



COACHING FOR EDUCATIONAL EQUITY AND EXCELLENCE

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**Breakthrough  
Conversations**

**Leadership at  
Every Level**

**Measure and  
Manage Change**

**Transform  
Instruction**

# Every child in America has the right to a quality education.

At BayCES we coach people to become the leaders who make good on that promise.

To ensure that every child gets the full benefit of a quality education, we need new approaches and new kinds of leadership at all levels. We must engage these challenges and each other in new ways to change outcomes for students.

There is no shortage of recommendations for how to improve teaching and learning. The challenge is in applying them. Providing a quality education

for every student requires changing school and district culture and creating the conditions for student success.

We know this is hard work. BayCES provides sustained, embedded support to educators and other leaders to make more effective decisions and take more effective action in their day-to-day work of providing a quality education for all children.



**transforming**

**resources**

**capacity-building**

**knowledge**

**powerful**

**sustained**

**modeling**

## BayCES Coaching is:

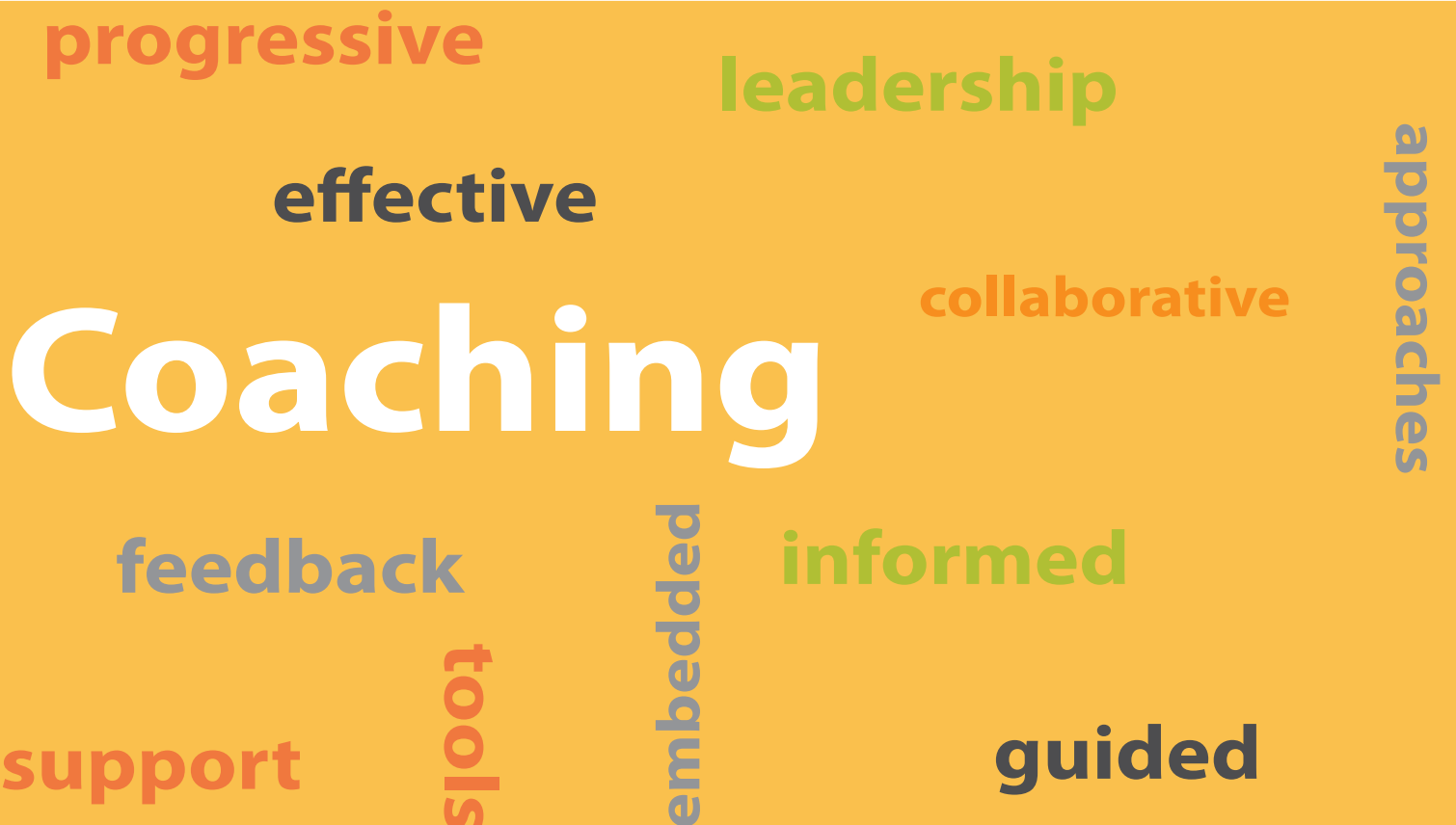
**Collaborative.** Coaches don't give lectures or follow a set curriculum. They provide expertise to guide and support your ongoing improvement.

