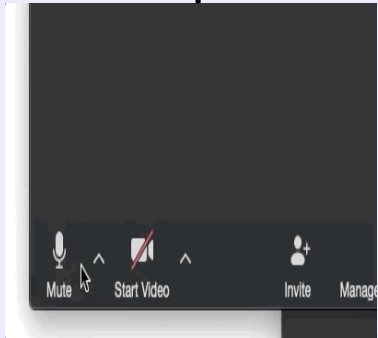


WELCOME to COACHES CONNECTION

BE KIND: Mute
Microphone



BE HELPFUL:

*Put a greeting in the chat!

For Your Reflection:

“In recent years, social, political, and economic divisions in the United States, and elsewhere, have become even more glaringly apparent. We see where people can't listen to each other, haven't built the skill and ability to learn from each other, lack empathy for each other, and are failing to achieve their goals and visions for peace. And yet, there are many who believe, myself included, that the desire for connection, freedom, and healing is stronger than the desire to hurt, dominate, and oppress.”

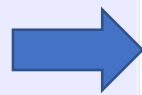
— Elena Aguilar, [Coaching for Equity: Conversations That Change Practice](#)



Mindfulness
Starts Here



CHECK IN:



Coaches Connection

1/2

Set background Clear frame

What feelings or thoughts come up for you when Equity is the topic of conversation?



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

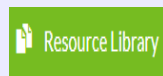
Our Time Together:



Problem of the Day: Equity Coaching

Learning Opportunity

- Exploring our own beliefs about equity
- When do we have the conversations
- What do we have the conversations about

