

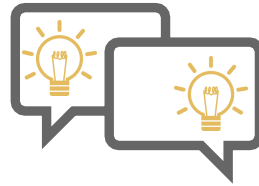
Professional Learning

Coaching for Equity:

From Knowing Better to Doing Better

January 13, 2021

Let's talk about it.



Meet in breakout groups to discuss “A Landmark Lawsuit Aimed to Fix Special Ed for California’s Black Students. It Didn’t.” by Lee Romney (prereading)

- **What:** Share one short passage (~1 sentence)
- **So, What:** Why did this passage stand out to you?
- **Now What:** What does this mean for your work as a coach?
- **Share First: Most pets**
- **Timekeeper: Fewest pets (1-2 minutes each)**





Objectives

In collaboration with the Office for Exceptional Children (OEC) and the regional SSTs, provide Family and Community Engagement Consultants and other SST staff with a community of practice to support coordination and professional development opportunities to increase collaboration, networking and communication across regions, and to improve the quality of services provided to families of students with disabilities. Topics will be determined by priorities identified by OEC, SST Performance Agreements and SST FCE Self-Assessment.

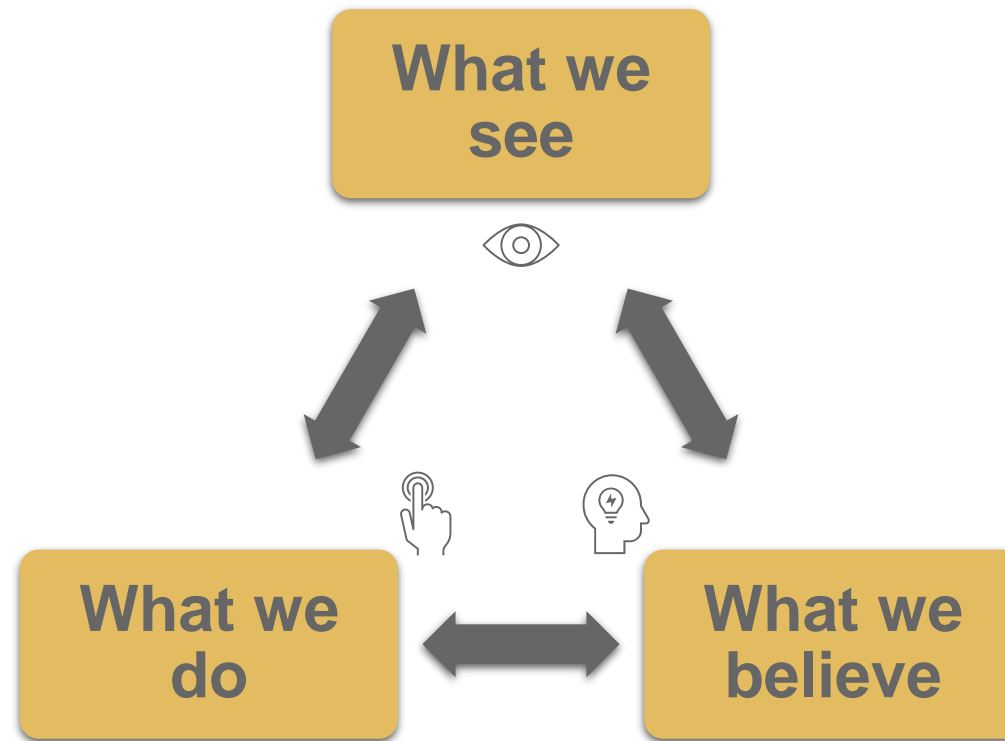
Guiding Question: How do we get from knowing better to doing better?

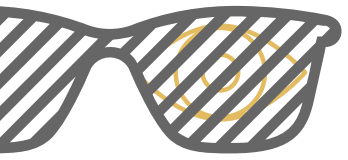
- 💡 I can describe the three aspects of adult learning change.
- 💡 I can explain the coaching implications for the six conditions for changing beliefs.
- 💡 I can apply strategies for handling resistance I may encounter.
- 💡 I can identify a next step for coaching for equity with a school district with whom I work.

