

## Recognizing Microaggressions and the Messages They Send

THEMES	MICROAGGRESSION	MESSAGE
<p><b>Pathologizing Cultural Values/Communication Styles</b> The notion that the values and communication styles of the dominant/White culture are ideal/"normal".</p>	<ul style="list-style-type: none"> <li>• To an Asian, Latino or Native American: <i>"Why are you so quiet? We want to know what you think. Be more verbal."</i> <i>"Speak up more."</i></li> <li>• Asking a Black person: <i>"Why do you have to be so loud/animated? Just calm down."</i></li> <li>• <i>"Why are you always angry?"</i> anytime race is brought up in the classroom discussion.</li> <li>• Dismissing an individual who brings up race/culture in work/school setting.</li> </ul>	<p>Assimilate to dominant culture.</p> <p>Leave your cultural baggage outside. There is no room for difference.</p>
<p><b>Second-Class Citizen</b> Occurs when a target group member receives differential treatment from the power group; for example, being given preferential treatment as a consumer over a person of color.</p>	<ul style="list-style-type: none"> <li>• Faculty of color mistaken for a service worker.</li> <li>• Not wanting to sit by someone because of his/her color.</li> <li>• Female doctor mistaken for a nurse.</li> <li>• Being ignored at a store counter as attention is given to the White customer.</li> <li>• Saying <i>"You people..."</i></li> <li>• An advisor assigns a Black post-doctoral student to escort a visiting scientist of the same race even though there are other non-Black scientists in this person's specific area of research.</li> <li>• An advisor sends an email to another work colleague describing another individual as a "good Black scientist."</li> <li>• Raising your voice or speaking slowly when addressing a blind student.</li> <li>• In class, an instructor tends to call on male students more frequently than female ones.</li> </ul>	<p>People of color are servants to Whites. They couldn't possibly occupy high status positions. Women occupy nurturing positions. Whites are more valued customers than people of color.</p> <p>You don't belong. You are a lesser being.</p> <p>A person with a disability is defined as lesser in all aspects of physical and mental functioning. The contributions of female students are less worthy than the contributions of male students.</p>

# Warm Demander: Active Demandingness



## Overview

Personal warmth is one aspect of being a warm demander. Active demandingness is the other half. One builds a student's sense of trust, and the other builds a sense of confidence from increased competence. The two together create a synergetic effect that increases a student's positive academic mindset. This is the impact of your warm demander stance.

Having active demandingness for traditionally under-served students isn't just about raising their self-esteem. It is a type of "counter narrative" to society's low expectations and deficit thinking about their intellectual potential. By second grade, diverse students begin to internalize these negative social messages coming from the dominant, predominately White society that they are less intelligent and less capable of learning at high levels.

Most of us are tempted to think of active demandingness as the same as "having high expectations." Think of it this way: Active demandingness is how we demonstrate our belief in students' potential and capacity. When we are demonstrating demandingness, we aren't harsh. We are asking them to stretch themselves, and we won't take no for an answer because we know they can. Like a personal trainer, we ask them to dig a bit deeper and try new things. Athletic coaches, music instructors, and personal trainers all use some version of active demandingness .

It is much easier to declare you "can't" do something and then give up. For some students, failure is all they have experienced. But getting a student to see that he has the potential to grow intellectually is not easy and requires proof, not just platitudes.

# Warm Demander: Active Demandingness



<p><b>Practice “Ability Affirmation”</b></p>	<ul style="list-style-type: none"><li>• Notice each student’s learning moves and find subtle, natural ways to weave these observations into your comments.</li><li>• For example: What are you doing as a writer today?”</li><li>• “I saw how you used that new word...nice.”</li><li>• You are so good with analyzing characters... or “you have an eye for find patterns in those numbers...”</li></ul>
<p><b>Employ the Power of “Yet”</b></p>	<ul style="list-style-type: none"><li>• Have a funeral or a “retirement party” for the phrase, “I can’t” and have the class monitor how they talk about struggle.</li><li>• Recite the Power of Yet poem as part of morning meetings.</li><li>• Have students use alternative phrases that communicates that they haven’t grasped a concept or skill yet.</li><li>• Gently add the phrase “...not yet” when students say “I can’t do this...”</li><li>• Have students track their progress from “I can’t” to “now I can” using the Success Protocol (pg.119 in <i>Culturally Responsive Teaching and the Brain</i>) .</li></ul>
<p><b>Ask for “One More Rep”</b></p>	<ul style="list-style-type: none"><li>• When you are giving support, invite the student to try a different move. It might sound like, “How else might you...?” “What if you....?”</li><li>• Acknowledge that the effort you are asking of students may “squeeze your brain”</li><li>• Make time for students to work on a “stretch” project – ask them to take on a challenging project that’s just outside their current ability.</li><li>• Use the <a href="#">Muddiest Point Protocol</a> to get students to identify their confusions.</li></ul>

Here is a quick definition of the three practices in this challenge.

