Instructional Coaching for Culturally Responsive Pedagogy

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Abstract

Growing up with a global perspective and teaching in highly diverse schools has fueled my desire to understand how instructional coaching and Culturally Responsive Pedagogy work together in education. This case study examined the current practices of instructional coaches to understand how they incorporate components of Culturally Responsive Pedagogy. Through observations and interviews of three coaches and a director this study explored the interactions, behaviors and language of coaches as they engaged with teachers to explore and understand prior knowledge, beliefs and current incorporation of CRP with teachers. The literature review provides an in-depth description of each of the components of CRP and the major focus areas for coaches. Findings revealed four variables that influence a coach's ability to incorporate components of CRP: Process or Protocol, Learning Experiences of Adults, Responsiveness, and Relationships. The findings also uncovered, through the discovery of missed opportunities in observations and interviews, that the coaches in this study demonstrate layers of understanding about CRP. Layer 1 describes foundational, "culturally-neutral" knowledge of the three main focus areas for coaches. Layer 2 describes the behaviors, beliefs and ways of being of coaches that incorporate CRP. It also specifically addresses the coaches' need to be interculturally competent. Recommendations include developing highly competent and experienced mentor coaches. It also includes developing coaches' intercultural competence and knowledge of CRP components in interactive PD sessions, engaging them in contextual learning

experiences through peer observations and learning labs, and one-on-one coaching by mentor coaches to provide responsive feedback around missed opportunities.

Acknowledgements

This work is dedicated to my dad, who believed that we are truly never done learning. I miss you every day, dad, and I know you would be so proud of me for taking my education to the highest level. This is for you.

I would also like to thank and acknowledge my mom who raised me to be confident and independent and to push through all obstacles to come out on the other side stronger. Thank you, mom, for always being the exemplar.

To my husband, Rafael, thank you for keeping your promise to my dad that you would not let me quit my educational journey. You have stood by me, built me up, and encouraged me to continue this journey to the end. You are my rock, and I could not have done it without you.

To my four spectacular children, Tatianna, Talya, Tea and RJ, I also did this for you. You inspire me every day with your individualism and creativity. You gave me the reason to want to make schools better for everyone.

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Chapter 1: Introduction

This is a study of opportunities. Opportunity gaps, missed opportunities and opportunities for growth. I have had the opportunity to grow up with military parents who were stationed in Italy for 8 years. This experience not only taught me new languages, it also taught me global awareness and cultural sensitivity and it broadened my worldview. This global perspective shapes all my experiences and interactions. Including who I decide to spend my life with. My desire to constantly expand my global horizons led me to another opportunity. I am lucky to have been welcomed into the Mexican culture by my husband and his family, and I have four beautiful, half Mexican children. These opportunities colored my perspectives as I began my teaching career working predominantly with students of color and second language learners. I developed a passion for both coaching and culturally responsive teaching, and the impact of opportunity gaps on all children, including my own.. As a leader within an educational system, I have seen first hand how challenging it can be for a district to implement transformational change. Since my first day in this position I have noticed the glaring lack of an equity focus in the district. I have seen how our students could be better served by a system of leaders, coaches and teachers who are culturally responsive. However, the initiatives set forth do not elevate equity. I believe it is imperative that we find a way to incorporate equity into our everyday practices and actively work to understand and interrupt how we, as a system, are perpetuating inequitable practices.

The Achievement/Opportunity Gap

While some may argue that school reform alone cannot create equality; that we need better schools along with social and economic equality, others claim that until we close the achievement gap we will not attain economic or social equality (Noguera, 2010). Still others claim that the term "achievement gap" is misleading and perhaps even racist. They claim that the phrase suggests that lower-achieving students of color are missing some characteristics that their higher performing white counterparts have, when actually their results are shaped by opportunity and circumstance (Kendi, 2016). As an alternative, many scholars prefer the term "opportunity gap." (Carter & Welner, 2013). This term credits socio-economics as the main determining factor of major disparities in our society. These income related gaps include many issues outside of school that stem from socio-economic status, but also include how those disparities influence the gap in achievement. (Carter & Welner, 2013). While the term achievement gap may imply that marginalized populations must perform the same as the dominant culture, or that race itself is the cause of the "gap," that is not the intent. The focus on marginalized groups as part of "gap" conversations is a result of the direct correlation between race and income (Milner, 2013) and in most schools race and income are strong predictors of academic performance (Boykin & Noguera, 2011). Ultimately what matters is that we are calling attention to the gross systemic disparities and root causes present in our society. More specifically, in our education system. For this study, I have chosen to use the term opportunity gap. The debate over the best way to address opportunity gaps and thus the achievement gap and even the exact factors that contribute to it prevails in education reform discourse today (Boykin & Noguera, 2011).

> "The evidence is clear and alarming that various segments of our public school population experience negative and inequitable treatment on a daily basis. When compared to their White middle class counterparts, [diverse] students consistently experience significantly lower achievement test scores, teacher expectations, and allocation of resources" (Brown, 2006, p.701).

The opportunity gap persists in schools everywhere in the US (Carter & Welner, 2013). The main indicators of opportunity gaps are "access to quality schools and the resources needed for academic success, such as early childhood education, highly prepared and effective teachers, college preparatory curricula, and equitable instructional resources" (www.otlcampaign.org, 2021). These opportunity gaps then lead to gaps in achievement between certain groups of students.

> "Sadly, disturbing discrepancies exist between the academic achievement of white students and students of color, and between students of varying economic status. The reasons for the achievement gaps found within schools and districts include problems like misunderstanding race, lowered expectations, and a curriculum that does not speak to minority experiences. Current federal laws mandate that gaps must be closed, but many schools and districts are unsure of what to do and even doubt that eliminating gaps is possible." (School Improvement Network, 2010).

Many school districts have undertaken the task of confronting the opportunity gap and closing the achievement gap by addressing their perception of issues of equity in their district (Noguera, 2010). These efforts have included conversations, presentations, and training to understand issues of equity; however, these efforts have not led to changed classroom practices or increased achievement of marginalized groups systemically (Hanushek & Woessmann, 2007). There are many hypotheses about how the way we currently address equity is not impacting student outcomes. One explanation suggested by researchers is that there is a large discrepancy between the cultural

background of teachers and the populations they serve. According to the National Center of Education Statistics (NCES) the percentage of public school teachers in the US who come from a white middle class background is 82%, while only 50% of the students in public schools are white, and 49% of the students come from low-income backgrounds. This discrepancy presents a "cultural mismatch" (Achinstein & Barrett, 2004; Zeichner, 1992) in which the teachers and students perceive the educational experiences, such as classroom interactions, relevance of curriculum, and modes of delivery, in different ways. Teachers and students in these ways have had different opportunities to access the resources provided by the systems they were a part of.

One factor shown to significantly impact a child's performance in school is the quality of the classroom teacher and the teacher's practice and students' access to highly qualified teachers (Barton, 2003; Gay, 2010; Hanushek, 2005; Howard, 2010; Ladson-Billings, 2009, Marzano, 2003). Schools with higher percentages of marginalized populations tend to have the least effective teachers. These teachers are inexperienced, uncertified, poorly educated and/or underperforming as measured by their academic skills and knowledge, content mastery, years of experience and pedagogical skill (Gay & Kirkland, 2003; The Education Trust, 2004, 2008; Ahram, Stembridge, Fergus, Noguera, 2016). According to data collected by The Education Trust, twice as many low-achieving students were assigned to a "string of ineffective teachers" as high-achieving students (2004, p. 9). Their data also showed that "low-achievers can become high-achievers with effective teachers" (The Education Trust, 2004, p. 10). Therefore, it is imperative that all students, especially low-achieving students have effective teachers. Unfortunately, there

are not enough effective teachers in our school systems, *and* not all teachers are effective right away. For many, it takes practice, coaching, and feedback to become effective (Showers, 1995; Hattie & Temperley, 2007). Effective teachers need to know what they are teaching and how to teach it (Education Trust, 2008; Fisher, Frey & Hattie, 2017; Gorski, 2013).

The *how* is where Culturally Responsive Pedagogy comes in. Research has found that effective teachers of diverse students employ Culturally Responsive teaching strategies (or pedagogy) (Ladson-Billings, 1995; Gay, 2010). "Culturally responsive pedagogy facilitates and supports the achievement of all students (Gay & Kirkland, 2003). "In a culturally responsive classroom, effective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement" (Richards, Brown and Forder, 2007, p. 64). According to Richards and his colleagues (2007), there are three dimensions that work together as the foundation of CRP, and all three are imperative to the effectiveness of CRP. The first dimension is institutional, which portrays the policies, procedures and structures of a district or school that impact the ability to provide services to diverse students. The second dimension is the personal, which considers the cognitive and emotional processes that teachers go through to become culturally responsive. The third dimension is the instructional. This encompasses all materials, teaching strategies and activities that instruction and assessment are based on. The literature review will discuss teacher and coach qualities and practices within the *personal* and *instructional* dimensions necessary to promote achievement for traditionally marginalized populations.

Statement of the Problem

"In schools lacking that sense of passion for equity, feelings of pessimism, failure and hopelessness are omnipresent. These buildings are full of toxic adults who stave off meaningful reforms and they are deadly places for the large numbers of children of color who typically attend them" (Singleton & Linton, 2006, p.12). Without opportunities for growth, reflection and self-improvement, these toxic teachers remain stagnant. Their biases about students, conscious or unconscious, continue to be perpetuated, not because they are true, but because students are not being provided with learning experiences and opportunities that promote and enhance their academic talents. Teachers must be fluent in the ways of Culturally Responsive Pedagogy in order to be prepared to meet the needs of those diverse learners, and to avoid becoming "toxic adults" (Singleton & Linton, 2006, p.12). To develop that personal and instructional Culturally Responsive fluency, teachers need learning experiences that allow them to reflect on their current mental models and practices and bring new understandings and beliefs to their own relevant teaching contexts (Darling-Hammond & McLaughlin, 1995).

