
Index

- Acculturation, 195
Acting White, 16
Adelman, L., 184
Advanced Placement (AP) courses, 79
Affirmative action, 2–5, 159
 Courageous Conversation Compass, 34
Agreeing to talk about race, 75–76
 Four Agreements of Courageous
 Conversation, 80–87
 implementation exercise, 87–89
 racial consciousness and, 76–80, 78f
 reflections, 79, 82, 84, 86
ALLIED (African Americans and Latinos in
 Equity Development), 149
Almanzán, Jamie, 77
American society, history of race in, 181–186
Angelou, Maya, 194
Anti-racism, 60–61
Arbery, Ahmaud, 2
Arciniega, Tomas A., 17
Aronson, Joshua, 240–241
Ashe, Arthur, 190
Asian students, 3–4, 42–43
 model minority and, 137, 240
 positive racial beliefs and, 46–47
Assimilation, 195
Attention deficit disorder (ADD), 1
Avoidance attitude, 217–218

Bacon, Mary Montel, 271
Balancing power in communication, 146–148
Baldwin, James, 127, 192
Barbara, Manny, 149
Barth, Roland, 150–151
Bell, Derrick, 189, 246, 268
*Bell Curve: Intelligence and Class Structure
 in American Life, The* (Herrnstein and
 Murray), 16, 183
Beyond Diversity seminar, 9
Biden, J., 246
Birth of a Nation (Griffith), 183

Black, definition of, 114
Black, Indigenous, and people of color
 (BIPOC), 1–2
Black Lives Matter, 5
“Bridging Culture” (Trumbull, Rothstein-Fisch,
 Greenfield, and Quiroz), 214
Brooks, Gwendolyn, 194
Brooks, Jamyan, 109–110
Brown v. Board of Education (1954), 188
Bush, George W., 246
Butts, Courtlandt, 249–251

Caldwell, Courtney, 90–92, 98, 101–102
California, 143, 148–149
 affirmative action, 3
 bilingual funding in, 244
 Glenn Singleton on, 107–108
“Canary in the Mine, The” (Singham), 15
CARE (Collaborative Action Research for
 Equity) teams, 261
Chambers, Linda, 142–143
Chapel Hill-Carrboro City Schools (North
 Carolina), 27–29, 48–49, 109–110, 134,
 139–140, 151, 268–269
Chapel Hill High School, Chapel Hill,
 North Carolina, 27–28
Chauvin, Derek, 5
Chavez, Cesar, 76
Chisholm, Shirley, 55–56
Christopher Elementary, San José,
 California, 148–149
Cisneros, Sandra, 194
Civil Rights Act (1964), 246
Clinton, Bill, 246
Clinton, Hillary Rodham, 189
Collectivism, 214, 215
Collins-Hart, Nettie, 28, 151, 153
Color
 defining, 114–115
 in three C’s of identity, 193, 197
 White as a, 206