**Ability Affirmation** – This process involves noticing and pointing out to individual students your observations of some of their strengths and abilities in action. You are randomly affirming a student’s potential and ability. Because of our brain’s negativity bias, we focus more on our shortcomings and what we can’t do. We often overlook our gifts, talents, and growing abilities. Ability affirmation puts you in the role of noticing these things and pointing them out so the student begins to notice and name them himself.

**The Power of “Yet”** – This process involves having students shift from using the phrase “I can’t” as an excuse not to stretch themselves through deliberate practice, using new strategies, or learning from errors.

**“One More Rep”** -- This process asks you to find individual opportunities to ask a student to stretch himself by trying a new approach or deliberately practicing a skill related to a lesson. Like a personal trainer, you are asking students to “step their game up” with your help.

## Starting the Challenge

1. Decide which of the three (or combination) you’d like to try over the next 7 days.
  2. Craft a message to introduce this new effort. Don’t just say or do these things with poor students, children of color, or English learners. Communicate this message to your whole class, with an eye on making sure your marginalized students take notice and take it to heart.
  3. Find opportunities for one on one conferencing that allow you to have time with individual diverse students in which you are using some combination of active demandingness practices.
  4. Remember to find authentic ways to incorporate these moves and messages into your practice as regular routines.
  5. Notice where you feel internal resistance to saying something encouraging to a particular student or where you notice deficit thinking about a particular student. Make note of that. Find ways to re-examine how you are challenging the student.
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# Assessing Current Reality Protocol

Assessing current reality is an essential part of a solid plan for culturally responsive teaching implementation. It is important to have a realistic sense of what is going on in the classroom with regard to the core building blocks of CRT rather than just adding new strategies.

In addition, it provides a shared view of current practices in key areas. This creates a shared understanding between teacher and coach or leader and teacher. It also creates a baseline for measuring growth over time.

*Step 1: Select a focus area (i.e., one of the four building blocks)*

- Building Block 1: Become More Responsive
- Building Block 2: Increase Balance of Collectivism
- Building Block 3: Support Academic Mindset
- Building Block 4: Improve Information Processing

*Step 2: Select a method for collecting objective data*

Videotaping

- First five minutes of class, PLC meeting, or staff meeting
- Student work across classrooms: who is carrying the cognitive load?

Observations

- Select a space in the classroom that gives you a view from the student's vantage point, describe (write or draw) 10 things you see that you didn't notice before.
- Do low inference transcript of conversations between students or of teacher-student interactions.
- Do a simple tally of certain behaviors.
- Sit in a certain spot quietly, inconspicuously and document all the sounds you hear.

*Step 3: Interrogate the data for the illusion of objectivity*

Because of our perceptual errors, we tend to view the world with an *illusional objectivity*. We think we see ourselves and the world around us accurately but in reality, we usually see and understand things through many filters that color our perceptions.

- **Confirmation Bias** – Our natural tendency to color our perceptions of reality by consciously or unconsciously seeking data that support our assumptions about the world around us.
- **Habituation** – our tendency to become desensitized to any experience or action that we experience or carry out repeatedly. We become unaware of doing it or its effects on others.
- **Primacy Effect** - Our tendency for our first experience with someone to bias us in favor of a particular impression of that person.
- **Recency Effect** – Our tendency for our last experience with someone to bias us in favor of a particular impression of that person.

*Step 4: Seek input from other sources to create a multi-dimensional view*

- Separate listening campaigns with students, parents, and other community members
- Blind surveys with staff and former students
- Student-led participatory inquiry

# The Mindful Reflection Protocol

## A Process for Checking Unconscious Bias

**Step 1: Ask the teacher to describe the behavior or interaction.**

- a. Describe what you and the student said and did like it was a movie
- b. Describe how the student reacted to your actions or comments?
- c. Collect notes on multiple days and at different times of the day if you can.