Instructional coaching is a way to bring best practices from research directly to the classroom teacher in a way that honors the need for reflection and relevant application, in order to improve the quality of the classroom teacher (Vandenberghe, 2002; Osta and Perrow, 2008; Neufeld and Roper 2003; Lyndsey et al., 2007). I have had 15 years of experience as an instructional coach and as a leader who supports the development of instructional coaches. Through this experience I have seen the impact instructional coaches can have on the change in teachers' practices. When coaches were able to work side by side with teachers and groups of teachers in the classroom, the

changes in practice were almost instant. Many times, students went from struggling to understand the task or content to being excited and engaged in the learning in one lesson. Often, when a coach provided in the moment feedback to the teachers, based on student responses, the impact was both automatic, in that students attitudes adjusted significantly, and gradual in that the student work began to improve as students felt more confident and engaged.

There are several conditions in the instructional coaching experience that make a difference on the teacher's craft. First, when teachers are given a choice of what to focus on they are more likely to be motivated to engage in the learning of new personal and instructional skills. In addition, when there is a clear coaching cycle that includes a pre-conversation, the coaching work (i.e. observation, co-teaching, modeling), and finally, a debrief conversation, teachers are encouraged to reflect on the experience with someone who can objectively lead them through self-reflection and observation about current reality and best practices. This intentional conversation around what did occur and what might occur is critical to a teacher's ability to improve the next time she engages with students (Gay & Kirkland, 2003; Steiner & Kowal, 2007).

A growing number of studies have identified an impact between coaching and improvement in teaching practices (Borman & Feger, 2006; Biancarosa et al, 2010; Joyce & Showers, 1980; Knight, 2007; McCombs & Marsh, 2009; Walpole, McKenna, Uribe-Zarain, & Lamitina, 2010; Vanderburg & Stephens, 2010). Neufeld and Roper (2003) say that when a coach acts as a change agent or a capacity coach they can support whole-school reform and develop whole-school capacity. Instructional coaches are change agents when they position coaching in a systemic way connected to school-wide

goals (Lyndsey et al., 2007). In 2007, Deussen and her colleagues conducted a study of Reading First coaches. In this study, positive gains in reading scores were noted in classrooms where teachers were supported by coaches. The success was attributed to the category of coaches they called teacher-oriented coaches whose activities included showing teachers how to implement the core curriculum, observing in classrooms and providing feedback, demonstrating good teaching, providing coach-facilitated and teacher-driven professional development and study groups on curriculum and instructional strategies, helping teachers use student data to determine areas of instructional need and just being available as a resource for information, emotional support or to help with daily tasks of running a classroom (Deussen, Coskie, Robinson, & Autio, 2007). Several other studies showed that coaching can positively impact teacher practice. A study by Lockwood, McCombs, & Marsh (2010), which studied 1000 middle schools in Florida, found that "coaching may have a greater impact for the lowest performing schools" (p. 383). In that study, the impact was attributed to the length of time the coach had been at the school, and the targeted effort to intervene with low-performing students. In addition the study found a correlation between certain coaching activities, such as analyzing student data and in-classroom support, and student achievement. A study of K-3 coaches in a district found that the total amount of time coaches spent with teachers was positively correlated to student reading gains. This was heightened when the time with the teachers was spent conferencing, administering assessments, modeling lessons, and observing teachers (Elish-Piper & L'Allier, 2011). A study by Biancarosa, Bryk, & Dexter (2010) looked at the value-added effects of the Literacy Collaborative coaching program over a period of three years. The Literacy Collaborative trains

school-based literacy coaches and the coaches are offered a year of professional development before they begin their work with teachers.This PD provides detailed instruction and support for coaches that includes a repertoire of instructional strategies within a specified instructional system. Literacy Collaborative coaches learn how to lead a PD course to introduce theories and instructional practices to teachers and how to use one-on-one coaching as a mechanism to support individual professional growth and development. Results of the LC study demonstrated "gains in student literacy learning beginning in the first year of implementation and that the effect's magnitude grew larger during each subsequent year of implementation" (p. 27). Edwards (2004) noted that the connection between coaching, teacher performance and student achievement shows a positive effect on school culture, teacher efficacy, and student performance. Other research has shown that the most successful coaching programs are ingrained in the complete, systematic approach to school reform (Greene, 2004; Symonds, 2003). In other words, school districts are systematically and strategically employing coaches in the most impacted schools, providing clear guidelines for their roles, and maintaining consistent expectations. When coaching *is* the plan for reform, then it optimizes the conditions and experiences of coaches to work with teachers and impact students.

Despite evidence that instructional coaching is effective at changing teacher practice when it is part of a systemic school-wide reform, the opportunity gap persists in many schools around the nation (Knight, 2018; Lyndsey et al., 2007; Boykin & Noguera, 2011). This is evidence that perhaps the coaching has not focused enough on Culturally Responsive strategies that ultimately result in gains for all populations of students. Pedro Noguera (2008) attests that the disparities in achievement persist due to a "normalization

of failure." He explains, "The underachievement of students of color can become normalized when educators and others accept low performance as the by-product of factors they cannot control" (p. 101). Addressing and overcoming this "normalization of failure" (Noguera, 2008) requires schools to focus on equity and to include learning on how to address and take responsibility for the sources of inequity that exist within our schools as well as our society (Ahram, Stembridge, Fergus, Noguera, 2016; Emdin, 2016). Focusing on Culturally Responsive Pedagogy allows all members of a school system to reflect on both the underlying beliefs and attitudes and the practices that impact teaching and learning. "Talking explicitly about systemic oppression and its impact on teaching and learning is necessary not to lay blame, but to find better ways to educate children" (Osta & Perrow, 2008, p. 3).

Uncovering, addressing and overcoming systemic inequities in our schools requires teachers to be Culturally Responsive, in addition to being proficient in content and pedagogy (Gay, 2002; Neufeld & Roper, 2003; Aguilar, 2013). Culturally Responsive Teaching is defined by Gay (2002) as "using the cultural knowledge, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them" (p. 31). Achieving this equitable teaching practice is a challenging task for teachers to take on alone as it requires teachers to develop racial and cultural consciousness and engage regularly in self- reflection (Gay & Kirkland, 2003). This kind of personal and instructional examination often cannot occur in isolation or without the "mirror" of a qualified coach who can support a teacher's interrogation of her mindset and craft. For teachers, "knowing who they are as people, understanding the contexts in which they teach, and questioning their knowledge

and assumptions are as important as the mastery of techniques for instructional effectiveness" (Gay & Kirkland, 2003, p. 181). Instructional coaches can play a large role in helping teachers focus on the cultural lenses they bring to the act of teaching and the culturally responsive pedagogy that their students require in order to be successful. Coaches are in a position, through their on-going, collaborative and job-embedded work with teachers, to work closely with and develop trusting and safe professional relationships with teachers (Lindsey et al., 2007, Osta & Perrow, 2008). Rather than using authority or power to change teacher practice, instructional coaches rely only on their expertise and relationships to influence teachers' beliefs and practices (Gallucci et al., 2010).

> "Self-reflection and cultural critical consciousness are imperative to improving the educational opportunities and outcomes for students of color. They involve thoroughly analyzing and carefully monitoring both personal beliefs and instructional behaviors about the value of cultural diversity, and the best ways to teach ethnically different students for maximum positive effects" (Gay & Kirkland, 2003, p. 182).

That being said, being culturally responsive requires teachers to engage in sensitive and usually uncomfortable conversations around their beliefs as educators. Navigating the turbulent waters of self-reflection about one's own cultural competence and culturally responsive practices takes sophistication and sensitivity. "Coaching can be a catalyst for communication among educators that leads to effective and meaningful transformation in schools" (Lindsey et al., 2007, p. 24). If an instructional coach relies on their relationships to influence teachers, then this allows the coach to have a certain leverage point to enter into the discourse of culturally responsive pedagogy, as this type of discourse relies on a trusting relationship (Singleton & Linton, 2006).

Problem of Practice

Although instructional coaches may be tasked with providing teachers with job-embedded training on Culturally Responsive Pedagogy and facilitating "courageous conversations" (Singleton & Linton, 2006), they themselves are not always afforded this type of high-quality professional development (Burkins & Ritchie, 2007). In many cases, coaches' professional development is centered on content, instructional strategies (pedagogy) and/or coaching processes and not on infusing Culturally Responsive practices or on overcoming oppression operating in school systems. (Lindsey et al., 2007; Steiner & Kowal, 2007). Thus, instructional coaches are not provided with the tools and knowledge necessary to support teachers with culturally responsive mindsets and pedagogy, and so, like teachers, they are inadequately prepared to support teachers who work with students from diverse populations (Gay, 2002; Lyndsey et al., 2007). If coaches are not provided with learning and support that help them examine their own cultural values as well as effective Culturally Responsive practices, then we cannot expect that they will be able to support teachers to become effective Culturally Responsive educators.

Theory of Action

If instructional coaches are provided with constructively reflective professional development and job-embedded learning that develops their cultural proficiency and supports their ability to use Culturally Responsive Pedagogy (CRP) then both the professional development and job-embedded learning will strengthen their work with teachers to do the same.

Research Question and Purpose

In order to create a training program for instructional coaches that develops their proficiency in Culturally Responsive Pedagogy (CRP) we must first understand what the current reality of instructional coaches' beliefs, knowledge, and application of CRP is. The purpose of this study was to identify current competencies and activities of coaches that facilitate the inclusion of Culturally Responsive Pedagogy in their coaching relationships. The results of this study will be used to support the design of and content for professional development of Culturally Responsive instructional coaches. This exploratory multiple case study examined the practices of coaches in three schools to answer the question*: What are the current practices of instructional coaches and how do they incorporate the components of Culturally Responsive Pedagogy?*

Chapter 2: Literature Review

Culturally Responsive Pedagogy is defined by Ladson-Billings (1994) as a pedagogy that "empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" (p. 17). Culturally Responsive Teaching means that teachers are creating a bridge between students' home and school lives, while still effectively delivering meaningful and rigorous content (Aceves & Orosco, 2014). Culturally Responsive Teaching utilizes the backgrounds, knowledge, and experiences of the students to guide the teacher's daily instruction (Aceves & Orosco, 2014). This can be challenging when the home and school lives of the teachers are not the same, leading to a lack of understanding of how the disparate division between children's home and school languages or dialects, perceptions of history and lived experiences and even behavioral expectations can result in a lack of trust, commitment or engagement in the children's education.

The purpose of this section is to review the existing literature that describes the components of Culturally Responsive Pedagogy and explain how it shows promise as a disrupter of current opportunity gaps for marginalized students. In addition, activities of instructional coaching and professional learning purported to be the most effective at facilitating change in teacher practice will be discussed.

