

EDUCATE. ENGAGE. EMPOWER.

CHOOSING TO BE W.O.K.E.

STRATEGIES TO SOUND THE ALARM
SO YOU DON'T STAY ASLEEP



A NOTE FROM YOUR COACH



Let's Connect!



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FOLLOW



I'm Ashley Nicole Smith, and I coach red-tape cutters, status quo disruptors, and change-makers. Individuals with an unwavering belief that we can educate those around us about injustice and with our powers combined, we can change the world. Now, more than ever, people are counting on us to do our part. Join me for our W.O.K.E. journey as we create a mini-strategic plan so we can serve more effectively.

I've been blessed to have had some really unique learning experiences. I hold a Bachelor's in Elementary Education, an endorsement in ELL, a graduate certificate from the International Institute of Restorative Practices, a Master's, and a Doctorate in School Administration K-12. I've been a teacher, an administrator, a district hearing officer, facilitated district trainings in equity and literacy. Still, I'm most proud of the fact that my students taught me everything I know.

I was perfectly executing the workshop model in my 7th grade ELA class when a student called me out for not "seeing" them. Suddenly, I woke up and I never knew I had been asleep. This started a 12-year journey where I began creating a system to initiate institutional healing. The big surprise, my own wounds closed while helping others.

Now, I design custom educational experiences to engage and empower people on campuses (PK-12 and higher ed), in corporations, and members of communities using design thinking and diversity, equity, inclusion, and belonging. I can't wait to see you at the conference!

Working Definitions & Examples

Create a working definition of the word. Then, give an example of the word that further explains your definition.

DIVERSITY

EQUITY

INCLUSION

BELONGING

Reflection questions:

- How are they alike? Different? Where is there overlap?
- Where do these words show up in your personal, professional, and private worlds?
- What's your origin story for each word?

Choosing to be **W.O.K.E.**

PROBLEM & PURPOSE

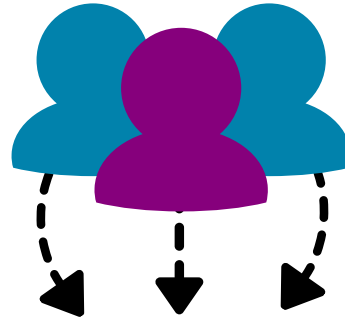
Where are you asleep or what woke you up? Clarify what's prompting this inquiry of impact and then make a statement that elevates the needs, desires, and experiences of those you're serving as you focus on the ideal outcome.



PRIORITY GROUP

Be as specific as you define who will benefit from your solution.

*** This group should include historically marginalized populations, those "furthest from opportunity", groups whose voices need to be amplified, perspectives missing from the conversation, or those being underserved by our current system.



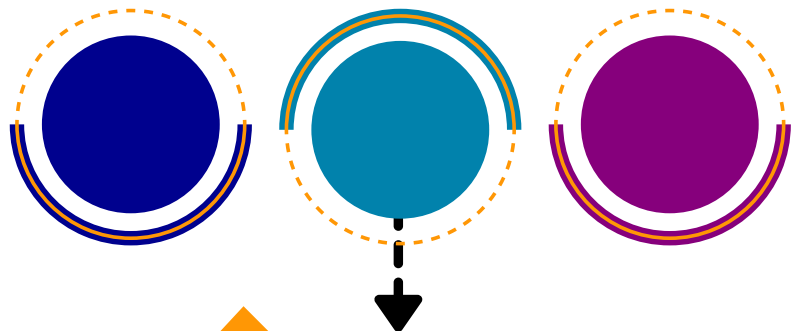
PERSONALIZING THE PROOF

After conducting your equity interviews, center your priority group's perspective as you choose the metrics and measurement tools.



POSSIBILITIES

Brainstorm possible solutions that will help you reach the ideal outcome. Select the idea that will have the biggest impact on your priority group. (Keep in mind: feasible, fast, free, facility-access, and faith.)



PLAN

List the action items in no more than 8 steps with a date of completion. If working in a group, include the person that will be responsible for each item.



W.O.K.E.

W.O.K.E.