**Step 2: Give the teacher an opportunity to reflect on his feelings and thoughts when working with the student.**

- a. How does this student make you feel? What triggers you about this behavior?
- b. What are your assumptions? Why do you find the student problematic?

**Step 3: Ask the teacher to explain his interpretation of the student's behavior.**

- a. What is your interpretation of the student's behavior?
- b. What leads you to this interpretation?
- c. What are your assumptions?
- d. What are your expectations for the situation? How is the student not meeting your expectations? In what way is the behavior interfering with learning?

**Step 4: Ask the teacher to consider alternative explanations of the student's behavior. Guide the teacher through the processes of checking (deconstructing) his assumptions and reframing the behavior based on the neuroscience of connection and information processing moves.**

- a. Review the explanations and reflect on why the student may be doing what he or she does. Look for patterns in your behavior and the student's behavior.
- b. List alternative explanations or interpretations of the student's behavior.

**Step 5: Help the teacher identify one small change he can make to reframe the behavior and respond differently to it. Make a plan for gentle implementation.**

- a. How will you change or respond differently?
- b. Brainstorm ideas on how to change the environment, your actions, and/or expectations for this student.
- c. Experiment with responding differently. Note what happens. Reflect on your feelings as well as the student's response.
- d. Be mindful of your own triggers and find ways to manage when you are triggered (i.e., S.O.D.A.)

**Step 6: Continuously revisit this process to reassess your attributions and identify progress with the student.**

- a. Notice when you are overgeneralizing or interpreting behavior from a deficit perspective.
- b. Remember that this process is a continuous one, so create opportunities to revisit the steps periodically to continue your growth and understanding of students.

## **First Four Weeks: Humanize Relationship and Environment**

The process of having a culturally responsive classroom begins with increasing responsiveness by humanizing our relationships. Our task is to neutralize the often unconscious inequitable social and emotional practices that make students feel unwelcome and vulnerable. This becomes critical if our goal is to get the brain “calm and ready” for rigorous learning.

### *Goals*

- Begin building the social and intellectual safety of the classroom
- Establish rapport with students individually and collectively
- Organize the schedule so that there is adequate time for both social talk (“talk story”) and accountable talk
- Establish norms of behavior and socio-cognitive norms of learning
- Establish counter-narratives that push back on most common dominant narratives about them

### *Rituals*

- Create developmentally appropriate rituals that bring deep culture and collectivist practices into the life of the classroom.
  - Create a bulletin board “altar” that honors ancestors, activists, family with pictures, symbols, artifacts, and quotes
  - Add recitation and affirmation poetry to opening moves

### *Learning Partnerships - Rapport*

- Begin using the “neuroscience of trust” as a lens so that you can predictably over time raise the oxytocin levels to counter-act cortisol.
  - Using trust generators
  - Affirm students' collectivist ways of being and incorporate them into the life of the classroom
  - Validate students' lived experience within the dominant culture that tries to marginalize them. Offer counter-narratives as an integral part of how “doing school” and learning are framed

### *Communication Structures*

- Affirm talking and conferring as cultural norms. Validate it by using different communication patterns and styles
  - Designate times when cross-talk and participatory talk styles are ok.
  - Introduce discussion protocols that ensure equity of voice

## **Second Six Weeks: Cultivate Academic Mindset**

As students are given the tools to understand and assess their own strengths and challenges, their ability to take ownership for their learning increases. In this phase of setting up CRT, the goal is to help diverse students cultivate academic mindset rooted in counter-narratives that affirms a positive learner identity congruent with their cultural, linguistic, and racial identity.

### *Goals*

- Help the student resolve any conflict between his learner identity and his racial identity
- Provide tools and opportunities to help the student rewrite his internal self-talk during challenging learning
- Provide personal warmth and active demandingness as a warm demander of cognitive development
- Set up formative assessment structures to help students track their learning moves

### *Learning Partnerships – Alliance*

- Practice noticing and naming when students are engaged in using new learning moves
- Routinely have students revisit their explanatory stories (self-talk):
  - Before a new unit, ask the students to make a plan for self-regulation when learning gets hard and they want to quit
- Help students leverage “*post traumatic growth*” by reflecting on lessons learned from adversity

### *Communication*

- Use the Success or Charrette protocols routinely to build student’s capacity to talk about his learning moves
- Institute student-led conferencing to build student capacity
- Incorporate an engaging word study program to build academic discourse vocabulary

## First Six Weeks:

### Increasing Information Processing Skills

The end game of CRT is to improve information processing skills. It is tempting to focus on the relational aspects as the end point, but that alone doesn't reverse dependent learning. At the beginning of the school year, you will want to integrate a focus on rapport building with laying the foundation of what it means to do intellectual work in your classroom. Introduce routines and tools in low-stakes contexts to give students the opportunity to practice with them.

