

This three-part series works together, each session building on the content of the last. Please plan to attend all three parts and look forward to learning together as a cohort. *\*Each session will be recorded.*



**Part One**  
Discourse and  
Advocacy: The  
Intersection of Race,  
Data, and Instruction  
*with Tyrone Holmes*

Districts all over the nation are wrestling with the clear and present danger of inequities in our educational system. The access gap is very real. Many talented teachers and educational leaders have realized that the goal of equity requires honest insight into the current content knowledge of students, increased bias awareness, and a sincere shift in instructional design. In this workshop, participants will explore the combinations of data that lead to targeted teacher actions. Attendees will explore ways that prerequisite data can increase access to grade-level content.



**Part Two**  
Know Your Role: How  
Bias, Racism, and  
Education Practices  
Conspire to Limit  
Student Success  
*with Megan Robinson*

Every day, we educators have decisions to make that impact students beyond the daily schedule. How do I provide on-ramps to grade-level instruction for students who are working to overcome historical inequities? How do I avoid further exacerbating those inequities? How do I restore the curiosity of students who have been failed by systems? As we ask ourselves these questions and more, closely examining instruction, content and discipline practices will unveil practical ways to honor students who are vulnerable to systemic racism.



**Part Three**  
Culturally Sustaining  
Pedagogies  
*with Glendaliz Martinez*

Every student brings their own set of experiences, language, and culture into a classroom. In this session, we will discuss how to take an asset-based approach to engaging and instructing students of different cultural backgrounds. Educators will walk out of this session inspired with actionable next steps for how to create a safe, productive, and inclusive space for students to be the best versions of themselves.