5 W's

(Who? What? When? Where? Why?)

Goal: To distinguish between your imaginary and the reality by asking yourself questions.

W.O.K.E.



**Open your heart and
mind to learning more.**

**Goal: To close the knowledge gap by figuring out what
information you need to know and how it'll help.**

W.O.K.E.



Keep focusing on the possibilities - not problems

Goal: To engage in average activism by addressing access, ability, and/or achievement by adjusting 1 everyday activity.

W.O.K.E.



**Equity is justice for more
than just us.**

**Goal: To empower everyone regardless of our personal
affiliations.**

Choosing to be **W.O.K.E.**

ORGANIZATION NAME:

EMOTIONAL EXCHANGE:

PROBLEM: WHERE ARE YOU ASLEEP OR WHAT WOKE YOU UP?




PURPOSE: HOW CAN YOU ELEVATE NEEDS, DESIRES, AND EXPERIENCES?




PRIORITY GROUP:



PERSONALIZING THE PROOF:



POSSIBILITIES: YOUR 3 BEST IDEAS & THE ONE YOU'RE DOING FIRST



PLAN: ACTION ITEMS IN NO MORE THAN 8 STEPS (INCLUDE WHO & WHEN)

1	
2	
3	
4	
5	
6	
7	
8	



PROGRESS TRACKER: USE DATA TO HELP DECIDE WHAT TO DO NEXT.

Date:	Metrics:	Adjustments: We wanted... so we... because we thought... but... so now we will...
Date:	Metrics:	
Date:	Metrics:	

Equity Interview Guide - Students

Name:

Interviewee:

Organization:

Important Info:

Date & Time:

Intro: Thank you for taking the time to answer some questions. I'm trying to learn more about... and I'm interested in your thoughts, your feelings, and anything else you want to share about that topic. While you talk, I'm going to listen and take notes because I'll be using this information to figure out my next steps. What questions do you have for me?

Tell me a story about a time you remember being excited or feeling proud about something you did in class. Why were you excited or proud? How many times have you felt that way?

Describe a time when you felt like you really belonged in school - that moment when you felt you were a part of something. Why did you feel you belonged? How did that impact your learning?

What makes these experiences stand out in your mind? What can our school do to help you have more of these experiences? Who can support you? What do you need to be successful? What's missing right now?

Ask the student to finish these sentences.

School makes me feel...

A question I wished adults asked is...

School would be even better for me if...

If I were the boss, a change I would make would be...

Equity Interview Guide - Staff

Name:

Interviewee:

Organization:

Important Info:

Date & Time:

Intro: Thank you for taking the time to answer some questions. I'm trying to learn more about... and I'm interested in your thoughts, your feelings, and anything else you want to share about that topic. While you talk, I'm going to listen and take notes because I'll be using this information to figure out my next steps. What questions do you have for me?

Tell me a story about a time you remember being super energized and excited about something we were doing at school. Why were you excited or proud? How many times have you felt that way?

Describe a meaningful moment that you had with a student that motivated or inspired you - that moment when you knew you made a difference. How did that impact the way you view your job?

What makes these experiences stand out in your mind? What can our school do to help you have more of these experiences? Who can support you? What do you need to be successful? What's missing right now?

Ask the student to finish these sentences.

School makes me feel...

A question I wished someone asked me is...

My job would be even better for me if...

If I were the boss, a change I would make would be...

Equity Interview Guide Outline

Name:

Interviewee:

Organization:

Important Info:

Date & Time:

Intro: Thank you for taking the time to answer some questions. I'm trying to learn more about... and I'm interested in your thoughts, your feelings, and anything else you want to share about that topic. While you talk, I'm going to listen and take notes because I'll be using this information to figure out my next steps. What questions do you have for me?

Ask the interviewee to finish these sentences.

_____ makes me feel...

A question I wished someone asked me is...

_____ would be even better for me if...

If I were the boss, a change I would make would be...

Equity Interview Reflection

3 WORDS THAT DESCRIBE A THEME:

3 EMOTIONS THAT WERE EXPRESSED:

WHAT PATTERNS DID YOU NOTICE? WHAT DID YOU EXPECT? ANY SURPRISES?