Specifically, this literature review will focus on: Culturally Responsive Pedagogy, impactful instructional coaching, effective professional learning and change in teacher practice.

Culturally Responsive Pedagogy: The Evolution

The Brown v. Board of Education ruling in 1954, that dictated that separate schools for black and white students were unconstitutional, brought to light the claims that educators and policy makers made about the cultural differences between the racial groups. Some of these educators and policy makers viewed the differences as deficits in students of color and their families, while educational reformers, along with participants in the civil rights movement, claimed the deficiencies were actually in the structures and curriculum of the public schools. Civil rights activists claimed that public schools were unfairly advantaged towards white middle class students and, in fact, demeaned the cultural tendencies of students of color. From these critical discussions about race emerged Critical Race Theory (CRT)-which attempted to shift the paradigm that viewed people of color as inferior- along with a reform movement. This reform movement has since "advocated for a deeper understanding of the prospects to transform traditional schools into ones with a more democratic, inclusive, and civic face" (Vavrus, 2008, p. 51). In its early stages the movement called forth a need for a teaching force that can effectively build relationships and interact with diverse cultural groups.

However, despite attempts to develop and retain diverse teachers and teachers who are responsive and prepared to teach culturally diverse students, even at the beginning of the 21st century, students of color represented the highest number of high school dropouts and continued to be outperformed by their white middle class peers on measures of achievement, implying that these attempts were unsuccessful (Boykin & Noguera, 2011).

In the year 2002, 49% of students were non-white, while only 16% of teachers were non-white. In 1999, 86% of white 17 year olds were proficient or above in reading while only 66% of blacks and 68% of hispanics were (Snyder & Hoffman, 2003).

From this reform movement, based in Critical Race Theory, two pedagogical perspectives were born: Multicultural Education and Critical Pedagogy. Multicultural Education sets forth reform goals and Critical Pedagogy is a way to enact them. (Vavrus, 2008). Critical Pedagogy offers concepts such as hegemony, knowledge construction and others that Culturally Responsive teachers can use as the central focus of their teaching and learning to aid marginalized students in examining power and dominance and its effect on how they learn. (Vavrus, 2008). Culturally Responsive Pedagogy (CRP) integrates components (discussed later in this chapter) of both Multicultural Education and Critical Pedagogy with the end goal of making learning accessible and relevant for all students. CRP concepts evolved as a way to meet the goal of retaining teachers who possess the skills, knowledge and dispositions to be responsive to populations that have been historically marginalized- politically and economically. Figure 1 depicts the relationship between Critical Race Theory, Multicultural Education, Critical Pedagogy and CRP. Each will be described in more detail in the sections that follow as will the critical nature of their relationship to this study.

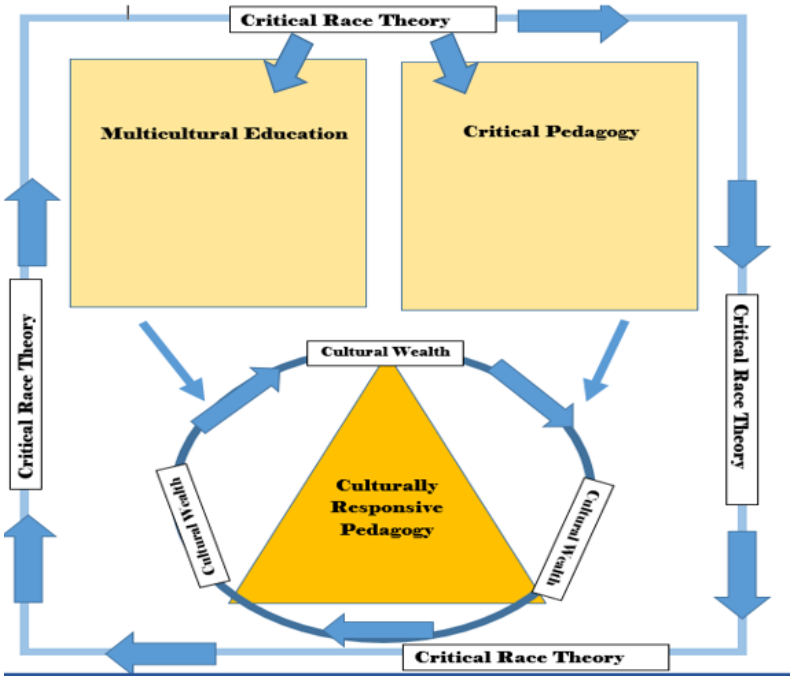

Figure 1. Theoretical Foundations of CRP

Critical Race Theory

Critical Theory in the broad sense is a critical analysis of culture and society and it can have many foundational influences such as Marxist, Feminist, and Post-Modernist. Critical *Race* Theory (CRT) focuses specifically on the connection of race to society and culture. CRT critically examines how race contributes to the inequities that exist in society and operates with an agenda focused on change. Critical Race Theorists are scholars and activists who wish to understand and change the way race, racism and power are related. These theorists wish to change how certain groups use power negatively toward certain races, as well bring attention to the way power in institutions fundamentally affects people of races other than white (Delgado & Stefanic, 2001). The main purpose of CRT is to uncover what people take for granted with regard to race and privilege, and to describe the exclusionary patterns that are present in our society. It is

this fundamental analysis of the connection of race to society and power that drives the need for CRP. It is the institution of school, where CRP would be implemented, that can perpetuate or interrupt these predominantly negative relationships between race, society and power. The components of Critically Responsive Pedagogy (defined later in this chapter) that culturally responsive teachers and coaches must own are founded on some themes of CRT. While CRT has five tenets, Critically Responsive Pedagogy is grounded in the counter-story telling, permanence of racism and the Whiteness of property tenets. Counter story-telling involves the students, and educators sharing and hearing narratives that counteract the stereotypes they may be used to. These are all important characteristics that help to define the individual components of CRP. Permanence of racism suggests that all domains of US society- political, social and economic are dominated by racism. Whiteness as property describes the notion that due to the systemic racism in our society, whiteness can be considered an asset or a property interest that holds value, and that only white people can possess. These tenets are embedded into the components of CRP and these are the components with which coaches and teachers need to be fluent and flexible .

Theory of Multicultural Education

Multicultural Education emerged as a movement in response to the inequality of educational experiences faced by students of color. Nieto (1992) defines Multicultural Education as a "comprehensive school reform and basic education for all students that challenges all forms of discrimination, permeates instruction and interpersonal relations in the classroom, and advances the democratic principles of social justice." (As cited in Gay, 1994, p. 4). Several scholars have written about Multicultural Education. Grant and

Sleeter (1997) in their review of literature on Multicultural Education found four common approaches to instructional practice: 1) Teaching the Exceptional and the Culturally Different- which emphasizes teaching culturally different students to fit into the dominant culture; (2) Human Relations- this approach attempts to promote unity by combatting stereotypes and developing positive relationships among diverse groups; (3) Single Group Studies - which focuses on understanding and developing respect and acceptance of one group at a time, including their experiences with oppression; (4) Multicultural Education- promotes reducing prejudice by providing equal opportunities and social justice for all groups as well as understanding how ethnic or cultural groups are affected by unequal distributions of power.

James Banks' theory of multicultural education (1993), while similar to the approaches outlined by Grant and Sleeter, details more practically how each dimension could contribute to creating a more equitable classroom. Banks' theory encompasses five interactive dimensions: content integration, knowledge construction, prejudicial discrimination reduction, equity pedagogy, and empowering school culture and social structure. These dimensions, in a broad sense, set forth the goals for schools that CRP is designed to help reach through practical classroom application.

Content integration considers the way ethnic and cultural content is infused into a subject area. If teachers are intentionally including examples and content from a variety of cultural groups to explain and illustrate key concepts, principles, generalizations and theories within their subject area, then more students are able to connect and relate to the subject area. Students are able to understand real-life applications of the content.

Knowledge Construction consists of teaching activities that support students to critically analyze how the implicit cultural assumptions, biases, and perspectives of those providing knowledge through research and curriculum influence how students perceive, value and construct knowledge. This dimension seeks to change the ways teachers and students interact with knowledge, helping them to not just be gullible knowledge consumers, but also well-informed knowledge producers. Since researchers cannot be separated from their values, beliefs, personal histories and attitudes, it is important for students and teachers to take those into account when evaluating the validity of information they are presented with.

Based on a theory by Gordon Allport in 1954, the Prejudice Reduction dimension supports students to develop and maintain positive attitudes about race, and to understand how all students' racial identities, even white students' racial identities, are influenced by attitudes and beliefs of dominant social groups.

The Equity Pedagogy dimension describes the way teachers modify and deliver their instruction so that it facilitates the academic achievement of all students including diverse students from varying racial, cultural, ‑socioeconomic and language groups. Equity Pedagogy, as described by Banks (1995) uses a variety of teaching styles and approaches such as cooperative learning techniques, personalization, and making abstract concepts concrete. Equitable teachers incorporate aspects of the community and family culture of their students in their materials and practices and analyze the impact that their own culture has on their instruction.

Finally, the dimension that Banks (1993) calls an Empowering School Culture and Social Structure refers to the culture and organization of the school. This dimension

would require that school staff examine all aspects of the school culture and social organization for multiple variables such as grouping practices, enrollment in special programs and sports, and interaction among staff and students, with regard to equity. This dimension also recommends the critique of the planning and instruction structures present for teachers and the creation of structures that allow parents, staff and teachers the shared responsibility for governance of the school.

As Multicultural Education has been used more readily, the understandings and realities of classroom application are not consistent. Some critiques of Multicultural Education are that what occurs in Multicultural Education today fails to address the approach or dimension that deals with critical analysis of power relations and instead of focusing on racism they focus more on affirming similarities and getting along. It has also been noted that the dimension or approaches that are political and the most transformative are often not included in practice. This could be because, as research shows, the majority of teachers in education continue to be white, which presents a mismatch with the experiences of their students, therefore teachers are uncomfortable with or don't know how to address these issues practically. Another reason could be that many of these white teachers have not yet faced their own white privilege and thus do not truly understand the depths of the issues enough to enact transformative approaches (Achinstein & Barrett, 2004; Hammond, 2015; Aguilar, 2020). As a result, few sustainable institutional changes have been made (McLaren and Torres 1999; Nieto, Bode, Raible, and Kang, 2008; Sleeter & Bernal, 2004). Some also argue that there is a tendency for Multicultural Education to promote essentialism; that is, by attempting to understand experiences and perspectives of groups of marginalized populations as a

whole it could promote thinking that there are characteristics common to these groups of people that are to blame for their experiences rather than environmental and social factors (Nieto, Bode, Kang, & Raible, 2008; Schlesinger, 1998, Sleeter, 2012). Adichie's TED talk, "The Danger of a Single Story" (2009) exemplifies this essentialism.