- Color commentary, 143–145, 145–146*t*, 223
- Color line, 40–43, 187–188
- Comer, James, 192
- Common Core State Standards, 4, 31
- Communication
 - balancing power in, 146–148
 - conversation between school and, 261–262
 - empowering, 148–149
 - racialized, 142–143
 - White talk versus color commentary, 143–145, 145–146*t*, 223
- Community
 - defined, 261
 - PASS (Partnerships for Academically Successful Students) groups, 262–263
- Conservative model, 16
- Corner in three C's of identity, 192, 193–194
- Cosgrove, Myles, 5
- Counternarratives, 130–131, 140
- Courageous Conversation, 9–12, 29–30, 75–76, 95
 - defining, 30–31
 - as difficult conversation, 35
 - implementation exercise, 35–37
 - Portland Public Schools (PPS) case, 49–52
 - as strategy for achieving equity in schools, 267–273
- See also* Four Agreements of Courageous Conversation; Six Conditions of Courageous Conversation
- Courageous Conversation Compass, 32–34, 33*f*, 49, 152
 - emotional response, 33, 33*f*
 - Fourth Condition of Courageous Conversation, 33, 157–161, 158*f*
 - intellectual response, 33, 33*f*
 - model illustration, 33*f*
 - moral response, 33*f*, 34
 - navigating, 34
 - reflection, 34
 - relational response, 33*f*, 34
- Courageous Conversation protocol, 19–21, 49–50
 - creating safety, 149–150
 - deepening conditions, 95
 - engaging conditions, 95
 - sustaining conditions, 95
 - transforming district and school culture, 257–258, 258*f*
- COVID-19 pandemic, 5–6, 9, 275
- Critical perspectives about race, 128, 129–132, 222
- Critical race theory, 189, 257, 258*f*, 268
- Cromwell, Dean, 184
- Cultural proficiency, 14, 19, 97
- Cultural Proficiency* (Lindsey), 56
- Culture
 - racializing, 193–196
 - in three C's of identity, 192–194, 197
 - transforming district and school, 256–258, 258*f*
 - White, 212–214, 214*t*
- Culture of silence, 150–151
- Darling-Hammond, Linda, 13, 16–17, 32–33, 157, 187
- Davis School District, Farmingham, Utah, 179
- Declaration of Independence, 186
- Decontextualization, 218–219
- DeCuir, J. T., 60
- Deepening conditions (Protocol), 95
- Delgado, Richard, 246
- Delpit, Lisa, 23, 53, 83, 93, 142, 148
- Dewey, John, 9
- Dixson, A. D., 60
- Du Bois, W. E. B., 13, 40, 187–188, 208, 209, 273
- Education, 1–2
 - affirmative action in, 2–5, 159
 - color line in, 187–188
 - COVID-19 pandemic and, 6
 - history of race in, 186–188
 - race as factor in, 49–52
 - racial achievement disparities in (See Racial achievement disparities)
 - right to, 13, 273
 - role of race and racism in, 13–14
 - segregated, 187
- Educational desegregation, 188
- Educational equity, definition of, 59
- Educational segregation, 187
- Education Trust, 14
- Ellison, Ralph, 192
- Emergent bilingualism, 34
- Emotional response
 - Courageous Conversation Compass, 33, 33*f*
 - defined, 33
- Empowering communication, 148–149
- Engaging conditions (Protocol), 95
- Entitlement, 212–213
- Equality, 60
- Equity
 - Courageous Conversations as strategy for achieving, 267–273
 - definition of educational, 59

- versus equality, 60
 - implementation exercise, 63–66
- Systemic Racial Equity Transformation
 - Framework vision of, 254–256
- Equity teams, 259–260
- Ethnicity, 155, 180, 181
 - color line and, 187
 - fluidity of, 195
 - nationality versus, 195–196
 - versus racial experiences, 194
 - in three C's of identity, 192–193
- Ethnic versus racial experiences, 194
- Eugenics, 183, 184–185
- Every Student Succeeds Act (2015), 4, 31, 233
- Expect/accept non-closure
 - (Four Agreements), 31, 86–87
- Experience discomfort
 - (Four Agreements), 31, 85
- Federal Housing Authority (FHA), 185
- 15-Minute Race Dialogue, 161
- Fifth Condition of Courageous
 - Conversation, 179–180
 - American racial binary, 182–185
 - assimilation versus acculturation, 195
 - defined, 32, 180
 - defining racial identity, 189–191
 - distinguishing between ethnicity and nationality, 195–196
 - ethnic versus racial experiences, 194
 - eugenics, 183, 184–185
 - history of race in American society, 181–186
 - history of race in education, 186–188
 - implementation exercise, 197–199
 - racializing culture, 193–196
 - reflections, 180, 186, 188, 191, 195, 196
 - segregation, 141
 - three C's of identity, 192–193
 - White flight, 185–186
 - Whiteness examined in, 224–225
 - working definition of race, 188–196
- First Condition of Courageous
 - Conversation, 140
 - defined, 32, 97
 - degree of racial consciousness, 102, 103^f
 - implementation exercise, 104–106
 - personal, local, immediate context, 98–99
 - personal racial impact, 100–102
 - racial consciousness versus racial
 - unconsciousness, 103–104
 - reflections, 98, 99, 100, 101, 102, 104
 - Whiteness examined in, 219–220
- Fisher v. University of Texas* (2013), 3
- Fitch, Douglas, 128
- Fitzgerald, F. Scott, 194
- Floyd, George, 2, 5
- Four Agreements of Courageous
 - Conversation, 31, 32, 49, 95, 152
 - agreeing to talk about race, 80–87
 - expect and accept non-closure, 31, 86–87
 - experience discomfort, 31, 85
 - implementation exercise, 87–89
 - professional learning opportunities, 80–87
 - speak your truth, 31, 82–85
 - stay engaged, 31, 81–82
- Fourth Condition of Courageous
 - Conversation, 140–141
 - balancing power in communication, 146–148
 - conversational context, 151–153
 - conversational parameters, 153–157
 - Courageous Conversation Compass, 157–161, 158^f
 - creating safety, 149–157
 - defined, 32, 140
 - empowering communication, 148–149
 - explicit and focused prompts, 155–156, 156^t
 - implementation exercises, 169–174
 - interracial dialogue, 141–149
 - personal activities, 161–168
 - racialized communication, 142–143
 - reflections, 141, 144, 145, 147, 149, 154, 157, 159, 161
 - time investment in, 155–157
 - Whiteness examined in, 223–224
 - White talk versus color commentary, 143–145, 145–146^t
- Garcia, Andy, 148–149
- Garner, Eric, 232
- Genetic model, 16
- GI Bill, 185
- Gibson, Althea, 190
- Gonzales, David, 122–125
- Gradualism, 246–247
- Graves, Joseph, 184
- Greenfield, Patricia M., 213–214
- Griffith, D. W., 183
- Grisham, John, 194
- Grutter, Barbara, 2
- Grutter v. Bollinger* (2003), 2–3
- Hale, Janice E., 18
- Hammonds, Evelyn, 181, 183–184
- Harris, Kamala, 191, 192, 196
- Harvard Law Review*, 189