HOW DOES THIS COMPARE TO YOUR OWN EXPERIENCES?

FINISH THESE SENTENCES:

At our school we want students to feel...

Our school would be an even better place if we...

Questions we need to ask are... or Areas that I could influence to make an impact are...

Define your priority group. (Our priority group will be...because...and we're hoping to...in order to...which will meet the need by...)



SELF-PACED WORKBOOK (MY GIFT TO YOU)

To get the slides and any additional freebies from the workshop, go to edesigner.com/woke and put in your email address.

This site will unlock on [July 6, 2021](#).

**Questions? Feedback? Ideas?
Email me at asmith@edesigner.com**

***** You're welcome to the resources whether or not you attended the session. Yes, your colleague, friend, or family member that wants to be an educator can put in their email address too.**

W.O.K.E.



5 W's

(Who? What? When? Where? Why?)

Goal: To distinguish between your imaginary and the reality by asking yourself questions.

Think about your current role within your organization. Answer the following questions to develop your problem and purpose statements.

- Where were you asleep, or what incident "woke" you up? What is something you realized or saw for the first time, although it's been a problem for a while?
- What are 3 questions you feel need answers?
- What's something you feel isn't fair for the people you're supposed to serve?
- What needs, desires, or experiences do you wish your organization addressed for a group of people that may be missing from the conversation, or what is something you've always thought should happen?
- Finish this sentence: In an ideal learning environment...

Strategic Plan: Identifying Your Priority Group

The problem I'm exploring is...

The purpose of my inquiry of impact is...

Digging a Little Deeper

"W" Reflection Prompts

1. WHAT DO YOU THINK YOU KNOW?
2. WHO OR WHAT DO YOU PERCEIVE AS A THREAT?
3. WHAT DO YOU FEAR OR WHAT SCARES YOU?
4. WHY DO YOU SEE IT THAT WAY?
5. WHEN ARE YOU CHOOSING TO FEEL THAT WAY?
6. WHAT DO YOU NEED TO UNDERSTAND?
7. WHAT POWER DO YOU HAVE IN THIS SITUATION?
8. WHAT CAN YOU DO TO EMPOWER OTHERS?

Write or draw some things you need to keep in mind when you're in a situation where you need **clarity or to remain curious** about what's really going on.

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W.O.K.E. Strategies

- Ask yourself questions to become curious about what you perceive is happening and why it's happening. Interrogate the **event**.
- The story you're telling yourself is important. Trace your mindset, value, belief, or **emotion** to an experience that stands out in your mind. Think about when you first **encountered** that storyline.
- Analyze what you could be missing, what information you need to ensure you're "seeing" everything in the right light, and what action or **exposure** would help you shift your mindset.

Reality Checking Chart

Event	Emotion	Early Encounter	Exposure

W.O.K.E.



**Open your heart and
mind to learning more.**

Goal: To close the knowledge gap by figuring out what information you need to know and how it'll help.

Think about your current role within your organization. Answer the following questions to identify an underserved population group.

- Think about some of the problems you regularly solve. When you're coming up with solutions, who are they for, and how often are they consulted?
- When decisions are being made, who is making the decisions? Whose voices are missing from the conversation? How do you communicate your decisions?
- Which group is "on everyone's radar"? Why? What unique perspectives or assets does this group have? What do they bring to the table that should be valued?
- What are 3 possible outcomes that would let you know you were on track? (Circle the one you feel you could accomplish with minimal time & resources.)

Directions: Below is a list of common groups in educational settings.

Think about your current role or organization:

- Who is considered to be a problem or a threat?
- Where could you have the most impact?
- Whom could you elevate or empower?

Circle or write in 4-5 groups that you feel are currently being underserved in your organization.