Hammond (2015) explains that Multicultural education is not CRP. Multicultural education emphasizes "social harmony" and "concerns itself with exposing privileged students to diverse literature, multiple perspectives and inclusion in the curriculum as well as helping students of color see themselves represented." CRP, in comparison, focuses on "independent learning and the cognitive development of under-served students" and "concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color" (Hammond, 2017, Dimensions of Equity Chart).

Critical Pedagogy

Critical Pedagogy also stems from Critical Race Theory (CRT). Critical pedagogy is a philosophy of teaching (rather than a set of prescribed techniques) and a social movement that allows a focus on ideology, hegemony, knowledge construction, emancipatory actions, resistance, power, class, and cultural politics (Giroux, 2010). Essentially, critical pedagogy is the result of the infusion of education with critical theory in an attempt to address the inequities in education (Freire, 1998). Educators, leaders and policy makers who subscribe to Critical Pedagogy are concerned with the elimination of oppression and suffering and have an agenda for change (Brosio, 2000). McLaren (2015) explains that "what draws critical educators together...is an abiding commitment to creating engaging and vibrant spaces where students are encouraged to question

dominant epistemological, axiological and political assumptions that are often taken for granted and that often prop up the dominant social class"(p. 8). McLaren also asserts that politics are omnipresent, presenting the perspective that Critical Pedagogy is inherently concerned with the politics of education and eschewing the capitalism that undergirds education. Culturally Responsive Pedagogy relates to critical pedagogy in its purpose. While CRP focuses on the affective and cognitive aspects of teaching and learning, it is with the end goal of developing independent, empowered, learners and citizens who know how to combat the oppressions by the dominant culture, which is a similar purpose to Critical Pedagogy (Hammond, 2015).

Cultural Wealth

Culturally Responsive Pedagogy is dependent on the theory termed Cultural Wealth. Similar to what Critical Pedagogues called Cultural Capital, Cultural Wealth includes the ways of being that people of different cultural groups embody- with one clear distinction: Cultural Wealth is strictly a strengths-based perspective. Bordieu defines cultural capital as the collection of skills, abilities and cultural knowledge that are owned and passed down by privileged groups (Bourdieu & Passeron, 1977). Though well- intentioned, this definition of cultural capital perpetuates the deficit thinking that continues to dwell in our schools (Yosso, 2005). Yosso explains that this description of cultural capital has been used to describe how some communities (like white middle class) are wealthy while others (like poor students of color) are not. By describing some communities as not having cultural wealth, it asserts that there is a standard or norm and all other cultures are then compared to this norm because that is what the privileged group values. Yosso instead poses the question: "Are there forms of cultural capital that

marginalized groups bring to the table that traditional cultural capital theory does not recognize or value?" (Yosso, 2015, p. 77). Several researchers would answer this with a resounding, "Yes!" Solorzano and Delgado Bernal (2001) explain that not only is the experiential knowledge (the lived experiences) of students of color legitimate, appropriate and critical, it is a strength that can be drawn on through various forms of story-telling, testimonios, or biographies. Yosso (2015) describes Community Cultural Wealth as "an array of knowledge, skills, abilities and contacts possessed and used by communities of color to survive and resist macro and micro forms of oppression" (p. 77). CRP requires teachers to draw on and utilize the cultural wealth of the communities and students that they teach.

Components of Culturally Responsive Pedagogy

Students and teachers' connections to their own cultures have a significant influence on their values, attitudes, and actions. Therefore, developing teachers' cultural competency will be a major component in overcoming inequities in our schools (Gay, 2001). Cultural competence encompasses being aware of one's own world view, developing positive attitudes towards cultural differences, gaining knowledge of different cultural practices and world views, and developing skills for communication and interaction across cultures. Once teachers have identified their own worldview, they can begin to open their minds to differences and dispel some internal biases they may have. Coaches could serve as mirrors for teachers as they engage in this process. However, in order to do so, they must also be aware of their own worldview and internal biases (Hammond, 2015; Lyndsey et.al 2007).

Culture has been defined and explained in many different ways. Nieto (2001) defines culture as "the values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion" (p. 138). Vavrus (2008) explains that culture is interactive and not a static entity. Culturally Responsive Pedagogy (CRP) is a way to bring culture into the forefront of learning and teaching. Geneva Gay defines CRP as "using the cultural characteristics, experiences and perspectives of ethnically diverse students as conduits for teaching them more effectively" (2001, p. 106). CRP is based on the assumption that when teaching is put in the context of students' lived experiences and frames of reference it will be more meaningful (Gay, 2001). Ladson-Billings (2014) explains that the secret behind Culturally Responsive Pedagogy is "the ability to link principles of learning with deep understandings of (and appreciation for) culture" (p. 77). Geneva Gay (2010) outlines several characteristics of Culturally Responsive teaching:

- It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.
- It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.
- It uses a wide variety of instructional strategies that are connected to different learning styles.
- It teaches students to know and praise their own and each other's cultural heritages.
- It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools. (p. 29)

Gloria Ladson Billings (2010) asserts that Culturally Responsive Pedagogy has three criteria:

- Students must experience academic success.
- Students must develop and/or maintain cultural competence.
- Students must develop a critical consciousness in which they challenge the status quo (socio-political consciousness).

While researchers such as Gay (2001, 2010) and Ladson-Billings (1994, 2009) have laid the groundwork for Culturally Responsive Pedagogy, others have expanded on or refined the characteristics of culturally responsive teaching, allowing for a "newer, fresher version of Culturally Responsive Pedagogy."

Duncan-Andrade (2007) through his research on urban education identified five pillars of effective [Culturally Responsive] classrooms:

· Critically conscious purpose- describes the belief that educators have that their students will one day be agents of change. Teachers who have a critically conscious purpose take the time to research issues that affect students' communities, and then design lessons that allow students to critically think about those issues and find solutions. They believe that they are essentially training their students to return as leaders in their communities.

· Duty-This pillar describes the idea that teachers view themselves as servants to the community rather than leaders. Teachers with a sense of duty are humble but don't feel sorry for their community. They make themselves visible in the community and are not afraid of the community they teach in. Teachers are able to build strong authentic relationships with students and their families.

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Preparation-When culturally responsive teachers think about preparation, it means they are always finding ways to connect everyday occurrences, articles, videos, artifacts into their lesson plans. They reflect often on their practice and because teaching is who they are, they are always thinking about ways to improve.

· Socratic Sensibility- This pillar deals with the concept of examining all of the harsh realities and injustices of life and using that as fuel, and as a strength. Teachers who accept this pillar believe in many visitors to share their experiences and to provide their perspectives. They also teach students that the emotions of anger or upset they feel about the injustices are okay, and are a great tool for creating meaningful change.

· Trust-This pillar describes that trust is earned by both a teacher's awareness of how institutions such as schools may have a negative history in poor non-white communities and being ambassadors, and through showing that care through "positive harrassment." That is, being there for students every step of the way to meet their goals- even if it meant providing snacks, or giving rides, or calling home.

Christopher Emdin (2011,2014), as a result of his research in urban classrooms, named five tools that educators and students engage in together to improve teaching and learning in what he refers to as Reality Pedagogy, an extension of Culturally Responsive Pedagogy. Emdin explains that the focus of Reality Pedagogy is on "cultural understandings of students within particular social spaces…and [it] functions to develop students' consciousness about the socio-political factors that affect their teaching and learning." (2011, p. 286). Emdin refers to these tools as the five Cs.

· The first C is cogenerative Dialogues. These are structured conversations in which students and their teachers can discuss the students' perspectives on schooling.

Together they can consider their socioemotional and academic needs to develop instructional strategies.

· Co-Teaching, the second C, is a powerful tool and involves opportunities for students to teach their peers. It can be what they love, such as basketball, dance, music, or what they know such as history or science, and it is integrated thoughtfully into the lesson planning. Co-teaching allows students to see value in what they bring to the classroom. Students prepare the lessons, design the assessments and teach the class in a way that represents them.

· The next C, cosmopolitanism, involves students and parents taking on roles to help the school operate smoothly. Students feel like they are active participants in how their learning spaces operate, which connects them more deeply to academic content. Teachers allow students to own their learning spaces rather than be guests in them.

· The context pillar describes a teacher's cultural immersion into the community in which they teach. Teachers study and learn from the community context by being present at the events that are meaningful to them. This relays the message that their community and culture have value.

· In content, the final C, learning for students is active. Teachers present themselves as learners alongside the students to solve problems and engage in inquiry. This brings the content to life. Students and teachers grapple together in the learning, which forms bonds and allows for increasingly rigorous academic exchanges.

From these various authors' lists of characteristics, this researcher has combined and condensed the characteristics to a list of four CRP components that appear in the personal dimension. In addition, the characteristics outlined in the previous section

contributed to describing the nine critical components of CRP within the instructional dimension. These CRP components will be described in detail in the following section.

Components of CRP: Personal Dimension

The components of CRP within the personal dimension are reflective of elements of each of the above authors' themes/pillars and they are: Critical Consciousness, Critically Conscious Purpose, Context, and Culture, Language and Racial Identity.

Critical Consciousness

Culturally responsive educators must develop a critical consciousness of their own culture, values, beliefs and biases. "A student's others and the impact of those other cultures and perspectives on them (Aceves and Orosco, 2014; Hammond, 2015). Students are then able to develop and maintain cultural competence, that is, it teaches students to know and praise their own and each other's cultural heritages. (Ladson-Billings, 2009; Gay, 2010).

Gay and Kirkland (2003) assert that to support teachers to develop cultural critical consciousness it is not enough to simply talk about racism and social injustices or to appreciate the differences between theirs and others cultures; rather, they need to actually engage in cultural critical consciousness through concrete situations, guided practice and specific contexts and catalysts. Culturally responsive instructional coaches, by nature of their work, have the opportunity to facilitate teachers' critical reflections through guided practice and concrete situations.