- Haycock, Kati, 16, 94, 97
- Helms, Janet, 226, 226*t*
- Henze, R., 57, 83–84, 180
- Herrnstein, Richard, 16, 183
- Hilliard, Asa, 54–55, 62, 75, 192, 253
- Hilton Elementary School, Baltimore (Maryland), 67–69
- Hispanic-serving institutions (HSI), 1
- History of race, 180–188
 - American racial binary, 182–185
 - in American society, 181–186
 - in education, 186–188
 - eugenics, 183, 184–185
 - segregation, 141
 - White flight, 185–186
- Hitler, Adolf, 184
- Holocaust, the, 184
- Horton, James, 186
- Housing, 185–186
- “I Dream” (Vega), 27–28, 134
- Incremental change, 246–247
- Indian sovereignty laws, 183
- Individualism, 216–217
- Individualized racial prejudice, 57
- Individual teacher racial equity
 - leadership, 270–271
- Industrial Revolution, 187
- “In My Heart” (Brooks), 109–110
- Institutionalized racism, 3
 - achievement gaps and, 4
 - defined, 56–58
 - racial achievement disparities and, 14–18
 - understanding, 242–245, 243*f*
- Intellectual response
 - Courageous Conversation Compass, 33, 33*f*
 - defined, 33
- Internalized racism, 129
- Internalized White racism, 243–244
- Interracial dialogue, 141–149
 - balancing power in communication, 146–148
 - empowering communication, 148–149
 - racialized communication, 142–143
 - White talk versus color commentary, 143–145, 145–146*t*
- Interracial White racism, 244
- Intraracial White racism, 244
- Invisibility versus hypervisibility, 236–239, 237–239*f*
- Irving, Debby, 205, 206
- Isolating race, 110–115
- It’s the Little Things* (Williams), 84, 150, 219
- Jim Crow segregation, 183
- Johnson, Andrea, 175–177
- Johnson, Ruth, 14, 53, 62
- Johnston H. Cooper Elementary, Vallejo, California, 143
- Jordan, Michael, 191
- Katz, Judith H., 56
- Kennedy, Anthony, 3
- KidsCount, 14
- King, Martin Luther, Jr., 82, 192
- King, Rodney, 108
- Kivel, Paul, 218
- Krull, Melissa, 230–232
- Ladson-Billings, Gloria, 192, 246
- Lagoo, Janaka, 139–140
- Landsman, Julie, 30, 43
- Language of race, 20–21
- Leadership, 258–261
 - See also* Racial equity leadership
- Learning and teaching, 260–261
- Legislative policy
 - Civil Rights Act (1964), 246
 - Common Core State Standards, 4, 31
 - Every Student Succeeds Act (2015), 4, 31, 233
 - Federal Housing Authority (FHA), 185
 - GI Bill, 185
 - No Child Left Behind, 4, 14, 31, 231, 233
 - Race to the Top, 4, 31
 - racial achievement gap, 4
- Liberal interpretation model, 15–16
- Lindsey, R. B., 56
- McIntosh, Peggy, 207, 208, 212, 217, 218
- McTighe, Jay, 15
- Meyer, Graig, 268–269
- Microaggressions, 61, 219
- Minnich, Elizabeth, 217
- Model minority, 137, 240
- Moral response
 - Courageous Conversation Compass, 33*f*, 34
 - defined, 34
- More Courageous Conversations About Race* (Singleton), 99, 257
- Morrison, Toni, 192
- Multiple racial points of view, 128, 129–132, 222
- Multiracial identity, 189–191
- Murray, Charles, 16, 183