#### *Goals*

- Help students ignite their intellectual curiosity around a topic
- Provide students who are dependent learners with cognitive routines and tools that help them organize their thinking and process content
- Help students internalize cognitive routines and tools so they can use them independently of teacher prompting
- Help students engage the content by making it more relevant using one of the four ways
- Increase the quality of students' "chewing" time during a lesson

#### *Cognitive Routines as Student Learning Tools*

- Introduce the idea of cognitive routines to students. Select from among several options. Couple with discussion structures and protocols to increase effectiveness:
  - Use thinking routines from *Making Thinking Visible*
  - Use thinking dispositions from *Thinking at Every Desk*
  - Use academic discourse structures from *Academic Conversations*
- Set up a schedule of gradual release over the six-week period

#### *Time*

- Organize class time and lesson design so that students get adequate time (15- 25 minutes) to engage in thinking and talking with others using their cognitive routines and protocols
- Provide time for consolidation (the end of the information processing cycle) to solidify learning and protect dendrite growth within 12-24 hours. Make it fun and unconventional:
  - Do a scavenger hunt outside of school
  - Do a mini-TED talk

# CRT Lesson Design Building Blocks

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Here are the key components of a culturally responsive lesson plan. These components parallel the brain's information processing cycle. Compare it to the traditional lessoning planning template on the right.

Culturally Responsive Model	Traditional Model
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Have process and content goals</li> <li>• Connect to standards</li> </ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• List learning target and standards</li> </ul>
<p><b>Essential Question/Headline</b></p>	
<p><b>Ignite (Attention)</b></p> <ul style="list-style-type: none"> <li>• Wake up the brain's RAS</li> <li>• Make the brain curious to find answers (priming)</li> <li>• Make it social (collectivist)</li> </ul>	<p><b>Anticipation Guide</b></p> <ul style="list-style-type: none"> <li>• Pre-assessment</li> <li>• Determine what the student knows</li> </ul>
<p><b>Input</b></p> <ul style="list-style-type: none"> <li>• Cultural reference points</li> <li>• Contextualize content with cognitive hooks (i.e., metaphor/analogy)</li> </ul>	<p><b>Input</b></p> <ul style="list-style-type: none"> <li>• Modeling</li> <li>• Questioning</li> </ul>
<p><b>Cognitive Routines</b></p> <ul style="list-style-type: none"> <li>• Point out which thinking routine to employ</li> <li>• Build "meta-strategic" awareness</li> </ul>	<p><b>Checking for Understanding</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Listen for right answers</li> </ul>
<p><b>Chew (Elaboration)</b></p> <ul style="list-style-type: none"> <li>• Help students make sense of new content using cultural learning tools</li> <li>• Use thinking dispositions to make connections</li> <li>• Sharpen use of cognitive routines for independent learning</li> </ul>	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Group work</li> </ul>
<p><b>Review (Consolidation)</b></p> <ul style="list-style-type: none"> <li>• Focus on making learning stick</li> <li>• Light chewing within 12-24 hrs.</li> </ul>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Do more of the same by yourself</li> <li>• Worksheet or chapter questions</li> </ul>

## Options for Increasing "Chew"

The elaboration phase of the information processing cycle is the most important. More than a strategy, "chew" activities are routine mental operations that help students increase understanding and have an "aha" moment during learning.

1. "Storify" concepts by putting them in narrative form. Students put their understanding into narrative form.
2. Gamification options to increase application of content (i.e., *Taboo*, *Jeopardy*, *scenarios*, *simulations*)
3. Integrated-art projects that require complex thinking around core concepts in the lesson (*See the work of Julia Marshall*)
4. Maker space activities (i.e., *designing*, *constructing*, or *taking apart replicas*)
5. "Solve the problem" using content from the lesson
6. History or Science "battles" a la *Hamilton*

# HOW TO MAKE A SWITCH

*For things to change, somebody somewhere has to start acting differently. Maybe it's you, maybe it's your team.*

*Picture that person (or people).*

*Each has an emotional Elephant side and a rational Rider side. You've got to reach both. And you've also got to clear the way for them to succeed. In short, you must do three things:*