Critically Conscious Purpose

Having a critically conscious purpose for their teaching is important for Culturally Responsive teachers. Duncan-Andrade (2007) describes this as the belief that teachers

hold that the students they teach, specifically students of typically marginalized populations, will be the change agents of the future. With this belief teachers see their purpose as fostering the critical thinking skills, resilience and leadership qualities in their students that will enable them to swim against the practices of the dominant culture that perpetuate their marginalization. Teachers with a critically conscious purpose do not have classrooms that mirror the education that has been historically designed, delivered and assessed by the dominant culture, but rather they redefine success for their students through curriculum, modes of delivery, and messages for motivation. Emdin (2015) posits a classroom space where students' unique voices are valued and self-expression is encouraged.

One way teachers with a critically conscious purpose can grow students' abilities to be change agents is to create cogenerative dialogues. Cogenerative dialogues are "structured dialogues about the inner workings of the social field participants coinhabit"(Emdin 2015, p. 66). The structure of these cogenerative dialogues validates students' cultures and positions them as experts. The goal is to engage the students in conversation about how they are learning, their learning space, and what they are learning. With this structure, students are able to see how they can have a say in their own education, learning how to be advocates and use their voice in their own lives, and this learning can carry over to being advocates for their community. Students can then develop a critical consciousness in which they challenge the status quo in education (Ladson-Billings, 2010). In class, or in leadership opportunities, students are encouraged to think about how they can be leaders and agents of change in their own communities. They can do this through scenarios, real-life application, and literature. When students

are given a seat at the table for decisions about their classrooms, their schools, or even the district, they learn through experience the ins and outs of advocacy.

Context

To be prepared to teach culturally and linguistically diverse students, teachers need to understand and be immersed in the students' contexts. Emdin (2015) explains that there is no more effective way to develop social networks with students than by immersing oneself into their communities. There is a certain joy that is reached when a teacher is "so embedded in the context with young people that you are operating in the same place and space as they are as you exchange information" (Emdin, 2015, p. 142). Culturally Responsive teachers have a sense of duty to students and their community. They see themselves as servants to the communities of the students and are dedicated to being visible and active in the students and their families' lives, and to the school community (Duncan-Andrade, 2007). These teachers are not afraid of the communities they teach in, but rather are keen to understand each community's cultural wealth so that they can connect the context to the content they are teaching (Emdin, 2015; Duncan-Andrade, 2007). In this way, teachers are acknowledging the legitimacy of the students' cultural heritages, both ancestral and from their own communities, as worthy content to be taught and it helps build a bridge of meaningfulness between the classroom and the students' lived experiences (Gay, 2010). Educators should "journey beyond the classroom walls to unveil the rich and varied cultural resources of students, families, and communities. Not as experts, but as learners" (Souto-Manning et al, 2018, p. 32).

Culture, Language and Racial Identity

To truly connect to learning, culturally responsive teachers understand the elements of culture, language and racial identity and how cultural, linguistic and racial identities develop in people. "The process of racialization plays a significant role in (co)construction of identities and subjectivities among students and teachers" (Kubota & Lin, 2009, p. 13). This component in the personal dimension requires that teachers and coaches have an understanding of identity formation in connection to culture and language, including their own. It may require a shift in beliefs or values. It also impacts the ways in which coaches and teachers interact with students. In a study by Ibrahim (1999) it was found that racial and gender expectations made an impact on English-language learning and identity construction of African immigrants learning English in Canada thus demonstrating how racial rhetoric can influence how students form identities and learn languages. Students in Ibrahim's study were African refugees who were treated as part of the Black America despite their country of origin. This impacted how they linguistically and culturally learned, because the students themselves learned from within that cultural group. Students' culture, language and racial identity is constantly being shaped by enculturation and socialization (Irvine and Armento, 2001) therefore "learning may be difficult for many culturally and linguistically diverse students because many of them encounter formal schooling as separate from their cultural, linguistic and racial experiences" (Aceves and Orosco, 2014, p.10). Culture, language and racial identity are complex constructs and culturally responsive teachers understand how they develop and how they impact learning.

For a teacher to understand this, they often need to confront their own beliefs about culture, language and racial identity and connect to their own experiences with learning.

The descriptors in the personal dimension all pertain to understandings, beliefs and attitudes that culturally responsive teachers must hold to effectively connect to their students; Reflecting on and evaluating personal beliefs and values is an individual process. Therefore, whole staff professional development structures alone will not support teachers to critically reflect on or shape their beliefs. It is the structure of instructional coaching, with its individual and differentiated approach, that will truly support a teacher to become more culturally competent.

CRP Components: Instructional Dimension

Along with becoming culturally responsive in the personal dimension, educators must know what instructional moves or strategies will support student engagement and learning for culturally and linguistically diverse students. Research is slowly becoming available that identifies evidence-based practices for culturally and linguistically diverse students (Aceves and Orosco, 2014). Many of these practices have been found to be supportive for students of the dominant culture as well. To address the opportunity gap, culturally and linguistically diverse students should have the opportunity to be a part of learning experiences that include these practices.

Modeling

An important strategy for culturally responsive teachers is modeling. Modeling is not a new strategy; it has been deemed an effective component of teaching for some time. This strategy involves: explicit discussion of instructional expectations, direct

instruction, think-alouds or modeling of cognitive strategies, and engaging in dialogue with students to clarify and co-create a shared understanding of the learning intentions and success criteria. Modeling that includes all these elements creates clarity for the students, also known as "teacher clarity" (Fisher, Frey and Hattie, 2017; Aceves and Orosco, 2014, Souto-Manning et. al, 2018). Fisher et al., (2017) found the effect size of "teacher clarity" to be .75. Direct instruction is an element of modeling and the effect size of direct instruction was found to be .59. Direct instruction is defined by The Glossary of Education Reform as "the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are 'directing' the instructional process or instruction is being "directed" at students." During instruction, direct instruction is usually one part of the modeling process. What makes modeling culturally responsive, is that teachers are offering examples based on students' lived experiences. "Culturally responsive modeling serves to illustrate specific cognitive strategies while drawing from students' cultures, languages and everyday experiences" (Aceves and Orosco, p. 16). With many cultures, learning through observation is part of their tradition (Lipka et al., 2005), and therefore using an essential cultural practice in instruction can validate students' cultural heritage.

Modeling skills, strategies and new content has been proven to be an effective strategy for students learning English as a second language as well (Gerston & Geva, 2003; Kamps et al., 2007). It has been found that teachers with the highest scores in highly impacted schools used modeling, specifically the element of direct instruction, "in an engaging, well-paced, respectful but demanding format" (Jensen, 2009, p. 95). The teacher, when modeling, is charged with facilitating the learning of information in a way

that allows students to process it and connect it to what they already know (Hammond, 2015; Souto-Manning et. al, 2018).

"Culturally responsive information processing techniques grow out of the learning traditions of oral cultures where knowledge is taught and processed through story, song, movement, repetitious chants, rituals, and dialogic talk" (Hammond, 2015, p. 127). Culturally responsive teachers use attention getting activities to indicate when modeling is about to occur, such as hand-clapping, chanting, music or drumming that are reflective of the oral traditions of many cultures (Hammond, 2015).

An additional element of modeling that is effective is when teachers set clear learning intentions and success criteria for students that are addressed during the modeling. This supports students to be able to determine a focus for their learning and to have a clear idea of what they are expected to do and what acceptable performance is. Setting clear objectives has been found to have an average effect size of .61 (Marzano et al. 2001; Hattie, 2012). Students have a right to know what they're supposed to learn and why they're supposed to learn it (Fisher et al., 2017) with examples and experiences that reflect their cultural, linguistic and racial identities (Souto-Manning et al. 2018; Hammond, 2015).

High Expectations

Teachers having, and maintaining, high expectations is fundamental to student learning. Educators regularly show lower academic expectations for Culturally and Linguistically Diverse(CLD) students and students in poverty, and expectations tend to fall along racial lines; teachers' expectations for white students are higher than for Black or Latino students (Gorski, 2013; Ferguson, 2003). However, many times, the low

expectations derive from naive ‑intentions. Teachers do not want to put too much pressure on students that they feel are already overburdened in other areas of their life (Gorski, 2013). Culturally responsive teachers genuinely believe that students can be successful and achieve high expectations provided they are communicated to students and lived out through the curriculum and teaching (Morrison et al., 2008). To ensure high expectations teachers create classrooms that engender authentic respect for students and a belief in their learning capabilities (Aceves and Orosco, 2014). According to the Culturally Responsive Instruction Observation Protocol (CRIOP) instrument , a protocol developed by researchers to measure evidence of pillars of Culturally Responsive Instruction in classrooms (Powell et. al, 2012), communicating high expectations is manifested in the classroom through students who do not hesitate to ask questions to further their learning, higher level thinking, a norm of challenging work, group goals for success as well as individual goals, an expectation for every student to actively participate (students are not allowed to be off-task or disengaged), teacher feedback to all students with specific information on how they can meet high standards, and students across all proficiency levels who regularly assist each other.

It is a teacher's responsibility to constantly remind students that they are capable and provide them with a challenging and meaningful curriculum that motivates all students. Low teacher expectations will produce low student performance (Richards et al., 2004, Gorski, 2013). Jensen (2009) explains that to promote high expectations teachers must adopt and create an enriched learning environment.

> "An enriched learning environment offers challenging, complex curriculum and instruction, provides the lowest performing students with the highest quality teachers, minimizes stressors, boosts participation in physical activity and the arts,

> ensures that students get good nutrition, and provides students with the support they need to reach high expectations" (p. 94).

High expectations are the bridge to help students develop a sense of self-efficacy and confidence. Often CLD students are inundated with internal negative thoughts about their capabilities that create a negative mindset. These thoughts are the result of the everyday microaggressions they encounter. That is to say, when students of color are constantly faced with subtle verbal and nonverbal slights, snubs, and insults, their experiences are trivialized and positive identities are invalidated (Hammond, 2015). In contrast, when students are held to high expectations and supported to achieve success in incremental steps towards the expectations on important and meaningful tasks, they can begin to develop self-efficacy and shift their attitudes on learning. Students can move from dependent learners to independent learners, because they have been shown a path to success with the skills and standards and were never allowed excuses to not achieve that success (Jensen, 2009; Hammond, 2015).