- Nationality, 195–196
- Nazi Germany, 184
- No Child Left Behind Act (2001), 4, 14, 31, 231, 233
- Noli, Pamela, 76–77
- Non-racist, 60, 273
- Notes on the State of Virginia*, 182

- Obama, Barack, 5, 189, 190, 191, 192, 246
 - Courageous Conversation Compass, 34
- Opportunity gap, 18, 60
- Owens, Jesse, 184

- Pacific Educational Group, 48
- PASS (Partnerships for Academically Successful Students) groups, 262–263
- Passion, 10, 12, 18, 23–25, 35–37, 93
- Pedersen, Neil G., 151, 153
- Persistence, 10, 12, 19, 233–234
- Personal racial equity leadership, 268–270
- Pine, Gerald, 54–55, 75, 253
- Plessy v. Ferguson* (1896), 187
- Poi, Kat, 70–73
- Portland Public Schools (PPS), 49–52
- Practice, 10, 12, 18–19, 93–95
- Professional learning opportunities, 20, 86, 156, 255, 259–260

- Quiroz, Blanca, 213–214

- Race
 - brief history of, 180–188
 - critical perspectives about, 128, 129–132
 - definition of, 54–55
 - isolating, 110–115
 - pervasiveness of, 112–114
 - redefining, 111–112
 - social construction of knowledge about, 127–129
 - three C's of identity, 192–193
 - unpacking, 116–117
 - working definition of, 188–196
- Race matters
 - affirmative action, 2–5
 - court rulings, 2–3
 - language of race, 20–21
 - legislative policy, 4
 - national and global backdrop, 5–9
 - personal experience, 1–2, 9–10
 - racial consciousness, 8
 - research background, 9–10
 - 21st century, 39
- Race to the Top, 4, 31

- Racial achievement disparities, 4, 14, 43–49, 44f, 45f
 - Chapel Hill-Carrboro City Schools (North Carolina), 28–29
 - color line, 40–43
 - conservative model, 16
 - Courageous Conversation Protocol, 19–21
 - educational responsibility for, 16–18
 - education for all students, 41
 - essential questions about, 15
 - excuses for, 111–112
 - external factors in, 14–15
 - genetic model, 16
 - legislative policy, 4, 31
 - liberal interpretation model, 15–16
 - Portland Public Schools (PPS), 49–52
 - racial equity leadership, 18–19
 - racial identity, 21
 - racial terminology, 20–21
 - right-to-learn philosophy, 13
 - SAT scores, 43–47, 44f, 45f
 - sociopathological model, 16
 - strategy for addressing, 47–49
 - systemic racial disparities, 11–12
 - three critical factors for eliminating, 18–19
- Racial binary, American, 182–185
- Racial consciousness
 - Courageous Conversation, 76–77
 - degree of, 102, 103f
 - determining level of, 101
 - Four Agreements of Courageous Conversations, 80–87
 - I don't know what I don't know, 77–78, 78f
 - moving through the stages of, 78–80
 - personal experience, 8, 66–73
 - versus racial unconsciousness, 103–104
 - reflections, 79
 - White, 215–219
- Racial disparity elimination
 - implementation exercise, 247–248
 - injustice of gradualism and incremental change, 246–247
 - invisibility versus hypervisibility, 236–239, 237–239f
 - reflections, 239, 241, 242, 246, 247
 - understanding students of color and indigenous students within White school, 240–242
 - understanding systemic White racism, 242–245, 243f
- Racial equity leadership
 - anti-racism and, 60–61
 - individual teacher, 270–271

