Chapter Three: Using the Tools Activity

Staff Support for Identity Safety

1. List the areas of identity safety that you plan to introduce (e.g., introduction to identity safety, creating belonging, identity safe assessments):

2. Consider the different staff roles and members of staff. What are their strengths and areas of interest? What identity safe practices are they already doing? What kinds of professional learning activities will strengthen their use of identity safe practices?

STAFF ROLE/NAME	AREAS OF INTEREST	CURRENT IDENTITY SAFE PRACTICES	POTENTIAL PERSONALIZED PROFESSIONAL LEARNING ACTIVITIES

(Continued)

(Continued)

STAFF ROLE/NAME	AREAS OF INTEREST	CURRENT IDENTITY SAFE PRACTICES	POTENTIAL PERSONALIZED PROFESSIONAL LEARNING ACTIVITIES

3. What professional dialogue and diversity activities has your staff participated in?

ACTIVITY	WHAT WAS DONE? FREQUENCY?	HOW WAS IT RECEIVED?
Dialogue about race		
Dialogue about gender		

Support for EL students		
Reducing stereotype threat		
Implicit bias reduction		
Anti-racist education		

4. Identify three goals for adult learning for the coming year. What are your next steps to achieve the goals?

GOAL	ACTIVITIES	TIMELINE