Scaffolding

Scaffolding is when the teacher or more knowledgeable other knows a student's current level of proficiency with a standard or task and provides the appropriate support structures to move the students to the next level. "... instruction requires that the teacher scaffold-only as much as needed-through strategic questions, prompts and cues, with the goal of elevating students' learning" (Fisher et al., 2017, p. 132). It is important for students to be engaged in activities that exemplify how much they can learn when provided with the right amount of instructional scaffolding. As students move forward in their learning, teachers need to constantly increase the complexity of the task or skill

while providing them with just the right amount of assistance to bring them to the next step; this will result in students aiming for their potential, (Richards, 2007) and allow them to experience academic success (Ladson-Billings, 2014). Instructional scaffolding should be done strategically so that it provides students with the right amount of feedback, differentiation and support that they need (Fisher et. al, 2017). Another way to scaffold is to use cultural scaffolding, meaning that culturally responsive teachers use students' own cultures and experiences to grow their intellectual capacity and academic achievement (Gay, 2010; Hammond, 2015). To design instruction that provides the right amount of scaffolding, culturally responsive teachers determine the difference between what students can do independently and what they can do with support, taking care not to over-scaffold (Montgomery, 2001). Culturally Responsive teachers get to know their students' individual strengths and needs through observations, conferences, formative assessments, etc, and determine the just right support for each student. Ultimately, what teachers need to keep in mind is: what is the least amount of support and scaffolding a student needs to be able to do the cognitive work required of them?

Engagement

Engagement is not defined by how much time is spent on a subject. It is instead defined by "how much time students are actively and progressively involved in the learning process" (Boykin and Noguera, 2011, p. 50). In order to allow students to practice what they have been taught, culturally responsive teachers plan for and facilitate instructional engagement through cooperative learning structures, discourse, and strategic use of a wide variety of instructional strategies that promote cooperative learning (Aceves and Orosco, 2014; Gay, 2010). Collaboration for learning has a positive impact on the

performance of CLD students and students from low SES backgrounds, and has an effect size of .71 (Marzano et. al, 2001; Boykin and Noguera, 2011). Cooperative learning structures such as peer-tutoring or numbered heads together allow students to contribute equally to the learning, to be actively engaged in the learning process and to distribute the expertise across the learning community (Boykin and Noguera, 2011; Souto-Manning et al., 2018; Gorski, 2013). Teachers use a variety of groupings such as informal, formal and base to support the varying needs of students (Marzano et al, 2001). There are many social benefits to students when teachers use cooperative learning structures, in addition to the academic benefits. They promote interaction and friendships between students who are different from them in achievement, gender, race, ethnicity etc. They also promote students' positive affirmations of themselves and their peers. Cooperative learning structures provide students with opportunities to practice social competence and language skills (Harriott and Martin, 2004). Culturally Responsive teachers are able to enhance learning opportunities for students with the strategic use of cooperative learning strategies that engage all students in the task.

Academic Discourse

Engagement is also increased when discourse is prominent in the classroom. "Good talk--about books and subjects--stimulates the intellect and is the enemy of boredom" Schmoker, 2006, p. 67).

> "Academic discourse encompasses the idea of dialogue, the language used, and a format that facilitates a high level of communication in the classroom. The discourse can range from peer-to-peer discussion to whole-class discussion and can take on many forms: metacognition, presentations, debate, listening, writing, and critiquing others' work. What is important is that students are able to process and interact using academic vocabulary" (Lynch, 2013).

Talking to learn is rooted in oral cultural tradition. Many cultures and religions, such as Native American Tribes, First Nationers, West Africans, South Americans, Jewish, Irish, and many others, have used oral storytelling to teach lessons, build community, share history, keep traditions alive, and impart values and beliefs. This storytelling was not just talk, it could include epic poems, songs, chants, rhymes or other forms of oral communication. These traditions are still present in some form in many cultures today. Therefore, many CLD students are more engaged and connected to learning when they use talk. All students need the chance to talk about what they are learning in order to try out ideas, uncover assumptions, work through new information that contradicts with their ingrained beliefs, and hear how others add to or expand their thinking (Schmoker, 2006; Hammond, 2015). Academic conversations also allow students to use non-mainstream discourses. If the dominant discourse is exclusively promoted over students' own, it can devalue their language and thus their identity (Powell and Rightmyer, 2011). Culturally responsive teachers promote academic discourse through the explicit instruction and use of academic vocabulary, by providing sentence stems and frames as a model for academic language, providing language objectives and expectations for language use, using chants and rhymes in instruction, using story to teach, and by providing explicit instruction on when it is appropriate to use the various discourses of language (Powell & Rightmyer, 2017). Culturally Responsive teachers prepare students to interact with and through talk; giving them the power to own and use language to their benefit (Emdin, 2015).

Relevant Curriculum

The ability to plan for and create a relevant curriculum is another skill that culturally responsive teachers have. A relevant curriculum is one in which students apply essential concepts and skills to real-world, complex and open-ended situations. A relevant curriculum consists of three major components: learning that fosters critical thinking, it is inquiry-based, and it includes content around issues that are important to the community. This is not always an easy task but culturally responsive teachers are constantly searching for new and relevant resources to bring into their curriculum and they are always reflecting on and adjusting their lessons. (Duncan-Andrade, 2007).

These lessons must include critical thinking. Critical thinking is "the ability to think for oneself, apply reasoning and logic to new or unfamiliar ideas, analyze ideas, make inferences, and solve problems" (Aceves and Orosco, 2014, p. 11). Hammond (2015) argues that the ultimate goal of CRP is to help students learn how to learn in order to grow their intelligence. Research has shown that in many highly-impacted schools, students are not encouraged to be critical thinkers and are only asked lower-order questions (Boykin and Noguera, 2011; Gorski, 2013). What effective teachers do is emphasize higher-order thinking skills, teach skills in meaningful contexts, ask higher-level questions and involve students in tasks that necessitate increased levels of cognitive engagement (Gorski, 2013; Powell and Rightmyer, 2011; Marzano et al., 2001). The ability to move students from surface learning to deep learning requires careful planning by the teacher. Culturally responsive teachers intentionally plan for situations that facilitate the transfer and generalization of students' learning (Fisher et al, 2017; Hammond, 2015; Boykin and Noguera, 2011). Teaching metacognitive strategies,

synthesizing, peer-tutoring, identifying similarities and differences, and discussions are all examples of strategies that support critical thinking and transfer (Fisher et al, 2017; Marzano et al, 2001).

Another important aspect of a relevant curriculum is inquiry-based learning. The effect size for inquiry or problem solving teaching is .61 (Fisher et al, 2017). Culturally responsive teachers create opportunities for students to investigate real world, open-ended problems. Students are engaged in the inquiry process, they are asked to pose questions and discover the answers through a variety of resources and the student generated questions provide the basis for future learning (Powell and Rightmyer, 2011; Gorski, 2013). Culturally responsive teachers include, in the content, the chance for students to be active learners; they model vulnerability and a learner stance by continuously asking for the students to solve problems rather than the teacher presenting right answers (Emdin, 2015). Thematic instruction and project-based learning are both examples of inquiry -based learning. Students should be critically thinking about and addressing problems around cultural and linguistic issues and for the purpose of improving their daily lives (Aceves and Orosco, 2014; Delpit, 1995; Gay, 2010).

Culturally responsive teachers help students identify and analyze the hidden racialized or other themes that form the social structures and worldview that privileges the dominant white, male, middle-class, heterosexual culture (the hidden curriculum) (Kubota and Lin, 2009; Gay, 2010). Teachers should include resources and artifacts that are relevant to and reflect students' lived experiences but also that allow students to understand and think about the social and political challenges that societies, communities and individuals face and to act proactively upon these challenges (Ladson-Billings, 2009;

Gay, 2010, Boykin and Noguera, 2011). Culturally responsive teachers explicitly teach students how to access the language of and navigate the various settings they flow between and help students confront inequities and issues of social power and privilege; they present multiple perspectives and ask students to critically question whose point of view is represented (Boykin and Noguera, 2011; Gorski, 2013; Jensen, 2009). Students in culturally responsive classrooms are engaging in critical thinking and problem-solving, inquiry based learning about issues of power and privilege that directly impact them and are taught and encouraged how to take action; they are engaged in learning experiences built around the strengths, cultures and resources of their local community (Gorski, 2013).

Student-Centered Classroom

The culturally responsive teacher focuses on maintaining a student-centered classroom. In a student-centered classroom student-generated ideas, background knowledge, values, preferences and ways of communicating drive the teaching and learning (Powell and Rightmyer, 2011). The culturally responsive teacher finds ways to connect learning to students' interests and prior knowledge to make it more relevant (Villegas and Lucas, 2002; Ladson-Billings, 2009; Gorski, 2013). Since context influences students' comprehension of a problem's task, incorporating a student's particular interests and background experiences into the problem will result in greater comprehension of and focus on the task, (Boykin and Noguera, 2011) and it further serves to validate and legitimize students' cultural and linguistic identities (Ladson-Billings, 2003; Emdin, 2015).

Student-centered classrooms are filled with students who are "self-regulated and come up with learning goals and problems that are meaningful to them" (Jensen, 2009, p. 139).

Culturally Responsive teachers should tap into students', families', and communities' funds of knowledge to connect and bridge learning between students' home and school lives (Gonzales et al, 2001; Gay, 2010). For example, culturally responsive teachers make the learning personal by using students' names in scenarios and real examples from shared experiences or the community in their instruction. Or, family and community members are authentically included in the instruction, to share examples, expertise, experiences etc. that connect to the learning or learning processes.

Another way to facilitate student-centered instruction is to engage in collaborative teaching. In these settings, the students and teacher see equal value in each other. Collaborative teaching includes instructional methods that require joint intellectual effort between students and teachers. Some examples are co-teaching, peer teaching, reciprocal teaching, small-group approaches, and dialogic structures (Vaughn et. al, 2011; Aceves and Orosco, 2014; Jensen, 2009). Co-teaching involves the transfer of the student and teacher roles so that everyone within the classroom can experience teaching and learning from the other's perspective. Students are charged with preparing lessons, designing assignments, and teaching a class in a way that reflects who they are (Emdin, 2015). When students take over the reins of their learning then it is truly student-centered. Culturally responsive teachers mix-up the traditional roles of teacher and learner; students are seen as experts and decision making is shared (Freire, 1998; Souto-Manning et al., 2018).

