

Facilitation Guide: *Identifying Vulnerable and Equitable Decision Points*

Introduction

This facilitation guide accompanies the **Identifying Vulnerable Decision Points and Equitable Decision Points** professional learning session. The goal of this session is to support educators' ability to **identify classroom situations and decision states where responses may be vulnerable to bias and where structures and intentionality support more equitable decision-making** to improve discipline outcomes for all students and students who are most often disenfranchised, student engagement in learning, feelings of connectedness, school climate, and instructional quality (Cook et al., 2018; Gregory et al., 2016; McIntosh et al., 2018; McIntosh, Girvan, Fairbanks Falcon, et al., 2021; McIntosh, Girvan, McDaniel, et al., 2021; Payno-Simmons, 2021).

By intentionally partnering with families, integrating culturally sustaining approaches, and implementing safe and inclusive practices, educators can intentionally implement this and other practices to create classrooms where all students thrive (Payno-Simmons, 2021; Riddle, 2014; Santiago-Rosario et al., 2022).

This session invites educators to:

- Reflect on their current practices and assumptions.
- See practical examples and consider implementation strategies.
- Examine active ingredients of effective implementation.
- Develop an actionable plan using a plan–do–check–reflect approach.

The professional learning session is built around a **30 minute video presentation**. The facilitation guide is designed to **intentionally extend the learning**, *with structured pauses, reflection prompts, and discussion activities* that can **adapt to your available professional development time**, allowing for deeper engagement depending on your context. These activities help make the learning active, collaborative, and directly applicable to participants' classrooms.

By the end of this professional learning, participants will have identified one or more actionable steps they can take immediately to strengthen their specific and culturally responsive praise, fostering strong positive relationships, as well as inclusive and academically engaging learning environments.

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	Key Content	Activity	Facilitator Notes
Intro (Before Video)	<p>Intro & Purpose</p> <p>Remind staff of their progress in PD series, and intro today’s focus on identifying your personal VDPs and EDPs for your context</p>	<p>Reflect (Quick Write)</p> <p>“Think about your classroom. Consider moments when you make decisions about how to respond to student behavior or participation. Write down a few situations where these decisions feel quick or reactive, and a few where your response feels instructional and fair.”</p>	<p>Facilitate</p> <p>Encourage participants to jot 1–3 examples; share with a partner if time allows. Frame this as a baseline connection point.</p>
<p>Pause after Slide 3</p> <p>(If this is the group’s first skill-building session of the series, consider engaging in this item. Otherwise, feel free to skip it.)</p>	<p>Intentional Inputs</p> <p>Collaborative partnership, culturally sustaining approach, and inclusive and safe spaces</p>	<p>View, Reflect, & Discuss</p> <p>Watch/read the “Kickoff” video/transcript excerpt, note two “aha” moments and why they stood out, share in triads, and discuss as a whole group why these intentional inputs matter.</p>	<p>Facilitate</p> <p>Prompt participants to identify why each “aha” stood out, relate it each intentional input and share concrete examples in triads before discussing as a whole group.</p>
Pause after Slide 20	<p>Why Now?</p> <p>Equity in decision-making affects belonging, outcomes, and trust.</p>	<p>Think-Pair-Share</p> <p>Participants reflect silently on: “What has happened in my school or with my students that makes this work timely?” Then share in groups of 3.</p>	<p>Facilitate</p> <p>This activity invites authentic reasons without forcing vulnerability. Emphasize choice-sharing.</p>
Pause after Slide 23	<p>Student Perspective Reflection</p> <p>Student input can help educators understand how classroom decisions are experienced.</p>	<p>Think and Share</p> <p>Ask participants to reflect on the following question: “If students were asked when classroom decisions feel most fair,</p>	<p>Facilitate</p> <p>Connect this reflection to the idea that student perceptions of fairness and other data sources can help identify decision points.</p>

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		<p>what situations might they describe?"</p> <p>Participants write down:</p> <ul style="list-style-type: none"> • one situation that might feel fair to students • one situation where students might experience decisions differently 	
Pause after Slide 27	Complete the self-assessment	<p>Self-Assess Your Vulnerable Decision Point</p> <p>Access the ReACT Vulnerable Decision Point Self-Assessment to <i>complete</i> the self-assessment.</p>	<p>Facilitate</p> <p>Have staff use the self-assessment individually, reflecting honestly on routines in which our decisions most reactive and vulnerable to bias; circulate to clarify but do not guide responses.</p>
Pause after Slide 30	<p>Plan Intentional Inputs</p> <p>Review intentional inputs and introduce planning document</p>	<p>Pause & Apply</p> <p>Provide time for staff to identify specific action steps to plan intentional inputs</p>	<p>Facilitate</p> <p>Prompt previous content (i.e., assess preferences, script preferred praise, & differentiate praise)</p>
Pause after Slide 32	<p>Plan to Implement</p> <p>Plan to make it a habit:</p> <ul style="list-style-type: none"> • Practice to fluency • Estimate current rate • Set goal for practice • Plan to increase • Plan to monitor • Plan to celebrate 	<p>Pause & Apply</p> <p>Provide time for staff to identify specific action steps to plan to implement and monitor</p>	<p>Facilitate</p> <p>Prompt previous content (see dot points on left) and support staff in estimating and setting reasonable goal</p>
After Video	Close with Next Steps	Closing Commitment	Facilitate

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	Recap key messages and describe next steps to support implementation in your context (e.g., share copy of action plan with coach, and share self-collected data with coach or peer at the end of each week)	Provide additional time to complete the planning document, if needed, and share with peer or coach, if applicable	Encourage sharing with a partner or coach (or submitting anonymously) to build accountability

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