Descriptions of WSC (draft agenda here for reference)

Power Hoarding	**Perfectionism**
- little, if any, value around sharing power - power seen as limited, only so much to go around - those with power feel threatened when anyone suggests changes in how things should be done in the organization, feel suggestions for change are a reflection on their leadership - those with power don't see themselves as hoarding power or as feeling threatened - those with power assume they have the best interests of the organization at heart and assume those wanting change are ill-informed (stupid), emotional, inexperienced	- little appreciation expressed among people for the work that others are doing; appreciation that is expressed usually directed to those who get most of the credit anyway - more common is to point out either how the person or work is inadequate - or even more common, to talk to others about the inadequacies of a person or their work without ever talking directly to them - mistakes are seen as personal, i.e. they reflect badly on the person making them as opposed to being seen for what they are- mistakes - making a mistake is confused with being a mistake, doing wrong with being wrong - little time, energy, or money put into reflection or identifying lessons learned that can improve practice, in other words little or no learning from mistakes - tendency to identify what's wrong; little ability to identify, name, and appreciate what's right

Power Hoarding Examples	Perfectionism Examples
Decisions are made outside of meetings and reasoning is not always shared	Student data is shared and only criticisms are stated
Zero tolerance with respect to discipline, "I have to treat all students the same."	Teachers are observed without any praise or positive reinforcement
Meetings are always facilitated by the same person	Students have one opportunity to show mastery, take test or quiz
People are ok with decisions being made without equitable input "well if they didn't vote, they don't care"	Resistance to risk-taking in shifts in practice due to fear of making a mistake

Individualism

- little experience or comfort working as part of a team
- people in organization believe they are responsible for solving problems alone
- accountability, if any, goes up and down, not sideways to peers or to those the organization is set up to serve
- desire for individual recognition and credit
- leads to isolation
- competition more highly valued than cooperation and where cooperation is valued, little time or resources devoted to developing skills in how to cooperate
- creates a lack of accountability, as the organization values those who can get things done on their own without needing supervision or guidance
- I'm the only one
- connected to individualism, the belief that if something is going to get done right, I have to do it
- little or no ability to delegate work to others

Progress is Bigger, More

- observed in systems of accountability and ways we determine success
- progress is an organization which expands (adds staff, adds projects) or develops the ability to serve more people (regardless of how well they are serving them)
- gives no value, not even negative value, to its cost, for example, increased accountability to funders as the budget grows, ways in which those we serve may be exploited, excluded, or underserved as we focus on how many we are serving instead of quality of service

Individualism Examples	Progress Examples
Students work alone in classrooms, group work is seen as low rigor	Move from one grade level doing something to the whole school without input or appropriate planning
Teachers work alone during planning time, collaborative time is devalued	Students must write longer, faster essays to show proficiency
Everyone creates their own systems in the name of creative control; systems do not work together or reinforce each other	We must cover all the content in the book and meet the pacing guide, even if students are left behind
I work next door to someone but I do not share my thoughts on how they can or should be better in serving students of color	We set too many goals instead of going deeper
"I am not responsible for anyone's work but my own"	

Objectivity

- the belief that there is such a thing as being objective
- the belief that emotions are inherently destructive, irrational, and should not play a role in decision-making or group process
- invalidating people who show emotion
- requiring people to think in a linear fashion and ignoring or invalidating those who think in other ways
- impatience with any thinking that does not appear logical to those with power

Right to Comfort

- the belief that those with power have a right to emotional and psychological comfort (another aspect of valuing logic over emotion)
- scapegoating those who cause discomfort
- equating individual acts of unfairness against white people with systemic racism which daily targets people of color

Objectivity Examples	Examples
"You earned your grade, there's nothing I can do about it."	White staff check out of the the conversation or seek retribution.
"I treat all students the same."	White staff express feeling targeted or express that there is a hostile working environment.
Silence when people get emotional, especially oppressed people.	"We aren't ready to talk about this yet"
"I didn't/couldn't have had that impact on you, you misunderstood me."	"This might offend people (white)."
"I am aware of my bias and it no longer impacts my interactions with others."	"You are making me unsafe."