- passion, 10, 12, 18, 23–25, 35–37, 93
- persistence, 10, 12, 19, 233–234
- personal, 268–270
- practice, 10, 12, 18–19, 93–95
- reflections, 270, 271, 272
- systemic, 273
- whole-school, 271–272
- See also* Systemic Racial Equity Transformation Framework
- Racial framework
 - color line, 40–43
 - common language around race, 54–61
 - education for all students, 41
 - educator responsibility, 52–53
 - race in education and beyond, 49–52
 - racial disparity, 43–49, 44*f*, 45*f*
 - racial responsibility, 41–43
 - reflections, 40, 42, 49, 52, 54, 56, 57, 59, 62
 - socioeconomics, 47
 - will to educate all children, 62–63
- Racial identity, 189–191
 - adolescents and, 235
 - development of White, 225–227, 226*t*
 - three C's of, 192–193
- Racial inequity, 186
- Racial inferiority, 58
- Racialized communication, 142–143
- Racialized culture, 193–196
- Racial patterns, 155
- Racial responsibility, 41–43
- Racial stereotypes, 155
- Racial terminology
 - anti-racism, 60–61
 - color, 114–115
 - common language development, 54–61
 - equity, 59–61
 - institutionalized racism, 56–58
 - race, 54–55
 - racial inferiority, 58
 - racism, 54–55
 - racist, 54–55
- Racial unconsciousness, 103–104
- Racism
 - definition of, 54–55
 - institutionalized, 56–58, 242–245, 243*f*
 - internalization and transfer of, 129
 - understanding systemic White, 242–245, 243*f*
- “Racism and the Achievement Gap” (Weissglass), 55
- Racist, definition of, 54–55
- REACH (Respect Ethnic and Cultural Heritage), 179
- Reagan, Ronald, 3
- Redefining race, 111–112
- Red-lining, 185–186
- Regents of the University of California v. Bakke* (1978), 3
- Relational response
 - Courageous Conversation Compass, 33*f*, 34
 - defined, 34
- Reverse White racism, 244–245
- Robinson, Jackie, 190
- Rothstein-Fisch, Carrie, 213–214
- Safety, creating, 149–157
 - context and conditions, 151–153
 - culture of silence and, 150–151
 - parameters, 153–157, 156*t*
- SAT scores
 - data on, 43–47
 - by parental income and race/ethnicity (1995), 44*f*
 - by parental income and race/ethnicity (2011), 45*f*
- Seal, Bobby, 192
- Second Condition of Courageous Conversation, 140
 - defined, 32, 110
 - defining color, 114–115
 - implementation exercise, 118–121
 - isolating race, 110–115
 - pervasiveness of race, 112–114
 - racial impact, 115
 - redefining race, 111–112
 - reflections, 110, 113, 114, 115, 117
 - unpacking race, 116–117
 - Whiteness examined in, 220
- SEED (Seeking Educational Equity and Diversity), 208
- Segregation, 16–17, 141, 185–187
- Silenced dialogue, 83, 150–151
- “Silenced Dialogue, The” (Delpit), 142
- “Silenced Dialogue: Power and Pedagogy in Educating Other People's Children” (Delpit), 83
- Simpson, OJ, 108
- Singham, Mano, 15, 16, 53
- Singleton, Glenn, 66–69, 107–108, 151, 153, 231, 274–276
- Singleton, Wendell E.J., 1–2
- Six Conditions of Courageous Conversation, 31–32, 49, 95, 152
- See also* specific condition