Culturally responsive teachers share power by fostering autonomy-supporting behaviors that include: clarifying how tasks connect to students learning goals and paying attention to students' feelings regarding those tasks, providing a choice of tasks; eliciting critical feedback, and encouraging independent thinking (Boykin and Noguera, 2011).

Classrooms where students' interests, cultures, values and lived experiences inform and guide the teaching and learning that occurs *are* culturally responsive. To do this successfully, students will need to be provided with kid-friendly language for talking about their learning moves; checklists to help hone their decision making skills during learning; tools for tracking their own progress toward learning goals; an easily accessible space to store their data; regular time to process their data; practice engaging in metacognitive conversations; and a clear process for reflecting on an acting on teacher or peer feedback (Hammond, 2015, p. 90).

Responsive Feedback

Hand-in-hand with student-centered classrooms and relevant curriculum goes another essential aspect of culturally responsive pedagogy: responsive feedback. Feedback in culturally responsive classrooms is not limited to students. Culturally responsive teachers also seek out feedback on their practice. Teachers that have a "socratic sensibility" understand Socrates' belief that there is always more to learn. Culturally responsive teachers are always reflecting on their daily instruction and their relationships with students with the intent of getting better each day (Duncan-Andrade, 2007, p. 632). To get better, teachers seek feedback about their instruction, the classroom, and the learning from their students. Some ways they can do this is through student interviews, cogenerative dialogues, and collaborative structures (Emdin, 2015,

Jensen, 2009). Along with teachers receiving feedback about their practice, they are responsible for giving feedback to students. Feedback has an average effect size of .61 (Marzano et al, 2001).

Feedback to students should be corrective, timely and specific. Teachers can determine the specific notes of feedback through formative assessment techniques such as rubrics, constructed responses, white boards, answer cards etc., connected to the learning intention (or target) and success criteria (Hammond, 2015; Marzano et al, 2001; Hattie and Timperley, 2007; Boykin and Noguera, 2011). All learners need feedback so that they don't keep doing the same thing over and over. Culturally responsive teachers provide process and task specific feedback to counteract striving students' tendency to give up or view learning as daunting. When students receive feedback that helps them to know what to fix and how, it supports their ability to adjust their thinking and boosts their confidence about their own capabilities. They can see progress toward their goals (Hammond, 2015; Jensen, 2009). Cohen and Steele (2002) uncovered that students of color did not receive specific, timely, feedback often for one of two reasons- either the teacher didn't want to hurt the student's feelings or the teacher feared they would appear prejudiced because they were describing errors to students of color. To overcome this, they recommend giving wise feedback. Wise feedback starts with the positive note, then the negative or hard note, and then finally ends with a positive observation or encouragement.

Culturally responsive teachers also support students to engage in peer-feedback structures. Students can use detailed checklists or rubrics, connected to the learning intention (or target) and success criteria to self-assess and engage in collaborative

conversations to provide each other with specific feedback, focused on the learning task. This requires teachers to have clearly defined success criteria (Hattie and Timperley, 2007; Powell and Rightmyer, 2011).

This type of feedback cannot just happen spontaneously. In order for feedback to occur, culturally responsive teachers create multiple opportunities for students to respond, engage in dialogues, participate in both teacher and student conferences, and peer to peer conferences.

Caring Learning Community

Of course, none of these culturally responsive strategies are possible without a caring learning community. Culturally responsive teachers develop trusting and supportive relationships with students and they create spaces where students feel as though they are active participants in how the spaces operate.

To develop positive relationships with students, teachers must earn their trust. Culturally responsive teachers understand that because government institutions, including schools, have typically had a negative history in poor, non-white schools, that even with the best intentions in mind, teachers are seen as ambassadors of those institutions. Therefore, they must work even harder to overcome that sense of distrust to develop relationships with students (Duncan-Andrade, 2011). Trust begins with listening. While listening, Culturally Responsive teachers suspend judgement, are sensitive to the emotions being expressed and honor the speaker's cultural way of communicating (Hammond, 2015).

Culturally responsive teachers support their students by not coddling them. Teachers demonstrate an ethos of care by continuing to hold high expectations while

helping students know that with their support they can reach those expectations, they build hope in the students. Teachers are not doing their students any favors when they over-support and do not help them build their independence (Jensen, 2009; Hammond, 2015; Duncan-Andrade, 2011; Jensen, 2009). Building rapport with CLD students is critical in order to strengthen their learning and guide them to more rigorous work (Hammond, 2015). Students will have a difficult time bonding with peers and excelling academically unless they feel appreciated, supported, safe and important. (Jensen, 2009).

When creating a caring learning community, Culturally Responsive teachers may want to consider a "cosmopolitan" classroom. In this classroom community, all students take responsibility for theirs and their peers' learning. By creating this type of learning environment, teachers create a sense of family and belonging for the students which gives them ownership of their learning space. Relationships in the classroom are developed around making the school or classroom work (Emdin, 2015). In relationship-driven classrooms, culturally responsive teachers set up structures and processes that tend to the emotional well-being of all students. These teachers demonstrate and model their genuine respect and concern for each and every student by knowing each student's strengths, asking (and truly wanting to know the answer) how they are each day, asking about things each student cares about (family, pets, sports, songs, etc). When teachers demonstrate and model this, students replicate those same behaviors (Hammond, 2015; Duncan-Andrade, 2011; Delpit, 2012). Culturally responsive teachers don't view their classroom as a place that needs to be dressed up, but rather see it as a third space where students explore their individual and collective identities. This third space reflects, communicates and shapes values (Gutierrez, 2008). In these classrooms, teachers and

students also capitalize on the cultural wealth of the community they live in. Frequent visitors from the community are welcomed to share stories, achievements, wisdom and other information connected to what students want to learn (Emdin, 2015; Duncan-Andrade, 2011; Gorski, 2013, Hammond, 2015). CRP embraces the shift in power that comes from building relationships with students and positioning them as leaders of their own learning spaces.

These components of CRP within the instructional dimension are essential to creating flourishing, nurturing, independent and empowering communities where students' identities are nourished and reflected. Instructional coaching is a catalyst for change in teachers that can address the components of CRP in both the personal and the instructional dimension.

Instructional Coaching

Instructional coaching is a professional development structure that allows for job-embedded learning focused on building teachers' capacities as effective teachers and engagement in collaborative problem solving. Since the 1970's and 80's, when it was determined that a teacher's practice was a key factor in the performance of students, the effectiveness of the professional development of teachers has been studied. Smylie (1997) argued that reform policies about professional learning for teachers did not consider the new learning required by teachers to be effective. He claimed, "These policies are typically implemented with little attention to developing the knowledge and skills required for teachers to implement them" (p. 35). He suggested that the focus should be on developing human capital as a way to promote change. However, the traditional methods of professional development, which include workshops, conferences

and training, are not enough to support the teachers to develop the skills and knowledge necessary to be an integral part of the reform (Smylie, 1997; Schmoker, 2006). Traditional training typically supports a mentality of dependency by implying that teachers must rely on external experts because they don't have the knowledge of instruction to make any improvements on their own (Fullan and Hargreaves, 1996; Schmoker, 2006).

Research has determined that in order to sustain change in teacher behaviors, professional development needs to be interactive, job embedded and sustained in a collaborative learning community *and* supported by modeling, coaching and collective problem solving about problems of practice (Hargreaves, 1995; Little, 2002, Greene, 2004; Darling-Hammond & McLaughlin, 1995.). Instructional coaching, thus, is an effective way to provide this support through the various structures and conversations coaches engage in with teachers.

As Vandenberghe (2002) explains, professional development needs to provide "learning opportunities that engage educators' creative and reflective capacities in ways that strengthen their practice" (p. 655). Researchers such as Joyce and Showers (1995), Fullan and Hargreaves (1995), and Darling-Hammond and Sykes (1999) each describe ideal professional development opportunities for teachers that include theory, demonstration, practice, feedback **and** in-class coaching.

As a result of the research professing the need for coaches, there are now many types of coaches present in education (i.e. literacy coaches, data coaches, technology coaches, behavior coaches). (Nieto, 2013; Lyndsey et al, 2006; Knight, 2018).

Each type of coach may have its particular emphasis, but all are designed to help teachers improve. (Knight, 2018; Aguilar, 2013; Lyndsey et al, 2007).

Effective Coaching Activities

Knight (2018) describes instructional coaches as partnering with teachers to help them improve teaching and learning so students become more successful. Instructional coaches do this in two ways: 1) they position teachers as partners (rather than the coach as expert) so that the coaching is reflective of two teachers talking with each other about their practice and 2) they employ high-impact actions within a coaching cycle such as creating checklists, questioning, modeling, setting achievable goals, monitoring the goals and reflecting on their progress.

Effective instructional coaches see teachers as the ultimate decision makers about what and how they learn, because they are respected as professionals. We must recognize and grow the knowledge already present within our schools. "When teachers recognize that knowledge for improvement is something they can generate, rather than something that must be handed to them by so-called experts, they are on a new professional trajectory." (Hiebert and Stiegler, 2004, p. 15 as quoted in Schmoker, 2006, p. 118).

Schmoker (2006) explains that teachers must engage in a professional learning or coaching cycle in which they immediately translate learning into relevant lessons or units, assess the impact of the learning, and then use the information gained as the basis for continuing improvement. Knight (2018) describes instructional coaches as using an impact cycle in which they identify, learn, and improve. During this cycle, instructional coaches partner with teachers to: analyze current reality, set goals, identify and explain

teaching strategies to meet goals, and provide support until goals are met. This type of coaching is defined by Knight as dialogical, meaning coaches "balance advocacy with inquiry," and they use inquiry and ask questions that empower the teacher to identify goals, strategies, and shifts that will ultimately impact students. Dialogical coaches share their expertise by offering possible strategies and letting teachers decide whether or not to use them (p. 12). He describes two other types of coaching that could be seen in schools: facilitative, where the coach focuses on inquiry, questioning, listening and conversational moves to help a teacher become aware of answers that he or she already knows, and directive, where the coach focuses on advocacy, using expertise, clear explanations, constructive feedback and modeling to teach a teacher how to use a new strategy or implement a program with fidelity.