**Capacity building.** Coaches work with you to develop your skills and competence. They model, observe, give feedback, discuss, and suggest new approaches.

**Sustained.** Coaches meet with you regularly over time. They support your long-term improvement or reform efforts.

**Informed.** Coaches provide research, tools, models, and other expert resources as needed.

**Embedded.** According to Harvard Education Professor Richard Elmore, **“the most powerful professional development occurs in real time around real problems in real schools involving real people who actually have to make decisions about what to do on a day-to-day basis.”** This applies to any organization striving for sustainable change and improvement.



# Leading for Equity<sup>sm</sup>

## Building Leadership from the Inside Out

### Breakthrough Conversations

In Leading for Equity engagements, coaches work with leaders and teams to improve relationships, culture, and strategic action to promote change on behalf of every student's achievement. Leading for Equity transforms leadership at every level of schools, districts, or nonprofit organizations.

We facilitate honest reflection and conversations about the role of leadership in relation to the needs of low-income students of color and the effects of

historical and institutional bias. These conversations are expertly structured to not lay blame, but to find better ways to educate every child. Service engagements are grounded in retreat-style institutes where teams deepen their commitment, relationships, and efficacy while developing strategies toward equity goals. To help translate reflection into action, we provide customized coaching across the engagement to project leaders and teams.

"The shortest distance between theory and action is BayCES. Change is not easy, but BayCES makes it easier. They opened a difficult door for us and set us on our path."

**Santiago Casal, Chair**  
**United in Action, Berkeley, CA**

"In my role as County Superintendent, I attend many conferences and training sessions. Many are good. Few are life-changing. The BayCES institute was one of the few. You challenged my assumptions and caused me to examine what I truly believe about educating all children. You provided me with knowledge and gave me skills in developing leaders and teams who can change the conversation and transform instruction in our schools."

**Mary Jane Burke, Superintendent**  
**Marin County Office of Education**  
**Marin, CA**

## Results

Over 1,000 educators and community leaders have participated in Leading for Equity since we founded the program in 2002.

### Over 90% of participants agree that as a result of Leading for Equity they are able to:

- Work more effectively with colleagues from different racial or cultural backgrounds
- Raise and discuss issues of equity with their colleagues
- Make personal and organizational changes to address social and racial inequities

### Improved School Climate

More than four of five teachers (**86%**) in BayCES schools reported that “teachers in their school treat each other with respect.” Large majorities of students (**71%**), parents (**83%**), and teachers (**87%**) report that their school feels like “a caring and supportive environment.”

“Anti-racist approaches to education leadership require constant learning and re-training. I do not know of a more effective, progressive, and professional organization from which to draw practical learning on this topic that can be used ‘real time’ in the field.”

**Salomé Portugal**  
School Support Manager  
New Leaders New Schools



# Coaching for Equity

Every leader is a coach, every coach is a leader

## Leadership at Every Level

Coaching means supporting people in your organization to become more effective. Coaching for Equity engagements provide the essential knowledge and skills in adult learning and facilitation that our coaches have employed with hundreds of principals, teachers, and other leaders to foster new practices in challenging contexts.

Coaching for Equity centers around retreat-style institutes where participants examine and practice their coaching and facilitation styles with a focus on educational equity and practice specific skills with each other. We provide customized coaching and support to project leaders and teams as well as a range of services designed to help organizations start or improve ongoing coaching programs.



“The Coaching for Educational Equity Institute gave me the theory and practical skills I need to take a more active role in coaching staff toward creating a more equitable educational system. I am excited about the opportunities I will have in the future to practice these skills.”

