

### **The Feeler**

You are very concerned with how everyone is *feeling*. That includes students, families, colleagues and *you*. Moving forward, finding “solutions,” or considering other perspectives is not important until everyone has considered and processed all emotions involved.

### **The Thinker**

You are very concerned with the truth and the data to back it up. What does the data show? What does the research show? When was it published and by whom? You are skeptical and need proof. You might—*maybe*—settle into the conversation or change course if someone can show you concrete data from multiple reputable sources.

### **The Doer**

You are very concerned with finding the solution to the problem(s). Processing through feelings and perspectives is ultimately a waste of time because we need to figure out what we are going to *do* about all of this. And mindset “solutions” are not nearly enough. You want practical strategies you can implement in your educational environment *tomorrow!*

### **The “Don’t know what I don’t know...”**

You are having difficulty articulating how you feel. You know something isn’t sitting right with you and you’d like to process with your colleagues, but who to rely on? Aren’t they struggling to process, too? You believe in your gut that something isn’t right in your district, either; you want everyone to understand that something has to be done, but what should we do? Can we bring in an expert?

### **The Status-Seeker**

You are very concerned that everyone knows why your opinion matters. Because you have been in this profession for a very long time, your perspective is clearly the most important. You have ideas that need to be heard and solutions that seem obvious and practical to you. Why are we wasting all this time processing and hypothesizing when *you* bring so much to the table?! Your ideas are valuable and your position in this district reflects that!

### **The Certainty-Seeker**

All this hypothetical mindset stuff is fine and all, but you really wish we could stick to the practical and doable! And while we're on the topic, what is the next initiative that's coming your way? I mean, all of this equity stuff is nice, but how long are we going to be working on it? Could someone please show us the three-year plan? Then *maybe* you'd be able to participate in making equity changes.

### **The Autonomy-Seeker**

You really wish you had more autonomy and any choice that wasn't yours just isn't sitting well with you. In fact, it is making it difficult to engage in the task at hand. You are concerned with the scope of school/district administration in any situation and how much (or, rather, how *little*) control you may have over it.

### **The Relater**

You are very concerned with the community aspect as well as the process of working through it. You want to know that you belong in the group, that everyone else is welcome there, and wonder who else should be at the table? How can we make every space *our* space? Every decision *our* decision?

### **The Fairness-Seeker**

You are very concerned with whether the rules are being equally applied to all. This applies to students, families and your colleagues (particularly yourself). If there is a perceived unfairness, you would prefer to remedy it with some kind of rule or agreement. Equal treatment is the golden rule. The idea of equity is not appealing because it does not seem fair. How can we come to a solution where everyone is treated the same or gets the same resources?

### **The Defender/Denier**

You simply do not believe that there are significant inequities. Sure, there are different skin tones, cultures etc. but it's pretty clear that people are meant to be around their own. I mean, look at the kids in the lunch room: they *choose* to sit near people who look like them! Any discussion of equity is actually pretty pointless and is trying to make everyone a liberal snowflake. "Minorities" are in the situation they are in because of their own doing. If the parents would just *parent* we wouldn't have equity issues in school. Why should we try to help at all?

### **The Minimizer**

You are concerned that talking about race, culture and equity is "stirring the pot." Everyone is ultimately the same on the inside, so why do we have to make a big deal of differences? You definitely "don't see color." You live by the "Golden Rule" and were raised to treat everyone the same. That's what everyone should do in order to just get along.

### **The Acceptor**

You think talking about equity is important. You understand that your experience in the world is only one of many. While you are willing to accept and respect difference, you do not always agree with cultural norms of others. You know that there is a lot you don't know about others and are pretty curious and open.

### **The Adapter**

You are very interested in putting yourself in others' shoes. You can easily adapt to different cultural norms and are willing to see things from other perspectives without judgement. You have a high degree of intercultural empathy and can experience the world to some extent "as if" you are a member of another culture without appropriating it. You have skills to adapt to changing needs, perspectives and environments.

### **The Believer**

You have strong beliefs about equity and social justice. You find yourself frustrated with colleagues and systems who "just don't get it!" You want to convince people to see things the way you do and take the actions you feel are important. You don't understand why we are still talking about this when we already *know what's right*. You prefer to collaborate with people who believe the way you believe.