## ➔ **DIRECT** the Rider

**FOLLOW THE BRIGHT SPOTS.** Investigate what's working and clone it. [Jerry Sternin in Vietnam, solutions-focused therapy]

**SCRIPT THE CRITICAL MOVES.** Don't think big picture, think in terms of specific behaviors. [1% milk, four rules at the Brazilian railroad]

**POINT TO THE DESTINATION.** Change is easier when you know where you're going and why it's worth it. ["You'll be third graders soon," "No dry holes" at BP]

## ➔ **MOTIVATE** the Elephant

**FIND THE FEELING.** Knowing something isn't enough to cause change. Make people feel something. [Piling gloves on the table, the chemotherapy video game, Robyn Waters's demos at Target]

**SHRINK THE CHANGE.** Break down the change until it no longer spooks the Elephant. [The 5-Minute Room Rescue, procurement reform]

**GROW YOUR PEOPLE.** Cultivate a sense of identity and instill the growth mindset. [Brasilata's "inventors," junior-high math kids' turnaround]

## ➔ **SHAPE** the Path

**TWEAK THE ENVIRONMENT.** When the situation changes, the behavior changes. So change the situation. [Throwing out the phone system at Rackspace, 1-Click ordering, simplifying the online time sheet]

**BUILD HABITS.** When behavior is habitual, it's "free"—it doesn't tax the Rider. Look for ways to encourage habits. [Setting "action triggers," eating two bowls of soup while dieting, using checklists]

**RALLY THE HERD.** Behavior is contagious. Help it spread. ["Fataki" in Tanzania, "free spaces" in hospitals, seeding the tip jar]

# Leadership for CRT

Use the prompts to inform your professional development planning. The questions highlight important areas of CRT implementation that need to be addressed in order to have impact and move the needle on student learning.

Reflect on the prompts through the following lenses: Teacher Practices, Leadership Practices, and Organizational Practices

## Build Internal Capacity

- Over 60-90 days, how will you build the capacity of your internal team to guide this work at the school level before introducing CRT to staff?
- What background knowledge and deeper understanding about CRT does your team need to build?
- What core CRT messages and practices does the ILT plan to communicate to teachers and other staff? (Remember that the four core elements work through synergy).
- How will you build the capacity of instructional coaches to guide CRT work at the classroom level so that they are more knowledgeable than teachers in order to guide?
- What data will you collect to inform your gap analysis (gap between current practices and ideal implementation of information processing skills)?

## Establish Shared Vision and Shared Definition

- How will you outline just how CRT can help students meet the content standards? Can each ILT member articulate this process in his own words?
- How will you interrupt misconceptions and myths about CRT, and instead establish a more explicit, research-based definition?
- How will you engage the faculty and staff in developing a shared vision of using CRT to achieve the Common Core Anchor standards?

## Identify Core CRT Instructional Practices and Providing Professional Development Opportunities

- What does PD look like around the following aspects of CRT:
  - Establishing greater relational trust for “brain calm” (learning partnerships)
  - Incorporating more robust, extended elaboration (info processing)
  - Re-shaping content to emphasize counter-narratives/challenge dominant narratives, make curriculum more socio-politically relevant
- When will teachers have the opportunity to design prototype information processing activities based on cultural learning tools?
- How can your PLC structure support the beta testing of these newly designed activities?

## Create Formative Assessments For Growth and Independence

- How will you measure movement from dependent learning behaviors toward more independent learning?
- How will you know when students are able to carry more of the cognitive load during learning?

## Provide Coaching and Implementation Support

- How will teachers implement CRT routines and processes?
- How will coaches help teachers incorporate more collectivist instructional practices and structures into the classroom?
- How will you build coaches’ capacity to support CRT implementation?



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Archives

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November 2019 | Volume 77 | Number 3

**A Culture of Coaching** Pages 12-13

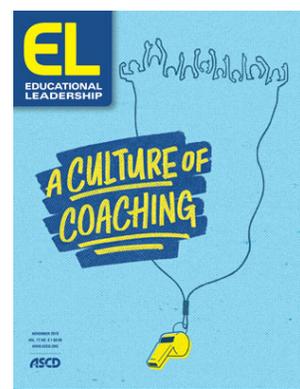
[Issue Table of Contents](#) | [Read Article Abstract](#)