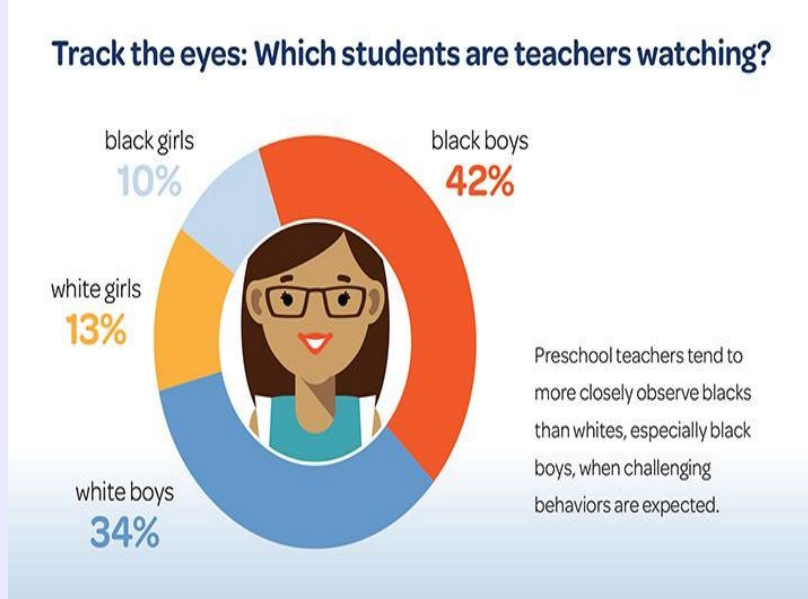


Share Coaching Resources





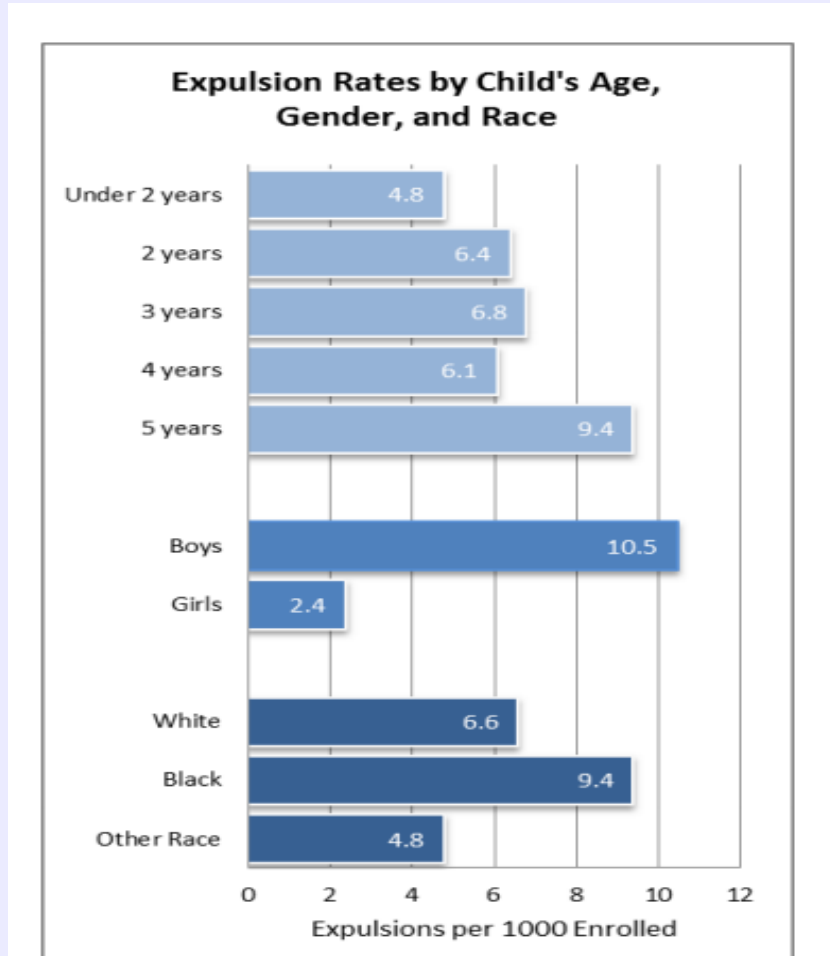
Why Equity Coaching?



Implicit bias: A set of automatic and uncontrolled cognitive processes that affect our attitudes toward others. These biases are thought to be involuntary and not under the conscious control of the individual and can lead to either favorable or unfavorable characterizations of others

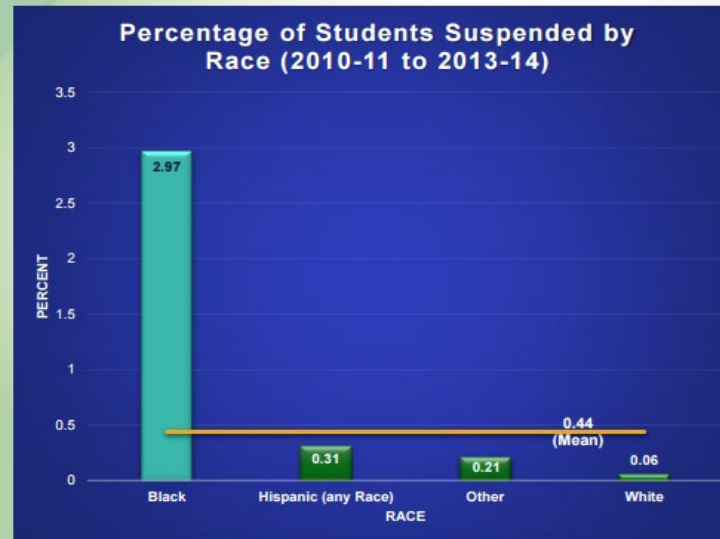


Wisconsin's Data



In Brief: Enrollment, Expulsion and Resource Use in Wisconsin Child Care
January 2017

4K Discipline: Race



The suspension rate of Black students far exceeds any other racial group.



<http://dpi.wi.gov/sites/default/files/imce/early-childhood/pdf/suptcommittee4kpresentation2016.pdf>



Pyramid Model Coaching Implementation



COLLABORATIVE
PARTNERSHIPS



TPOT/TPITOS
OBSERVATIONS



SHARED GOALS &
ACTION PLANNING



FOCUSED
OBSERVATIONS



REFLECTION &
FEEDBACK

- Collaborative Partnership
- TPOT/TPITOS Observations
- Shared Goals and Action Planning
- Focused Observations
- Reflection and Feedback



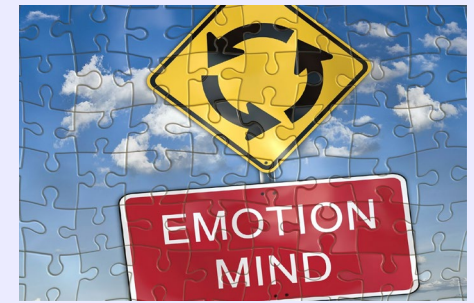
Which of these statements do you agree with?

