High in Beaverton and I became an external Oregon that I really got involved as a coach. Carrie in 1998 or 1999, but it wasn’t until I moved to Steven Strull organized while I was in Chicagoally for NSRF. Northwest. Eventually, I began to facilitate nation following my internship, I began facilitating for CES was involved in coaching at the middle school and a summer CFG training. After my CFG training, I are your goals aligned with our mission? What it takes to inter revolve around doingious personal growth in institutions. the students I advocate to challenge and hold ourselves accountable for the work that needs to be done for kids. In my work as a school coach and NSRF facilitator, this translates into finding whatever avenue I can to deepen awareness and a sense of urgency around breaking down our individual biases so we can figure out how to work collectively toward equitable student outcomes, regardless of a student’s race, class, gender or culture. How has your involvement in NSRF supported your efforts in support of marginalized students? Kim: My work with NSRF has given me valuable tools and skills for collaboratimprove our practice, and I’m beginning to learn how to use them in order to address the gaps in who succeeds, who doesn’t, and what I need to do about it. It’s been a journey for me to get to this place. I had to use the tools for several years before coming to the conclusion that it’s possible, and even common, for people to use collaborative tools and practices without disrupting the status quo. I was getting feedback and improving my practice, but I wasn’t translating those changes into an impact for marginalized students, and the folks I was training were doing the same. Tanisha: Through NSRF, I have established relationships with other educators who share my passion. I have also established strong alliances across different CFEE (Coaching for Educational Equity) (continued on page 18)