Supporting Educators to Create Equitable Schools

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Find a person you do not know.
Introduce yourself.
What do you know about Cultural Proficiency?
Listen for chimes; find a new partner.
Introduce *Culturally Proficient Coaching*;
Engage in conversations and activities about the impact and influence of race, culture, ethnicity, language, sexual orientation, socioeconomics, and class on the coaching relationship;
Explore the concept of cultural proficiency integrated with coaching skills;
LEARNING AGREEMENTS

- Listen--to understand
- Give attention: Chimes or raised hands
- Pay attention to self and others
- Slow down
School leaders and coaches have to do their own work first.

Each coach and leader has to think deeply about the Guiding Principles and Essential Elements of culturally proficient practices.

Cultural Proficiency is a journey with our colleagues, not done to them.

We begin where people are, not necessarily where we would like them to be.
COACHING TODAY MEANS . . .

- Being standards-based and common core focused instructional leaders
- Knowing and living high stakes accountability and responsibility
- Engaging the community in new and different ways through change as ‘process’ focused on equitable outcomes for all
- Mediating individuals and schools from stuck in compliance to moving toward transformation
Learning communities exist and grow as trusting relationships develop

- Rapport is immediate
- Trust is built over time
- Relationships are formed among colleagues with parents and students
- Diversity is expected and required in collaborative communities
School culture is often most difficult culture to manage and change;

Coaching helps create school culture in support of academic excellence and high expectations;

Culturally Proficient Coaching creates a learning community that supports a school culture of inclusion and equity for all educators, students, and their families.
Shared leadership, staff learning, trust, and collaboration are the factors that will create and sustain a PLC and the culture needed to increase student learning (p.146). Without this whole school professional learning, involvement, and collaboration, one does not have a professional learning community in the school (p. 18).

- Hord & Sommers (2008)
Shirley Hord (1997) coined the phrase: professional learning community:

- Supportive and shared leadership,
- Shared values and vision,
- Collective learning and application,
- Shared personal practice, and
- Supportive conditions
CONVERSATIONS ABOUT YOUR EXPERIENCES
With a partner talk about your recent experiences as a “coach”.

- What was your role and responsibility?
- What notion does equity and diversity play in your coaching role?
- What did you notice about yourself?
- Of what are you most mindful as you “coach”?
- How did things go compared to the way you thought they would go?

Allow 6 minutes for total conversation. Remember to share the air.
Culturally Proficient Coaching is grounded in trust and rapport.
CULTURALLY PROFICIENT COACHING

- Is an *inside-out* approach;
- Is about being aware of how we work with others;
- Is about being aware of how we respond to those different from us; and,
- Intends for the person being coached to be educationally responsive to diverse populations of students.
... an intentional, inside-out approach that mediates a person’s thinking toward values, beliefs, and behaviors that enable effective cross-cultural interactions to insure an equitable environment for learners, their parents, and all members of the learning community. P. 16
CULTURALLY PROFICIENT COACHING: BEST OF BOTH WORLDS

- States of Mind
  - Efficacy
  - Consciousness
  - Flexibility
  - Craft
  - Interdependence

- Essential Elements
  - Assess cultural knowledge
  - Value diversity
  - Manage the dynamics of difference
  - Adapt to diversity
  - Institutionalize cultural knowledge
PARTNER PAIRS: WHAT DO WE KNOW SO FAR, OR STILL NEED TO LEARN ABOUT CULTURALLY PROFICIENT COACHING?
IF COACHING IS THE ANSWER, WHAT ARE OUR QUESTIONS?
The barriers to cultural proficiency are systemic privilege, oppression, and resistance to change.

- The presumption of entitlement
- Systems of oppression
- Unawareness of the need to adapt
- Resistance to change
Know one’s intentions and choose congruent behaviors:

- Coach, and
  - Collaborate
  - Consult
  - Share expertise
Barriers:
- Yes or no answers
- Provoke defensive responses (Why?)
- Distracts or interrupts thinking

Zone of Opportunity:
- Mediates thinking from stuck to moving
- Helps shift thinking: (inquire to broaden: probe to focus)
- Creates new possibilities
COACHING MEDIATES THINKING

- Verbal
- Non-verbal
- Rapport
- Trust
- Skills: Pause, paraphrase, inquire or probe
- Conversation maps
- States of Mind
CULTURALLY PROFICIENT COACHES

- Use the essence of one or more Essential Elements for Cultural Proficiency to shape the action in the questions;
- Use exploratory, plural, and inclusive language;
- Use positive intentionality;
- Use language to mediate thinking and/or action toward goals; and,
- Use language that redirects thinking from certainty and stuckness to curiosity and possibility.
- Serve as a coach who collaborates, consults, or provides expertise as needed by the person being coached.
In groups of three
Read through Table 11.5.
Construct possible Culturally Proficient Coaching Responses.
We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need, in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven’t so far.

Ron Edmonds, 1978
WHAT WILL IT TAKE?

- Focus on moral purpose of the work
- Develop and manage support structures and practices
- Invite, require, and value multiple perspectives
- Focus on student achievement and results
- Develop a critical mass of teacher leaders
WHAT’S A COACH TO DO?

- Develop an Action Plan for coaching for Cultural Proficiency
ACTION PLAN

- **Step 1:** Anticipate and be conscious of emotional states
- **Step 2:** Listen and look for verbal and nonverbal responses
- **Step 3:** Respond thoughtfully using coaching skills
- **Step 4:** Monitor conversation for zone of opportunity
- **Step 5:** Determine your intention and choose appropriate actions
With a partner, examine the Action Plan.

What do you notice about the Action Plan that is similar or different from your current coaching model?

In what ways might this Action Plan inform your current coaching needs and opportunities?

Now what? What sense is this making for you?
STEP 1

Anticipate and be conscious of

- Your own emotional state
- The emotional state of the person being coached
- The cultural context of the person being coached
- Assessing your cultural knowledge
- Managing the dynamics of difference
Listen and look for verbal and nonverbal responses for

- Emotional state of self and person being coached
- Cultural descriptors and context of person being coached
- Cultural issues or content important to the person being coached
- Indicators of State of Mind
- Values of diversity
Respond thoughtfully by

- Pausing to allow thinking time
- Paraphrasing both emotion and content
- Inviting thinking through probing for specificity and/or to open thinking
- Pausing again to allow think time
- Adapting to diversity
STEP 4

Monitor conversation for zone of opportunity to shift thinking to personal responsibility, possibility, and equity by

- Listening for level of awareness of culturally competent behavior
- Posing questions to prompt flexibility and new perspectives
- Assessing your level of cultural competence
Determine your intention and choose appropriate action by

- Continuing the conversation as a coach, or
- Offering strategies, support, or resources as a consultant, or
- Offering to collaborate to work on strategies and resources together, or
- Asking permission to serve as a consultant or collaborator, and continue serving as coach
Self-Assessment

- Use Self-assessment Tool with the 5 States of mind.
- Reflect: Now what?
QUESTIONS FOR REFLECTION

- Who am I?
- Who am I?
What’s important for you to be mindful of as you leave this session?