## Turn & Talk / Zaretta Hammond on Coaching and Culturally Responsive Teaching



Zaretta Hammond

*In her book Culturally Responsive Teaching and the Brain (Corwin, 2018), Zaretta Hammond seeks to direct attention to the "cognitive aspects of teaching culturally and linguistically diverse students." For her, culturally responsive teaching is a multifaceted approach to fostering higher-order thinking and helping disadvantaged students become independent learners. A former teacher, Hammond believes that instructional coaches can play an essential role in helping educators grow in this practice.*



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### **You have misgivings about some current tendencies in professional development on culturally responsive teaching. Where do schools most often go wrong?**

Culturally responsive teaching is about improving instruction and helping students of color who've historically been deprived due to structural inequities in our education system become better learners. When done right, it can be powerful in helping students improve their learning. But many educators confuse culturally responsive teaching with multicultural education or social justice education. There's nothing wrong with these things, but they're not about teaching children how to learn, which is the key. Unfortunately, in their haste to implement, schools oversimplify the algorithm—all the pieces that need to come together to get impact. Culturally responsive teaching is a multi-pronged methodology that works through synergy. As I detail in my book, it comprises cultural awareness, information processing, learning partnerships with students, and supportive learning environments. That's not the way it's generally promoted to teachers—it's promoted to them as a simple toolkit of strategies or surface content changes like adding diverse authors or including hip hop.

### **You say it's important for instructional coaches to generate "creative tension" with teachers in their work on culturally responsive teaching. What do you mean by that?**

Good coaching is about being in partnership with teachers and helping them see what they need to do

differently to get students to step into their learning in powerful ways. By generating creative tension, the coach can help the teacher see with new eyes what's often going too fast in the classroom, so the teacher can understand what's getting in the way. So, creative tension is a kind of gap analysis. We look into the classroom and help the teacher see current reality around the quality of relationships or who is carrying most of the cognitive load during instruction. That way, we are not just offering generic strategies, but truly helping the teacher get a sense of what she needs to keep doing because it's working and what she needs to stop doing because it's not working. What I see happening now is administrators expecting coaches to bring in a set of one-size-fits-all strategies, but not focus on improving ways to get students to actively process new content.

**Are there reflective practices you'd recommend for instructional coaches who want to be better prepared to work with teachers on culturally responsive teaching?**

Absolutely. Coaches need to sharpen their own equity lens first. They need to do their own "inside out" work around cultural proficiency and implicit bias. But they also have to delve into the science of learning. They have to understand the teaching moves that get underprepared students not only to re-engage, but also to learn at deeper levels. I'd strongly encourage coaches to engage in their own inquiry cycles and their own professional learning communities. Be a hawkish observer of student learning. Smart districts will invest in building capacity among their instructional coaching ranks before they roll out culturally responsive teaching to their teachers. They've typically done it kind of backwards, so that the coach is trying to learn alongside the teacher. That doesn't work.

**Are there common red flags, in terms of teaching practice, coaches should be on the lookout for when helping teachers become more culturally responsive?**

Yes, there are. Too often, in observations, we look for multicultural artifacts but don't look at whether students are becoming stronger learners. The first red flag is when a teacher makes culturally responsive teaching all about relationships but leaves instruction unchanged. The next one is, who's carrying the cognitive load? Is the teacher doing all the talking, and are the kids only talking when the teacher tells them they can, like in assigned group work? That's another misconception—that group work equals culturally responsive instruction. Doing more group work doesn't make the instruction culturally responsive. The coach has to understand what truly makes instruction "responsive" and assess how is the teacher igniting intellectual curiosity and chunking content so there are cognitive hooks that draw on students' understanding and current experience.

**In your experience, what keeps teachers motivated as they do the difficult work of becoming culturally responsive educators? How can coaches help them keep the vision alive?**

Well, I think the key is to start small. You can't just go in and say, "We're going to be culturally responsive in these four areas in 2 months." That's too much and unrealistic. You want to focus on a small, high-leverage step. It might be a shift in how feedback is delivered. Or it can be making the classroom an intellectually safe place so students aren't afraid to take risks. Or it might be a change in classroom routines or rituals. Coaches can help teachers find that "lead domino" of success. This creates curiosity and a process of inquiry that honors teacher knowledge and expertise.

Here's the thing: Coaching around culturally responsive teaching is about helping teachers improve the dynamic within the instructional core so that kids learn better, so they want to take on hard things. That's the dance of instruction, and it can be very exciting. That's what coaches are there to promote.

—Anthony Reborá