


Before We Begin..



Why is it important to promote anti-bias teaching and home visiting practices?

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**Coaching Corner Webinar Series**  
**Putting it Into Practice: Resources and Strategies to Promote Anti-Bias Teaching and Home Visiting Practices**

September 23, 2020  
 Facilitators:  
 Ashley Nemece, NCECDTL  
 Joquetta Taylor, NCECDTL  
 Joyce Escorcia, NCECDTL  
 Melisa Jaen, NCECDTL

NATIONAL CENTER ON  
 Early Childhood Development, Teaching and Learning

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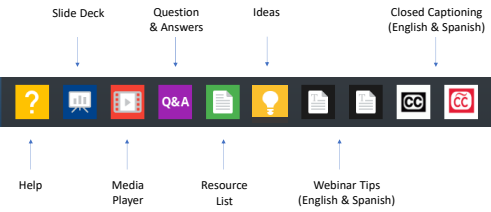
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Webinar Features



Slide Deck    Question & Answers    Ideas    Closed Captioning (English & Spanish)

Help    Media Player    Resource List    Webinar Tips (English & Spanish)

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**Session Objectives**

At the end of this presentation, you should be able to:

- Discuss the role that self-reflection plays in identifying personal biases that may influence the coach-coachee relationship
- Consider how collaborative partnerships can act as a safe place to explore implicit bias and promote anti-bias teaching practices
- Identify resources and strategies that promote anti-bias practices and interactions with coachees, children, and families

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Focus on the Collaborative Partnership

IT ALL STARTS HERE!

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Bias

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### Video: Proctor & Gamble Talk about Bias



<https://us.pg.com/talkaboutbias/>

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### Bias



**EXPLICIT BIAS**  
When a person is very clear about his or her feelings and attitudes, and related behaviors are conducted with intent

**IMPLICIT BIAS**  
Implicit bias is the attitudes, stereotypes, and beliefs that we hold that unconsciously affect how we see and treat others.

NCECDL Adapted from THE LOOK: <https://us.pg.com/talkaboutbias/>

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### Implicit Bias



What is implicit bias?



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### Coaching Story



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### myP MyPeers

- Can you think of an example where you have communicated a bias explicitly towards another person? What made you express your feelings in that manner?
- Can you think back on a situation where you may have had some implicit bias that has shaped your interactions with others? How did you become aware of this bias or how did you resolve this bias?
- What additional steps can you take, as an individual, to unpack, understand, and resolve your biases?



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### Start with Self Reflection



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**Poll:**

Have you ever made assumptions about coaches based solely on their gender, age, race or ethnic background?

Have you ever experienced someone making an assumption about you based solely on your gender, age, race or ethnic background?

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**March 2020 Coaching Corner Webinar**

Supporting the School Readiness and Success of Young African American Boys Project: Reflection on a Culturally Responsive Strength-Based Approach

Supporting Diverse Populations Within the Early Childhood Workforce

**Reflective Activity**  
**Uncovering What We Think**  
 Keep in mind that you cannot shift your paradigm until you know what your paradigm is. Like most people, you may hold deficit views but be unaware of them. Once you identify these negative views, you can consider how to turn them into perceived strengths.

During the course of the project, this activity was conducted by skilled trainers. They created a climate of trust and respect that allowed participants to share uncomfortable feelings or observations. Programs that decide to engage in this reflective activity are encouraged to use skilled facilitators.

1. Write on a post-it the first thing that comes to mind when you think of young African American boys. (This is done anonymously).
2. Then collect the post-its in a hat/basket/container.

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**Identify Bias**

**PERSONAL SELF-ASSESSMENT OF ANTI-BIAS BEHAVIOR**

Thought provoking statements

Guided reflection

Promotes personal growth

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myP MyPeers

What policies and procedures are in place or being modified to support equity?



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What Can I Do?

Find an easy win



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Program Level Supports: Coaching Agreements

Statements of coach's and coachee's responsibilities and commitment to coaching that is agreed upon and signed by coaching partners



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**Coaching Agreements: Why?**

Accountability

Transparency

Consistency

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**Coaching Agreements: Why?**

Accountability

Transparency

Consistency

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**Sample Coaching Agreement: Coach**

**I, as the Coach, agree to:**

- Self-reflect and seek feedback from others to remain aware of potential biases in my coaching work.
- Ask the coachee their preferences on receiving feedback and responding in this way when a potential equity issue is identified.
- Remain supportive rather than evaluative and to maintain, to the maximum extent possible, a separation between coaching and performance evaluation.
- Meet and discuss any concerns with the coachee prior to discussing with the supervisor.

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Sample Coaching Agreement: Coachee

I, as the Coachee, agree to:

- Self-reflect and seek feedback from others to remain aware of potential biases in my home visiting practices.
- Inform the coach of my preferences on receiving feedback, when a potential equity issue is identified.

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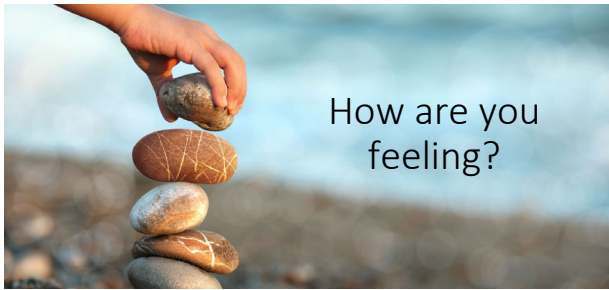
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What About You?