From Knowing Better to Doing Better: Learning Outcomes for Adults

When have you made a change as a result of your observations, your actions, or your beliefs?

How did these different elements strengthen each other?





What we see

We are conditioned to see the way things are in a certain way.

“I equate racism with a toxic substance that’s not only in the air but has also seeped into the soil in which we plant crops and into the water system from which we drink. It’s virtually impossible to avoid ingesting it, and we’ve been doing so since we were born. Our parents and grandparents breathed in these poisons and drank water and ate food that was putrid with racism. Racism coats our arteries; it is etched into our neural pathways, distorting our thoughts.” (Aguilar, 2020, p. 86)

Guiding Question: How do we get from knowing better to *seeing* better?

- 💡 Multiple data points: comprehensive not leading towards a conclusion
- 💡 Use of protocols to encourage multiple interpretations
- 💡 Awareness of the urge to protect our egos
- 💡 Other?





What we do

We are conditioned to act in a certain way, including in schools.

Racism manifests in schools through many actions, many well-intentioned.

- ✓ Criminalizing student behavior
- ✓ Insisting that only English be spoken
- ✓ Incorrectly pronouncing names
- ✓ Teaching content and materials that privilege white experience
- ✓ Tracking students into remedial and restrictive classes disproportionately
- ✓ Enforcing dress code that normalizes white appearance
- ✓ And more...

Guiding Question: How do we get from knowing better to *doing* better?



What we believe

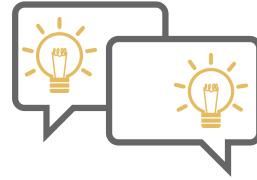
There are several necessary conditions for changing beliefs.

- ✓ We feel safe enough.
- ✓ We understand how a belief was created.
- ✓ We encounter new information.
- ✓ Alternate beliefs exist.
- ✓ Our core identity is preserved.
- ✓ We see benefits to changing a belief.

White supremacy has harmed us all. Healing leads to liberation for us all.



Let's talk about it.



Meet in breakout groups to discuss:

How can we go from knowing better to *believing* better?

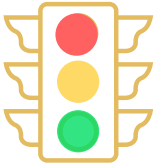
- **Opportunities:** What opportunities are in this condition for changing beliefs?
- **Threats:** What would keep you from making progress on this condition for changing beliefs?
- **Implications:** Knowing that this is an essential condition for changing beliefs, what does this mean for your work as a coach?

Conditions for Changing Beliefs:
(Group Assignments)

1. We feel safe enough.
2. We understand how a belief was created.
3. We encounter new information.
4. Alternate beliefs exist.
5. Our core identity is preserved.
6. We see benefits to changing a belief.

- **Group focuses on the condition matching your group #.**
- **Record your thoughts on Mural in the space provided for your breakout group.**
- **<https://go.osu.edu/changebeliefs>**





What can we do when we meet resistance?

Consider these your guardrails to keep coaching for equity conversations on track.

- ✓ **Norming**—keeping the focus centered on Blackness
- ✓ **Separating intent from impact.** Impact is what matters.
- ✓ **Respond to microaggressions and accept feedback on your own.**
 - ✓ ***Pause:*** Hold up./Wait a minute./I want to address something quickly.
 - ✓ ***Assume good intent:*** You may not have meant it this way...
 - ✓ ***Name impact:*** but what you said/did had the impact of...
 - ✓ ***Expect better:*** Next time...
- ✓ **Question:** I think I heard you say...is that right?

Let's practice! “When I get talking to my Black friends about equity, I get a lot of pushback. I don’t listen about their kids.”





Debrief and Next Steps

Guiding Question: How do we get from knowing better to doing better?

- 💡 I can describe the three aspects of adult learning change.
- 💡 I can explore the coaching implications for the conditions for changing beliefs.
- 💡 I can apply strategies for handling resistance I may encounter.
- 💡 I will identify a next step for coaching for equity with a school district with whom I work.

Write your first step toward an individual action plan for coaching for equity.

Share it in Chat.

At our next meeting, we will share our progress on coaching for equity to celebrate successes and collaborate on solutions to challenges we encounter.