- It is a coach's responsibility to address inequities when they are observed?
- A coach shouldn't raise observation of inequities unless it's part of the teacher's coaching goals. If a teacher doesn't expect the coach to talk about these things, the coach shouldn't break that unspoken agreement.
- If a coach is going to talk about educational inequity, they should have training in how to do this. They need to know what racism is, how to create antiracist classrooms, and how to talk about inequities.
- A coach doesn't need to have extensive training in antiracism to address inequities that they observe
- When a coach witnesses inequities, it's their responsibility to tell their principal and let the principal address the teacher.
- Coaching around issues of race and other biases is uncomfortable and hard.
- Coaching around issues of race and other biases can be healing for everyone.

From: Bright Morning Consulting/Elena Aguilar.



Think, Feel, and Process



- When I think about coaching around issues of equity, I feel....
- When I think about having conversations about race, racism, and equity I feel ..
- I believe that coaching for equity is...
- I believe that talking about race, racism, and equity is...
- If a coach is going to talk about educational inequity, then I believe they should....

From: Bright Morning Consulting/Elena Aguilar.

*Pick one and take 5 minutes to think, feel, and process an ending to the statement.



Benchmarks of Quality 2.0 Items related to Equity

8. A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a) addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.

21. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model including culturally responsive practices and implicit bias is developed and implemented.

28. Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.

29. Program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive, sensitive to family values, culture and home language, and provide the child with guidance about the desired appropriate behavior and program-wide expectations.



**Early Childhood Program-Wide PBS
Benchmarks of Quality**



Pyramid Model

Equity Coaching Guide

By Jolene Ferro, Lise Fox,
Denise Binder, and Meghan von der Embse



<file:///C:/Users/truckdashel/Downloads/11.5.%20PM%20Equity-Coaching-Guide.pdf>

Question

1. Do learning centers and activities include materials, songs, and visuals that are aligned with the cultures and interests of children in the classroom?

. The teacher collaborates with families to locate culturally relevant musical instruments for children to use during weekly music lessons. Teacher asks families to share songs that reflect family cultural backgrounds and/or family history. Songs learned in the weekly music lessons are added to the song bank as part of the daily circle routine.

. On a monthly basis, the teacher inventories the classroom to ensure materials available align with the cultures represented by all children in the classroom. If needed, the teacher might add materials (e.g., relevant children's literature to the book area, new cultural toy food items to the kitchen area, or new dress up clothes to the imaginative play area).

3. Do the posted schedule, expectations, and rules use the children's home language?

➤ Rule poster contains pictures of children in the classroom following the rules as well as text in English and home languages.

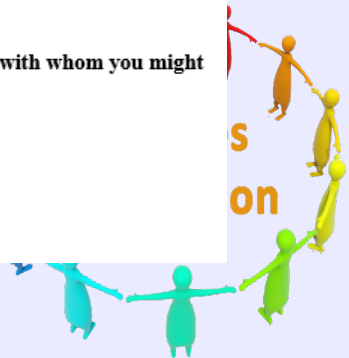
➤ Classroom schedule includes text in English and home languages.