**David Stevens, Professional  
Development Coordinator  
Berkeley High School, Berkeley, CA**

## Participants Gain

- Tools and research to plan, implement, assess, and continuously improve coaching practices and programs
- Skills for leading change in challenging contexts, including social-emotional intelligence and building trust and relationships
- Practice in effective facilitation and intervention techniques
- Insights into biases in institutional policies and practices

## Recent Clients

- School district and school-based coaching programs
- Regional efforts to create and sustain small schools
- Educational management organizations

Over 200 individuals  
have attended our annual  
Coaching for Educational Equity  
summer institutes since 2007.

**We offer the Institute twice in 2010  
June 23-25 and August 4-6  
Oakland, CA.**

"Thank you for facilitating an extraordinarily enriching and inspirational experience for OUSD coaches. You managed, in a relatively brief period, to build the capacity of each individual coach and to solidify the foundation for an effective and coordinated approach to coaching. I've heard accolades from all corners of Instructional Services."

**John Hall, Project Manager  
Oakland Unified School District  
Oakland, CA**

# Equity by Design

## Bold approaches to achieving equity

### Manage and Measure Change

Education is a complex system comprised of numerous institutions and communities. It is influenced by the economy, housing, transportation, local cultures, internal politics and other dynamics. Sustainable improvement requires an awareness of how education systems work, attention to root causes, and a focus on empowering people to do what is needed to achieve better results.

Systems change efforts may entail design of new small schools or learning communities to personalize teaching and learning; district redesign to distribute leadership and increase internal accountability; cross-sector collaborative efforts to end racial disparities in education in a specific community; and more. In Equity by Design engagements, highly experienced BayCES coaches work with leaders to plan and implement fundamental changes on behalf of vulnerable young people.

### Results

Our largest and longest-standing partner, Oakland Unified School District, has been the most improved large urban district in California for the past five years.

In 2009, 15 of 107 Oakland schools improved Academic Performance Index (API) scores by 70 points or better, five times the statewide average. 13 of these 15 schools were recipients of BayCES services. All recent BayCES Oakland partners (29 schools) made an average API gain of 33 points, more than twice the state average.

"This school would not exist if it were not for BayCES. If someone tells me they want to start or redesign a school, I tell them they have to work with BayCES. BayCES helped us build a community that was the foundation of our academic success – they create the conditions for success."

**David Silver, Principal**  
**Think College Now, Oakland, CA**  
**2009 California Distinguished School**

## Services

**Equity Analysis:** Measure what you care about, and care about what you measure. We conduct in-depth data collection and analysis for schools, districts, and organizations to inform equity efforts.

**School Redesign:** BayCES has extensive experience coaching school design teams in planning and launching smaller learning communities (SLC) and small-by-design schools, in master schedule design, and advisory program design and training.

**District Redesign:** BayCES coaches district leaders in configuring staff and planning professional development for district-wide equity and excellence in teaching and learning.

**Community-wide Efforts:** BayCES coaches provide guidance and tools for planning and implementing collaborative, multi-sector efforts.

**Executive and Team Coaching:** Embedded coaching toward improved performance in the implementation of equity efforts — facilitative and adaptive leadership skills, collaborative performance, and cultural competence.

“The BayCES team quickly gained the confidence of our school principals, district staff, and Board of Directors. They asked the ‘tough’ questions, helped us find solutions, and guided our work in aligning small school structures with the interests of staff, students, and parents. Their wisdom and suggestions have given us renewed confidence as we move forward in this very challenging work.”

**Dr. Paula A. Radich, Superintendent**  
**Newberg School District**  
**Newberg, OR**



# Teaching for Equity

A child's success depends on his classroom experience

## Transform Instruction

BayCES provides teachers and instructional leaders with the hands-on support they need to bring their daily instructional practice into alignment with their vision of a quality education for every child. Coaches with expertise in English Language Arts and math work with teams and individual educators at schools to improve teaching and learning for excellence and equity.

Teaching for Equity engagements are customized to meet specific needs. Coaches support instructional staff to develop formative assessment tools, collaboratively examine student learning data, and share and reflect on their practice.

## Impact 2012

Impact 2012 engagements support school-site teams to assess and address the specific learning gaps that underlie low academic performance. Teachers receive inquiry-based coaching in using assessment techniques that illuminate why selected focal students read or do math far below grade level. Focal students become the lens for seeing all students' learning needs more clearly.

Inquiry teams use what they learn from focal students to strengthen classroom teaching and spread formative assessment practices across the school. Leaders use inquiry team learning and results to inform strategic changes so the school can more reliably close achievement gaps in the future. Impact 2012 uses small changes in instructional practice to leverage big results in student achievement and ongoing professional learning.