- Sixth Condition of Courageous
 Conversation, 205–206
 defined, 32, 206
 implementation exercise, 208–210,
 210–212*t*, 227–229
 reflections, 207, 214, 219, 222, 227
 White color, 206
 White consciousness, 215–219
 White culture, 212–214, 214*t*
 Whiteness as examined in the Five
 Conditions, 219–225
 White privilege, 206–208
 White racial identity development,
 225–227, 226*t*
- Sizemore, Barbara, 2, 192
- Smith, Carole, 50
- Social and political construction of Whiteness,
 221–222
- Social construction of knowledge, 127–129
- Social Darwinism, 183–184
- Socioeconomics
 liberal interpretation model, 15–16
 SAT scores and, 44–45, 44*f*
 socioeconomic gap, 47
- Sociopathological model, 16
- Sotomayor, Sonya, 1, 3, 4
- Souls of Black Folk, The* (Du Bois), 208, 209
- Speak your truth (Four Agreements), 31, 82–85
- Stay engaged (Four Agreements), 31, 81–82
- Steele, Claude, 240–241
- Stefancic, Jean, 246
- Stereotype threat, 240–241
- Structured colorblindness, 129
- Students for Fair Admissions v. President &
 Fellows of Harvard College* (2020), 3–4
- Sustaining conditions (Protocol), 95
- Systemic racial equity leadership, 273
- Systemic Racial Equity Transformation
 Framework, 253–254
 community, 261–263
 implementation exercise, 264–266
 leadership, 258–261
 learning and teaching, 260–261
 reflections, 254, 256, 258, 263
 role of principal, 263
 transforming district and school culture,
 256–258, 258*f*
 vision of equity, 254–256
- Systemic White racism, 242–245, 243*f*
- Tan, Amy, 194
- Tatum, Beverly Daniel, 217, 235, 237
- Taylor, Breonna, 5
- Third Condition of Courageous
 Conversation, 140
 counternarratives, 130–131
 defined, 32, 127
 implementation exercise, 133–134
 internalization and transfer of racism, 129
 multiple points of view about race,
 128, 129–132
 reflections, 129, 130, 132, 134
 social construction of knowledge, 127–129
 structured colorblindness, 129
 validating multiple points of view, 131–132
 Whiteness examined in, 220–222
- Third Culture experience, 241–242
- Thomas, Clarence, 131
- Thompson, Jackie, 179
- Three C's of identity, 192–193, 198
 color identity, 193, 197
 corner identity, 192, 193–194, 197
 culture identity, 192–194, 197
- Toledo, Adam, 2
- Transferred racism, 129
- Tribal sovereignty of indigenous nations, 34
- Trumbull, Elise, 213–214
- Tuskegee Experiment, 6
- Understanding by Design* (Wiggins and
 McTighe), 15
- Universal perspective, 216
- Unpacking race, 116–117
- Uprooting Racism* (Kivel), 217–218
- US Supreme Court, 1, 3, 4, 131, 185
Brown v. Board of Education (1954), 188
Fisher v. University of Texas (2013), 3
Gutter v. Bollinger (2003), 2–3
Plessy v. Ferguson (1896), 187
*Regents of the University of California v.
 Bakke* (1978), 3
*Students for Fair Admissions v.
 President & Fellows of Harvard College*
 (2020), 3
- Validating multiple points
 of view, 131–132
- Vega, Pablo, 27–28, 29, 134
- Versalles, Luis, 200–203
- Weissglass, Julian, 55–56, 58, 61, 129, 185
- “We Need to Really Talk” (Lagoo), 139–140
- West, Cornel, 39, 40, 41, 267–268
- Wheatley, Margaret, 29, 35
- Wheatley, Phyllis, 192
- White color, 206

- White consciousness, 215–219, 268–270
 - avoidance, 217–218
 - decontextualization, 218–219
 - individualism, 216–217
 - universal perspective, 216
- White culture
 - defining, 213–214, 214*t*
 - entitlement, 212–213
 - understanding, 213
- White flight, 185–186
- Whiteism, 216
- Whiteness examined in the
 - Five Conditions, 219–225
 - Fifth Condition, 224–225
 - First Condition, 219–220
 - Fourth Condition, 223–224
 - Second Condition, 220
 - Third Condition, 220–222
- White privilege, 206–208
 - racial responsibility, 41–43
- White racial identity development,
 - 225–227, 226*t*
- White racism, systemic, 242–245, 243*f*
- White schools, students of color and
 - Indigenous students within, 240–242
- White supremacy, 3, 129, 184
- White talk, 143–145, 145–146*t*, 223
- Whole-school racial equity leadership, 271–272
- Why Are All the Black Kids Sitting Together in the Cafeteria?* (Tatum), 217, 237
- Wiggins, Grant, 15
- Williams, Belinda, 14
- Williams, Lena, 84, 150, 219
- Will to excellence, 62
- Winfrey, Oprah, 61
- Woods, Tiger, 189–191
- Wright, Daunte, 2
- Wynberg, Frederique, 81
- Zucker, Unsuk, 135–137