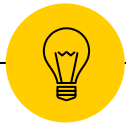


“Can you **pronounce** that
for me?”



And other culturally sustaining coaching practices

Joanna Martin-Granger, M.S.
University of Delaware
CHEC Conference 2022



Hello!

I am **Joanna Martin-Granger**

- She/Her
- Academic Success Coach
- University of Delaware (January 2020)
- Ed.D. in Educational Leadership



Institutional Context

- Location: Newark, Delaware
- Total Student Population: 23,613
- Undergraduate population: 17,468
- Demographic Breakdown:
 - White - 12,316 (68.5%)
 - Black or African American - 1,052 (5.9%)
 - Hispanic or Latino - 1,646 (9.2%)
 - Asian - 972 (5.4%)
 - American Indian or Alaska Native - 23 (0.1%)
 - International - 848 (4.7%)
 - Other* - 1,111 (6.2%)





BLACK

WHITE



Deficit-Minded Coaching

Presented Challenges + *Techniques* x Resources =
Solutions (Coaching for Success)

Chanel (she/her)

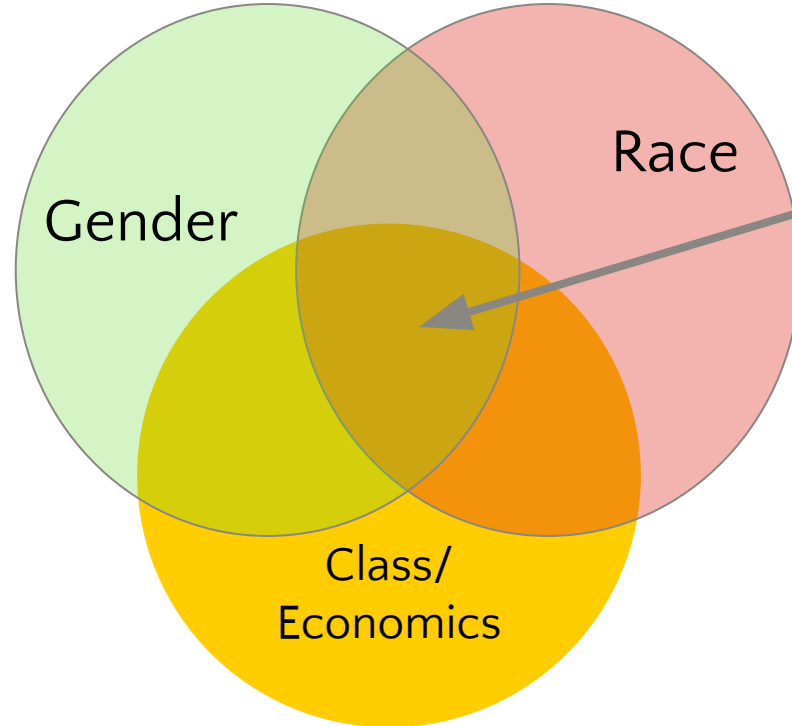
- Second year student
- Academic probation
- Commuter student
- Delaware native

Tony (he/him)

- First year student
- Legacy student
- Residential student
- New York (non-resident)



What are we missing?



Intersectionality:
coined by Kimberle
Crenshaw (1991) explores
the structural barriers
that prohibit the escape of
sexual violence for
marginalized women of
color.

Wider use of the term
speaks to the barriers
presented to historically
minoritized individuals.



Equity-Minded Coaching

(Individual Challenges + Institutional Challenges) + (Prior experiences) + *Techniques* x Resources
= Asset-Based Solutions (Paris, 2012)

Chanel (she/her)

- Second year student
- Academic probation
- Commuter student
- Delaware native

Tony (he/him)

- First year student
- Legacy student
- Residential student
- New York (non-resident)

Americans have long been trained to see the deficiencies of people rather than policy. **It's a pretty easy mistake to make:**

People are in our faces. Policies are distant. We are particularly poor at seeing the policies lurking behind the struggles of people.”

— Ibram X. Kendi, *How to Be an Antiracist*



“



Anyone can be successful

But the path is not the same for everyone.