ETHNICITY/RACE

American Indian or Alaska Native
Asian
Black or African American
Hispanic or Latinx
Native Hawaiian or Other Pacific Islander
White
Two or More Races
Other: _____

GENDER/SEX

Male
Female
Gender Variant/Non-binary
LGBTQQIP2SAA+
Other: _____
Other: _____

SOCIOECONOMIC

Free/Reduced Lunch
Homeless
Locationally Fluid/Transient
Other: _____

VARIED LEARNING

504's/Anxiety/Mental Health
Above Grade Level/Gifted
Academy/Non-Traditional
Attendance Concerns
Differently Abled
Diverse Learners (Sped/Autism)
English Language Learners
Multiple Discipline Incidents
Grade: _____
Subject: _____
Other: _____

ROLES

Administrators - _____
Administrative Assistants
Faculty
Families
Instructional Assistants
Support Staff
Students
Teachers
Other: _____
Other: _____

Strategic Plan: Priority Group & Personalizing the Proof

Based on your answers to the previous questions, define your priority group.

My priority group will be...

My plan to find members of my priority group to do equity interviews is...

Digging A Little Deeper

"O" Reflection Prompts

1. WHAT DO I NEED TO KNOW?
2. WHERE CAN I FIND THIS INFORMATION?
3. IS THERE SOMEONE I CAN SPEAK WITH SO I CAN ASK QUESTIONS OR HEAR THEIR STORY?
4. WHY IS THIS SOMETHING I NEED TO KNOW?
5. HOW CAN I USE THIS INFORMATION TO SERVE OTHERS MORE EFFECTIVELY?
6. HOW WILL THIS INFORMATION CHANGE MY CURRENT PERSPECTIVES OR PRACTICES?

Write or **draw** some things you need to keep in mind when you're in a situation where you need **information** about what's really going on.

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W.O.K.E. Strategies

- **Investigate:** We live in a time when there is no shortage of information. The problem is finding reliable sources of data that present both sides of an argument. Use Google Scholar to find articles.
- **Integrate:** Join different social media groups where you can hear sides about an issue. See where the new information fits in with what you already know.
- **Inquire:** If you are curious and trying to learn, most people don't mind sharing their stories. Tell them that you are doing some research and you want to ask questions about their experience.

Information Checking

What do you want to know?	Why do you want to know that info?	Where are you going to find the info?	How will you apply what you learn?

W.O.K.E.



Keep focusing on the possibilities - not problems

Goal: To engage in average activism by addressing access, ability, and/or achievement by adjusting 1 everyday activity.

Think about your current role within your organization. Write your responses to push past the problems to discover the possibilities.

- Based on previous experience, the top 3 needs of my priority group are...
(Circle the one that you can influence based on your current role.)
- How can you include your priority group as you explore possible solutions?
- List 1 adjustment you can make every day of the week with something you are already doing. Think of 1 small change that would level the playing field in terms of access, ability, and/or achievement.
 - Monday -
 - Tuesday -
 - Wednesday -
 - Thursday -
 - Friday -

Strategic Plan: Brainstorming the Possibilities

1. Set a timer for 5 minutes. Brainstorm all of the ideas of things you could do, letting your mind come up with crazy ideas. (I love using sticky notes and will write one idea per note while going as fast as I can.)
2. Look at your ideas and see how you can combine them to come up with 3 of your best ideas.
3. From those 3 ideas, select the one that you're going to do first. Use the following criteria: It should be **feasible**. You should be able to move **fast**. Emphasize those ideas that are **free**. You must have access to the **facility**. There will be an element of **faith** involved because you're doing something new...let go of your picture of perfection.

Digging A Little Deeper

"K" Reflection Prompts

1. WHAT IS AN AREA WHERE GROUPS ARE BEING UNDERSERVED, MARGINALIZED, OR VICTIMIZED?
2. WHO IS FURTHEST FROM OPPORTUNITY OR WHO IS BEING AFFECTED?
3. WHAT CHANGES ARE WITHIN YOUR CONTROL?
4. WHAT IS ONE ADJUSTMENT YOU COULD MAKE THAT WOULD HAVE MAXIMUM IMPACT?
5. WERE YOUR ACTIONS IN ALIGNMENT WITH WHAT YOU WERE HOPING TO ACHIEVE?