Fear of Open Conflict

- people in power are scared of conflict and try to ignore it or run from it
- when someone raises an issue that causes discomfort, the response is to blame the person for raising the issue rather than to look at the issue which is actually causing the problem
- emphasis on being polite

We need "safe norms" so that we are not asked to do or think about anything that makes us uncomfortable

"I am being attacked"

People are not willing to bring up microaggressions or other issues for fear of upsetting someone

"Let's agree to disagree."

"Let's move on, we have too much to cover"

Either/Or Thinking

- things are either/or good/bad, right/wrong, with us/against us
- closely linked to perfectionism in making it difficult to learn from mistakes or accommodate conflict
- no sense that things can be both/and
- results in trying to simplify complex things, for example believing that poverty is simply a result of lack of education
- creates conflict and increases sense of urgency, as people are felt they have to make decisions to do either this or that, with no time or encouragement to consider alternatives, particularly those which may require more time or resources

Paternalism

- decision-making is clear to those with power and unclear to those without it
- those with power think they are capable of making decisions for and in the interests of those without power
- those with power often don't think it is important or necessary to understand the viewpoint or experience of those for whom they are making decisions

Forcing a quick decision at a team meeting We shut down conversation soon after they begin, because the are outside the box Believe that we can't have racialized impact, because we are good people, and only bad people do racist things We are either warm (but with low expectations) or demanding (without putting in the work to develop relationships across difference) with students but not both	The same voices speak during meetings and/or there are members who rarely speak during meetings Belief that those who don't speak up must not care or must not have an opinion "As a veteran staff member, I think we should…" "I have been doing this for __ years, let me tell you what we/you should do." Decisions made with little student input

Defensiveness

- the organizational structure is set up and much energy spent trying to prevent abuse and protect power as it exists rather than to facilitate the best out of each person or to clarify who has power and how they are expected to use it
- because of either/or thinking (see below), criticism of those with power is viewed as threatening and inappropriate (or rude)
- people respond to new or challenging ideas with defensiveness, making it very difficult to raise these ideas
- a lot of energy in the organization is spent trying to make sure that people's feelings aren't getting hurt or working around defensive people
- the defensiveness of people in power creates an oppressive culture

Sense of Urgency

- continued sense of urgency that makes it difficult to take time to be inclusive, encourage democratic and/or thoughtful decision-making, to think long-term, to consider consequences
- frequently results in sacrificing potential allies for quick or highly visible results, for example sacrificing interests of communities of color in order to win victories for white people (seen as default or norm community)

Defensiveness Examples	Sense of Urgency Examples
Push back or criticism of new ideas, curriculum, or studies, especially when it conflicts with our habits or world view	Moving too fast or having too many goals
	Pacing guides and urgency to "cover all the curriculum."
"Let's stick to the agenda"	
	Not giving students wait time
Shutting down when sadness or anger is shared.	
	"This is so important, I'd rather do it now than take time to get input from others or plan it more carefully."
"I can't ask that question because it will make so and so upset/angry."	
"You are wrong and I disagree with you. Here are all the reasons why…"	

Worship of the Written Word

- if itís not in a memo, it doesn't exist
- the organization does not take into account or value other ways in which information gets shared
- those with strong documentation and writing skills are more highly valued, even in organizations where ability to relate to others is key to the mission antidotes: take the time to analyze how people inside and outside the organization get and share information; figure out which things need to be written down and come up with alternative ways to document what is happening; work to recognize the contributions and skills that every person brings to the organization (for example, the ability to build relationships with those who are important to the organizationís mission)
- only one right way

Quantity Over Quality

- all resources of organization are directed toward producing measurable goals
- things that can be measured are more highly valued than things that cannot, for example numbers of people attending a meeting, newsletter circulation, money spent are valued more than quality of relationships, democratic decision-making, ability to constructively deal with conflict
- little or no value attached to process; if it can't be measured, it has no value

Worship of the Written Word Examples	Quantity over Quality Examples
Strictly following the curricular guide versus incorporating authentic connections to students' lives	Decisions based only on high stakes testing results
Only providing one way to complete a task	All meetings geared towards outcomes rather than valuing the process
"Per these documents, we expect x, y, z to happen" (could be at the expense of students of color).	Grading policies that value completion over revision
This process, issue, etc. has to be handled a certain way every time. We cannot think outside of the box or try new things because this is the process.	High behavioral compliance vs. high engagement
	Projects, units, or assignments that focus on the final products without as much attention to reflection, learning, and process