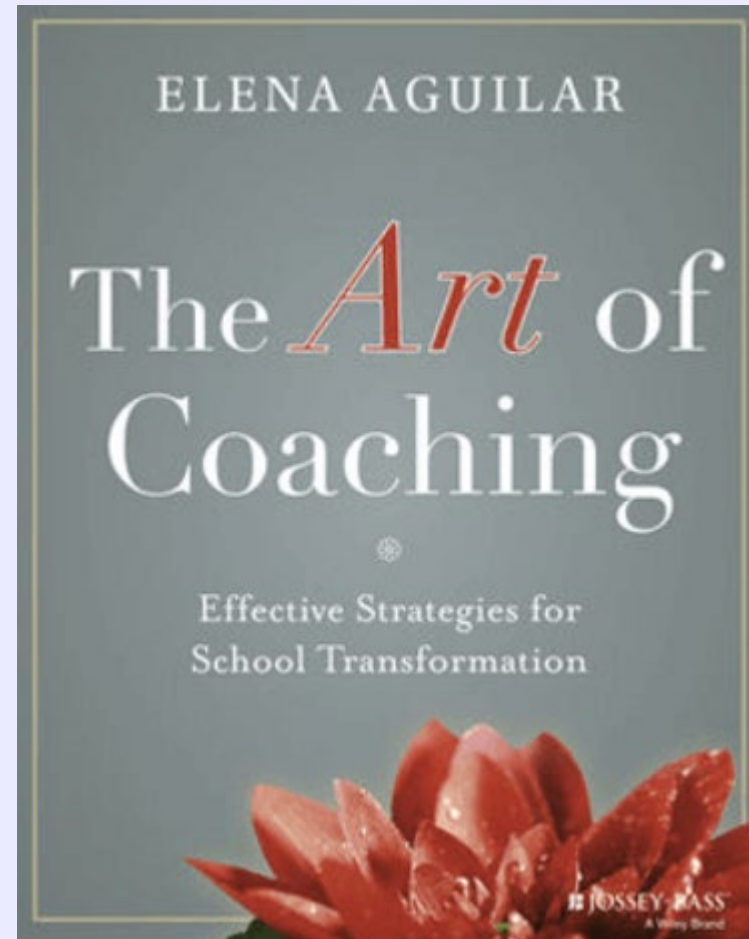
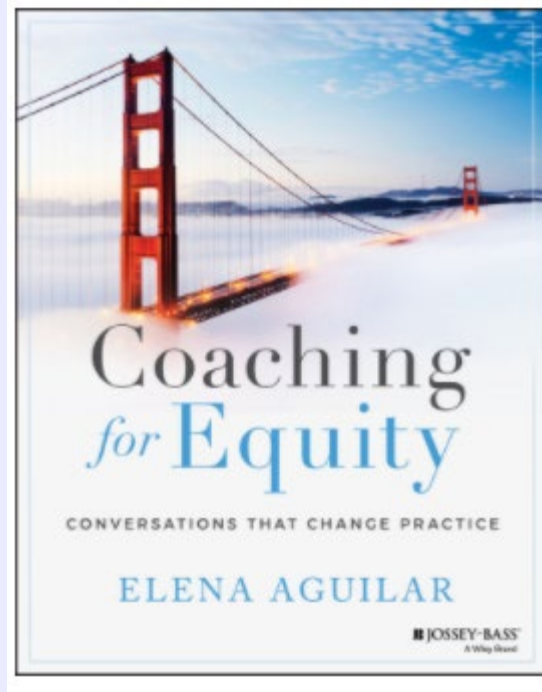


Planning for An Equity-Focused Conversation

1. Identify a conversation that you'd like to have with a client related to the beliefs that they are holding—beliefs around students, discipline, instruction, curriculum, etc. Describe what you think this conversation needs to be about.
2. What is the belief that they are holding? How would you describe the belief?
3. What data do you have that they are holding this belief? What have you seen or heard that reflects this belief?
4. Why do you suspect they are holding this belief? Where do you think it came from?
5. Are you *sure* that they are holding this belief? Would it be worth exploring this with them and seeking more understanding for yourself?
6. What do you see as the negative impact on students or the unintended consequences of the client holding this belief?
7. What data could you gather or share to help them see the negative impact?

8. Are there any aspects of the system that your client is in which foster this belief or which don't interrupt it? Do they get fuel for the belief from somewhere in the system? Are there messages coming from someone that affirm—or deny—this belief?
9. Do you suspect that the client has some gaps—and if so, in which gap areas? What might they need in order to close those gaps? Is there any chance that those gaps could be fueling this belief?
10. What could you do to support your client to try something different? What could you say? What could you facilitate, demonstrate, share, show, offer or present?
11. Activate your empathy for your client. What do you appreciate about them? What are their strengths?
12. Reflect on these questions to activate your will, confidence and courage:
 - Why does this conversation that you want to have matter?
 - How could it positively affect children?
 - Why does it need to happen?
13. What are your next steps in order to have this conversation? Is there anyone else with whom you might need to have a conversation, in addition to with your client?





<https://brightmorningteam.com/>





NO MEETING IN MAY



2 Part Practice Based Coaching for Pyramid Model Programs

May 11 and 12
12:30-3:30
Virtual format



Internal Coach Reliability Training-TPOT/TPITOS

May 4, 5
Full Day
Virtual Format