"[Impact 2012] really changed my classroom in a positive way that wasn't difficult for me to do. And students came to understand assessment as a time for me to learn from them. It's not a punitive process anymore. My classroom has changed from 'teach and test' to a partnership of learning."

**Liz Little, 7th & 8th Grade Math Chair**  
**Martin Luther King, Jr, Middle School**  
**Berkeley, CA**

"As we engage our communities in an agenda of reform, BayCES provides support, strategies, and protocols to improve teaching and learning."

**Michele Dawson, Supervisor**  
**San Francisco Unified School District**  
**San Francisco, CA**

Teams from schools, districts or community organizations can participate in a 3-day institute or choose to embed an institute in a longer-term coaching engagement.

## Teaching With a Cultural Eye

Teaching With a Cultural Eye raises awareness and develops skills for educators to teach and lead effectively in schools serving students and families from diverse backgrounds. This service is designed to build the cultural competence of teams to address instructional equity issues in classrooms, schools, and districts.

### Teams can choose to focus on key areas of instructional practice development:

- Transformative assessment
- Equity-focused instructional planning
- Creating learning partnership with students
- Content-based support in math and vocabulary development to accelerate learning.

## Results

### According to a Stanford University evaluation, in 2008-9 Impact 2012 schools:

- Gained an average of 42 points on the Academic Performance Index.
- Showed a pattern of improvement in student achievement on California Standards Tests overall and in English and Algebra 1 specifically.
- Teachers more closely examined students' learning styles and used formative assessments to gauge student progress.

"Our teachers are invigorated, it's opened up a whole new world for the average teacher. It's a real professional learning community structure, a good model for doing it right."

**Steven Daubenspeck, Principal**  
**Futures Elementary School**  
**Oakland, CA**  
**2009 Most Improved School in District**



# Leadership



**LaShawn Routé Chatmon**  
Executive Director  
lashawn@bayces.org



**Victor Cary**  
Partner  
victor@bayces.org



**Lisa Lasky**  
Partner  
lasky@bayces.org



**Chinyelu Martin**  
Partner  
chinyelu@bayces.org



**Christopher Perrius**  
Director of Development & Communications  
chris@bayces.org

# Staff

**Jamie Almanzán**, Coach

**Alicia Bowman**, Coach

**Brett Bradshaw**, Project Director,  
Leading for Equity

**Sara Brown**, Marketing & Outreach  
Manager

**Stephen Chang**, Client Services  
Manager & Coach

**Julia Chih**, Director of Finance &  
Operations,

**Colm Davis**, Senior Coach

**Tamara Dukes**, Coach

**Jessica Gammell**, Coach

**Heidi Gill**, Manager of Coach  
Development

**Zaretta Hammond**, Instructional  
Coordinator

**Tom Malarkey**, Project Director,  
Impact 2012

**Shane Safir**, Coach

**Mark Salinas**, Senior Coach

**Phil Tucher**, Coach

**Hugh Vasquez**, Senior Associate

**Fenny Widagdo**, Controller

**Edwina Williams**, Program  
Assistant

**Ken Yale**, Senior Coach

# We Work With

## Districts

Alameda Unified School District

Berkeley Unified School District

Fremont Unified School District

Menlo Park City School District

Oakland Unified School District

San Francisco Unified School District

San Rafael City Schools

West Contra Costa Unified School District

## Organizations

Bay Area Youth Agency Consortium (BAYAC) Americorps

Berkeley 2020 Equity Task Force

Diploma Plus

E3:OSSI - Oregon Small Schools Initiative

W.K. Kellogg Foundation

KIPP Foundation

New Leaders for New Schools

Partners in School Innovation

Northwest Regional Education Laboratory

Oregon School Boards Association

Thurgood Marshall College Fund

UC Berkeley Graduate School of Education

University of Florida: Lastinger Center for Learning

## Schools

BayCES has provided coaching and partnership to over 80 K-12 schools in California and Oregon since 2000. We have coached the design and launch of over 30 new small schools and smaller learning communities.



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1720 Broadway, 4th Floor • Oakland, CA • 94612 • 510.208.0160

[WWW.BAYCES.ORG](http://WWW.BAYCES.ORG)

To learn more about how BayCES can help you achieve your equity goals, email [sara@bayces.org](mailto:sara@bayces.org) or call us today.