The Solution

Pedagogy

: the art, science, or profession of teaching



The

Pedagogies

- Culturally Relevant
- Culturally Responsive
- Culturally Sustaining



Culturally Relevant Pedagogy

- Original used as a linguistic reference for language dexterity during student and teacher interactions (Mohatt and Erickson, 1981)
- Dr. Gloria Ladson-Billings (1994) uses term to develop pedagogical framework

“Instead of asking what was wrong with African American learners, I dared to ask what was right with these students and what happened in the classrooms of teachers who seemed to experience pedagogical success with them”
(Ladson-Billings, p.74, 2012)



Outcomes of Culturally Relevant Pedagogy

- ◉ **Student Learning:** Students achieve academically based on what their teacher believe about their academic ability.
- ◉ **Cultural Competence:** Students understand the dominant culture while maintaining their own.
- ◉ **Critical Competence/ Consciousness:** Students have an awareness of social order and possess the skills to interrogate the structure. (Ladson-Billings, 1994).



Culturally Responsive Pedagogy

- Developed by Geneva Gay (2000).
- As an outgrowth of multicultural education, culturally responsive teaching uses cultural characteristics, experiences, and perspectives of ethnically diverse students as a vehicle to effectively delivering content (Gay, 2001).

“The individuality of students is deeply entwined with their ethnic identity and cultural socialization. Teachers need to understand very thoroughly both the relationships and distinctions between these to avoid compromising the very thing they are most concern about – that is,students’ individuality” (Gay, 2000, p.23).



Components of Culturally Responsive Pedagogy

- ◉ **Cultural competence:** Teachers should have a deep understanding of the racial, ethnic, and cultural values of their students. This information should influence instructional design.
- ◉ **Commitment to culture:** Understanding the influence of culture, including the one created at school. Therefore, presenting a wide variety of instructional material reinforces a culture of inclusion. Culture influences how and what children learn both in and out of school, as well as how and what teachers teach; including school culture
- ◉ **Broadened definition of achievement:** Understanding that achievement involves more than academics and is worthy of acknowledgement; while also demonstrating a commitment high achievement for all students (Gay, 2015).
- ◉ **Understanding different communication styles.** Gaining an understanding of communication styles specific to the cultures of the students while utilizing those communication techniques within the culture of the classroom.
- ◉ **The use of multicultural instructional examples.** Using the prior knowledge or lived experiences of their students, teachers make connections between lived experience and lesson materials (Gay, 2000).



Culturally Sustaining Pedagogy

- Developed by Django Paris (2012)
- Collaborative growth H. Samy Alim and Django Paris (2014)

As an outgrowth of *Culturally Responsive* and *Culturally Relevant* pedagogies, *Culturally Sustaining Pedagogy* insists that schools create environments in which the unique cultural “ways of being” are both accepted and sustained. This is done by promoting equality, access, opportunity, and critique of dominant culture. (California Department of Education, 2022).



Features of Culturally Sustaining Pedagogy

Feature	What it Looks Like
Valuing community languages, practices, and ways of being	Students' languages, literacies, and cultural ways of being are centered meaningfully and consistently in classroom learning instead of being considered as "add-ons."
Schools are accountable to the community	Educators and schools are in conversation with communities about what they desire and want to sustain through schooling.
Curriculum that connects to cultural and linguistic histories	Educators connect present learning to the histories of racial, ethnic, and linguistic communities both locally and nationally.
Sustaining cultural and linguistic practices, while providing access to the dominant culture.	Educators value and sustain the cultural and linguistic practices of the community while providing access to the dominant culture (white, middle class, and standard English speaking).

Figure 1: Features of Culturally Sustaining Pedagogy ([California Department of Education](#))



Pillars and Practices of Culturally Sustaining Coaching

Acknowledge political presence

Understand your role in the context of their current learning environment but also in the history of their learning experiences.

Coach to who they ARE

Allow the student to unveil their identity, then engage in coaching strategies that acknowledge elements of their identity and techniques that will honor this.

Become a student of your students

Learn about the unique ethnic groups present on your campus. Understanding their needs, values, and obstacles to success.

Coach to grow not to change

Coaching should encourage the student to become more of who they are, not someone entirely different.

Honor the culture by acknowledging their culture

In coaching sessions, ask questions about them and therefore culture. “Tell me who you were before you got here”.

Commitment to critical thought

In the day-to-day of operations this is easy to forget. Commit to finding spaces where critical thought on the practice of coaching can occur.

Any Questions



Thank you





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