reflects this belief?

4. Why do you suspect they are holding this belief? Where do you think it came from?

5. Are you sure that they are holding this belief? Would it be worth exploring this with them and seeking more understanding for yourself?

6. What do you see as the negative impact on students or the unintended consequences of the client holding this belief?

7. What data could you gather or share to help them see the negative impact?

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8. Are there any aspects of the system that your client is in which foster this belief or which don't interrupt it? Do they get fuel for the belief from somewhere in the system? Are there messages coming from someone that affirm—or deny—this belief?

9. Do you suspect that the client has some gaps—and if so, in which gap areas? What might they need in order to close those gaps? Is there any chance that those gaps could be fueling this belief?

10. What could you do to support your client to try something different? What could you say? What could you facilitate, demonstrate, share, show, offer, or present?

11. Activate your empathy for your client. What do you appreciate about them? What are their strengths?

12. Reflect on these questions to activate your will, confidence, and courage:

- Why does this conversation that you want to have matter?
- How could it positively affect children?
- Why does it need to happen?

13. What are your next steps in order to have this conversation? Is there anyone else you might need to talk with, in addition to your client?