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Make Your Needs Known



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What Support Do You Need?

KNOWLEDGE AND AWARENESS

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Coaches Need Support

Participate in a community of coaches to:

- Share ideas
- Share resources
- Troubleshoot difficult situations

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Equity Coaching Guide

Includes reflective questions

Provides conversation starters

Explores making data connections

Practical Resources

Pyramid Model Equity Coaching Guide

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### When to Use the Equity Guide

13. Is bidirectional communication with families balanced so that all families are represented in posted photos, culturally significant items, and activities celebrating their diversity?  Yes; no concerns.  No; my concerns:

- ▲ *Teacher creates weekly sign-up for special Friday snack and story time. Families send in their child's favorite family/cultural food and a book to be read during snack time. Families are invited and encouraged to attend the snack time and read the book aloud in their child's classroom.*
- ▲ *Teacher develops an "All About Me" showcase next to the home living area. A student for the showcase is selected each week. Families are encouraged to bring in cultural items from home to add to the "All About Me" showcase. Children are allowed to play with items while playing in the home living center.*

Pyramid Model Equity Coaching Guide

Adapted from the National Center for Pyramid Model Innovations, 2019

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### How to Use the Equity Guide

Use the guide after you have:

- Assessed classroom practices with a fidelity tool
- Conducted multiple observations
- Established a strong Collaborative Partnership

Adapted from the National Center for Pyramid Model Innovations, 2019

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### Advancing Racial and Ethnic Equity in Head Start Webinar Series

- Engaging in Conversations About Racial and Ethnic Equity
- Culture, Diversity, Inclusion and Equity (CDIE): Spotlight on Human Resource Systems
- Anti-Bias Teaching and Learning Environments in Head Start and Early Head Start Programs
- Health Disparities: Responding with a Lens on Race and Ethnicity



<https://eclkc.ohs.acf.hhs.gov/culture-language/article/advancing-racial-ethnic-equity-head-start>

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**Building a Culture that Supports Equity and Inclusion**

Program level: policies, coaching agreements, PD planning, communication with coaches, coachees, and other program staff

Coach/Coachee level: Collaborative partnership, ongoing communication

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**Focus on the Collaborative Partnership**

IT ALL STARTS HERE!

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**Become Familiar with Families' Cultural Contexts**

- Seek to learn about each families' values, languages and culture
- Include families in decision-making
- Be open to multiple and varied forms of family engagement
- Encourage multilingualism

Adapted from the NAEYC Advancing Equity Position Statement, 2019

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**Become Familiar with the Culture of the Staff & Community**

Adapt services to reflect the values, beliefs and practices of the community served.

Use the collaborative partnership to learn about staff's values, beliefs and perspectives

Provide resources and supports that reflect the language and culture of the community

NCECDTL Adapted from the NAEYC Advancing Equity Position Statement, 2019

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**Become Familiar with the Culture of the Staff & Community**

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Effective Practices

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**Practice-Based Coaching**

Focused on effective teaching and home visiting practices

Based on collaborative partnerships

Guided by goals and a plan for refinement and action

Assessed through focused observation

Supportive of coachee growth through reflection and feedback

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**Effective Teaching Practices: HSELOF Effective Practice Guides: IT**

Display family photo books, pictures, and other familiar household items that create a welcoming, home-like atmosphere and reflect the children's cultures and home languages.

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**Effective Teaching Practices: HSELOF Effective Practice Guides PS**

Provide materials and activities that allow children to participate, succeed, and be challenged to build new skills and knowledge.

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**Effective Home Visiting Practices: ELOF@HOME**

Brainstorm which household items might be open-ended and good for their child to explore and use for pretend play.



ELOF@Home (Infant/Toddler 8-18 months Creativity Home Visiting Practices, Environment)

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**NCPMI: Talking to Very Young Children About Race**

- Model positive ways to talk about hair and skin color and similarities and differences between people.
- Emphasize the importance of being different and celebrate differences.
- Promote empathy by asking children how they would feel if treated unfairly.



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**Advancing Racial and Ethnic Equity in Head Start Webinar Series**



<https://eclkc.ohs.acf.hhs.gov/culture-language/article/advancing-racial-ethnic-equity-head-start>

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“If you can’t see that your own culture has its own set of interests, emotions, and biases, how can you expect to deal successfully with someone else’s culture?”

— Anne Fadiman



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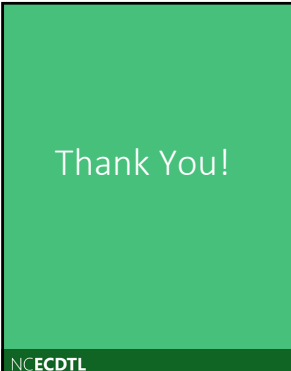
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Thank You!

For more information, contact:  
[ecdctl@ecetta.info](mailto:ecdctl@ecetta.info)  
 or call (toll-free) 1-844-261-3752

Please complete our Survey!



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