Write or **draw** some things you need to keep in mind when you're in a situation where you can take **action** or make an **adjustment** that would have an impact.

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W.O.K.E. Strategies

- **Acknowledge an area and who has been affected:** How can you open up access? Where can you level the playing field to accommodate all abilities? Who is achieving and who is not? Why? What supports need to be put in place?
- **Act in alignment with your assignment:** Focus on what you can control and where you do have power. In your role, there is something you can do to meet a need. Don't be afraid to ask what supports would be helpful or what you could do to meet a need.
- **Assess your achievement:** Did your action have the impact you were hoping to have? If so, you're on the right track. Layer it with the next step. If not, what is a doable switch that you can make?

Adjustment Checking

Acknowledgement	Assignment	Assessment

W.O.K.E.

» Equity is justice for more than just us.

Goal: To empower everyone regardless of our personal affiliations.

Let's make a plan that embeds equity into the process.

(For many of my projects I started the work with students as my team members. They were excited and once we had movement they helped recruit adults.)

- What questions need answering before you can move forward?
- How can you recruit a team to help you accomplish to reach the ideal outcome?
- Who will be on your team? I vary teams based on personalities and then teach the necessary skills. Try using the list below to create a diverse team.
 - *Multiple Representations* - people involved in several committees, departments, or other activities (They will be honest about what's too much.)
 - *Mindful & Malleable* - members who lean into curiosity instead of becoming defensive or resorting to blame or judgment; are open to learning new ways of thinking, moving, doing, or being
 - *Master of the Masses* - individuals that other people seem to follow
 - *Magnify & Measure* - detail-oriented individuals that like to make sure that everything is covered; they love to poke holes in a plan
 - *Marginalized* - members of historically underserved population groups and personality groups; people that can identify with those who do not make up the "majority"; they may identify with those you're serving
 - *Maybe* - You see a spark of something; maybe an uncommon leader
 - *Meet Them Where They Are* - these individuals may not understand the need for the work or why we're doing "something else"; they may not be on board and are vocal about their position

Strategic Plan: Creating the Plan

One of the problems that my priority group is experiencing is __ (define the problem) __ so I will brainstorm solutions to __ (define the results) __. To figure out the next steps we usually would ____ but this time I will include my priority group by _____. Once I figure out ____ I'll be able to ____ so _____. My action items are _____.

Digging A Little Deeper

"E" Reflection Prompts

1. WHAT IS A WAY THAT YOU CAN EXPOSE YOURSELF TO ANOTHER WAY OF THINKING?
2. HOW CAN YOU CONNECT WITH OTHERS TO BELIEVE DIFFERENTLY THAN YOU DO?
3. WHAT ARE THE UNDERLYING EMOTIONS?
4. WHAT FEELINGS ARE COMFORTABLE FOR YOU, AND WHAT MAKES YOU UNCOMFORTABLE? WHY?
5. WHAT DO YOU THINK IS OKAY TO EXPRESS, AND WHAT SHOULD REMAIN HIDDEN? WHY?

Write or draw some things you need to keep in mind when you're in a situation where **equity** is a factor regardless of your group affiliation.

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W.O.K.E. Strategies

- **Experience:** Experiences produce expectations until new encounters, emotional exchanges, and/or environments begin the evolution.
 - Write a new experience, emotional exchange, and/or environmental shift you could provide in the area you chose for the underserved population group you selected.
 - When will you do this?
 - How can you measure it?
- **Extension, Expansion, & Enrichment:** Embrace educational elements that explore extension, expansion, & enrichment rather than deficits.
 - Extension: How can we affirm what our students already know and build on their strengths?
 - Expansion: How can we affirm who our students are and expand their perspectives and knowledge base?
 - Enrichment: How can we affirm the experiences our students have had to explore them deeper?
- **Embed:** Embed equity in the environment by enlisting stakeholders and elevating uncommon leaders.
 - Ensemble: Who will be our focus?
 - Endorsements: Who should be on the team?
 - Embedding Equity: Whose voices are missing?
 - Elevating Uncommon Leaders: Who has characteristics that weren't previously valued?

Equity Brainstorm