A study by Elish-Piper & L'Allier (2011) identified effective coaching activities by studying which activities predicted reading gains in multiple grade levels. Their results brought forth these common practices- observing teachers, modeling lessons, conferencing, and administering assessments- that were deemed to be the most effective. Knight (2018) further explains that modeling can occur in several ways, depending on the needs of the teacher and students: 1) in classrooms with students present, 2) in classrooms without students present, 3) co-teaching, 4) visiting another teacher's classroom, and 5) watching video.

In this study, the coaching activities that were observed were examined and categorized for type, content, and context to determine if there were any correlations between the types of activity a coach engaged in and their promotion or use of Culturally Responsive Pedagogy to describe the current reality of Coaching for CRP.

Professional Learning

Professional development has long since been the means by which leaders and instructional coaches have attempted to grow educators professionally. For Culturally Responsive Pedagogy to be sustainable, teachers must receive effective professional development that supports a change in practice and beliefs; for professional development to be effective it must be focused, intensive and sustained (Yoon, Duncan, Lee, Scarloss, and Shapely, 2007; Darling-Hammond, McLaughlin, 2009). In many places it is the role of the instructional coach to plan and facilitate the professional learning in schools, and in places where the professional learning is planned and facilitated by someone else, it is then the role of the instructional coach to support the on-going and practical application of the learning (Shanklin, N., 2006; Walpole & McKenna, 2004). Therefore, it is essential that instructional coaches are able to lead effective professional development, build the capacity of teachers to facilitate professional learning, and have effective means (such as one-on-one coaching) for supporting teachers as they carry the learning through to the classroom and students (Neufeld & Roper, 2003; Viadero, 2010).

Darling-Hammond and McLaughlin (1995) determined the elements that contribute to effective professional development. According to the authors, these elements include the following:

- Teachers engaged in teaching, assessment, observation, and reflection to illuminate the processes of learning and development
- Participant-driven inquiry, reflection, and experimentation
- Collaboration to share knowledge and a focus on teachers' communities of practice rather than on individual teachers
- Connection to, and derived from teachers' work with their students
- Sustained, ongoing, intensive, and supported by modeling, coaching, and the collective solving of specific problems of practice
- Connection to other aspects of school change (p. 598).

In 2009, Darling-Hammond and McLaughlin expanded on these descriptions by adding that:

- Professional learning must be intensive and sustained;
- Collaboration in professional learning can promote change that goes beyond individual classrooms;
- Effective professional learning is ongoing, connected to practice, focuses on the teaching and learning of specific content, builds relationships amongst staff and is directly connected to school goals.

Nieto (2013) explains that teachers would be in a better position to effectively work with low-income, Culturally and Linguistically Diverse(CLD) students if they received appropriate preparation. That is not the case, however, possibly because of their own lack of experience with diversity, but it is often made worse by the inservice professional development that they receive. Student learning must be central to professional development, but so, too, must teacher satisfaction. She states three features of professional development shown to increase teachers' knowledge and skills and their satisfaction: a focus on content knowledge, opportunities for active learning, and a coherence with other learning opportunities (p. 25).

In this study, coaches' roles in professional development were analyzed. Coaches discussed which professional learning opportunities were provided at their schools, and their roles in each of these. They also shared their perceptions of the connections across these professional learning opportunities and their own processes and preparation for planning, leading, facilitating or participating in professional development. What resulted were several themes: "consistent protocols/structures," "lack of connection across professional learning for teachers," and "lack of CRP emphasis or focus in professional learning for teachers."

Change in Teacher Practice

In order to be Culturally Responsive, teachers must change in both the personal dimension and the instructional dimension (Richards, 2007). Along with effective professional development opportunities and coaching, there are other factors, such as change processes and access to perceived needs, problems, and beliefs, that need to be considered in order for a teacher to truly change (Avalos, 2011). Instructional coaches should know how to address, build on and capitalize on these factors to facilitate the change. Kealey, Peterson Jr., Gaul, & Dinh (2000) explain that there are four requirements that must occur in order for an individual to change, adopt and implement a new behavior. Individuals must:

- have a desire to change their behavior
- understand what the expectations are in the implementation of the new behavior
- have access to the appropriate tools and skills to perform the behavior
- develop their sense of self-efficacy in performing the new behavior

Temperley and Phillips (2003) studied the change and sustainability of teachers' expectations of students from low-income backgrounds after professional development. As a result, they suggest three criteria for change in teachers' beliefs and practice: presentation of information that is discrepant with existing beliefs, challenging their beliefs about self-efficacy and influence on student learning, and providing new domain knowledge (Depth of Knowledge) that both explains the level of sophistication of a task *and* provides the skills teachers need to help students reach expectations.

Reflection can also be an instrument for change (Avalos, 2011). Zeichner and Liston (2014) explain that teachers and students both enter schools with expectations and

assumptions and it is important for teachers to reflect on those expectations and assumptions. "Teaching is work that entails both thinking and feeling, and those who can reflectively think and feel will find their work more rewarding and their efforts more successful" (Zeichner and Liston, 2014, p. xiv). Reflection can be encouraged through the use of storytelling and narrative accounts in professional development which helps to uncover emotions (Brealt, 2010; Shank, 2006). Reflection can also appear through the use of self-assessment tools or reflective portfolios. (Ross & Bruce, 2007). To become Culturally Responsive, educators must pair self-reflection with critical consciousness; they need to monitor personal beliefs and instructional behaviors around the best ways to educate students from diverse cultures (Gay & Kirkland, 2003; Lyndsey et al, 2007). Instructional coaches are instrumental in facilitating reflection in teachers (Lyndsey et al, 2007). "It is through reflection on our teaching that we become more skilled, more capable, and in general, better teachers" (Zeichner & Liston, 2014, p. xvii).

Training for Instructional Coaches

While the evolution of coaching has put coaches in a prime position to work closely with teachers in a safe and trusting context that allows for "courageous conversations" (Singleton & Linton, 2006) to occur, most coaches do not know how to enter into or coach through these conversations with teachers (Frost and Bean, 2006; Knight, 2018; Lyndsey et al, 2007). Therefore, instructional coaches need to learn how to address issues of equity through the *integration* of culturally responsive practices *with* coaching strategies, content, and pedagogy (McLaren, 2016; Steiner & Kowal, 2007).

There is limited research that describes current professional development for coaches, or the effectiveness of professional development that coaches receive, however,

suggestions have been made for what coaches need to learn, and how they need to learn it. Denton and Hasbrouck (2009) recommend that coaches receive professional development in the content in which they coach (e.g. literacy, math, etc.) along with coaching processes that support working with adult learners. Burkins and Richie (2007) claim that coaching requires expertise in both content and pedagogy. Steiner and Kowal (2007), after a review of literature, determined that novice and experienced coaches alike need continuous training in three areas: their specific content; pedagogical techniques (instructional strategies) particular to the students they serve; and general coaching strategies. Coaching competencies identified by states, or various national educational agencies, leave a clear hole with regard to coaches needing to be fluent in Culturally Responsive Practices.(Frost and Bean, 2006; Blachowicz et al., 2010; Annenberg, 2004; VonFrank, 2010) That, together with the lack of literature that discusses the training of coaches in the areas of Culturally Responsive practices, is evidence of the gap in both research on how coaches are trained and the current training models of coaches that includes CRP.

While the peer-reviewed research is scarce, there are sources that give insight into what Culturally Responsive training for instructional coaches currently consists of. A review by this researcher of several coach training programs as well as other documents demonstrates that training for coaches generally consists of content expertise or coaching strategies. (Shanklin, N., 2006; Blachowicz et al., 2010; Frost and Bean, 2006; Killion and Harrison, 2006) Very few coaches are given professional development on Culturally Responsive Pedagogy; and even fewer receive training that encompasses the *integration* of Culturally Responsive Pedagogy **with** all three areas of pedagogy, content (or their particular subject area, i.e. literacy), and coaching strategies.

One example is The National Equity Project (formerly BayCES). They have developed a coaching model, which they call "Coaching for Equity" focused on helping coaches and teachers understand the "systemic and institutionalized nature of inequity" (Osta & Perrow, 2008, p. 3). The work of the National Equity Project is different from other coaching models in that it trains coaches in coaching strategies that focus on identifying oppression and strategic entry points for intervention. While this is crucial to changing the current dynamics, and an important element of being culturally responsive, this coaching model neglects the important components of content and pedagogy.

As another example, Lyndsey, Martinez and Lyndsey (2007) have written about Culturally Proficient Coaching. In their book, the authors describe the connection between 'culturally proficient coaching' and the Cognitive Coaching model of coaching, explaining that culturally proficient coaching is "a way of being" (p. 78). This type of coaching is reflective of what Knight (2018) describes as facilitative coaching. Culturally *proficient* coaching supports teachers to reveal what is already inside of them and, through the use of questioning, reflection and conversations, teachers' mindsets, cultural competence, beliefs, and practices (with regard to how cultural proficiency connects to instruction) may shift. "Culturally proficient coaching is an intentional, inside-out approach that mediates a person's thinking towards, values, beliefs, and behaviors that enable effective cross-cultural interactions to ensure an equitable environment for learners, their parents, and all members of the community." (p. 16). The coaching conversations can be pivotal in helping teachers to examine their instructional moves through the lens of how individual students or groups of students are being served. The intent of 'culturally proficient coaching' is to develop educators who are successful

with any and all populations of students through the use of cognitive coaching tools. 'Culturally proficient coaching' offers instructional coaches a framework for supporting teachers to become more culturally proficient, along with support for a coaching process. However, what is not specified in their model of coaching, is the specific pedagogical components that are essential when teaching using Culturally Responsive strategies. Instructional coaches would benefit from training that develops their cultural proficiency but also their proficiency in knowing what the components of CRP are along with effective coaching processes to support teachers with the CRP components. A more dialogical approach would benefit the coaches and teachers (Knight, 2018). This statement was corroborated by this researcher's analysis of data in this study. Coaches described their own professional learning, including how it was delivered, the content, and the perceived connection to CRP which yielded a theme of "lack of preparation and professional development for coaches in the area of CRP."

This study sought to understand the current state of coaching in a suburban school district by making correlations between the activities the coaches engaged in with teachers and the components of CRP. From this study, three recommendations for professional development for instructional coaches were made. Future work includes a Culturally Responsive Instructional Coaching Playbook that provides guidance on specific strategies that instructional coaches can use with teachers. Figure 2 shows the theoretical framework that connects the literature on content, pedagogy and coaching processes that define the PD for coaches. These descriptors were the basis for the observations and the coding of data.

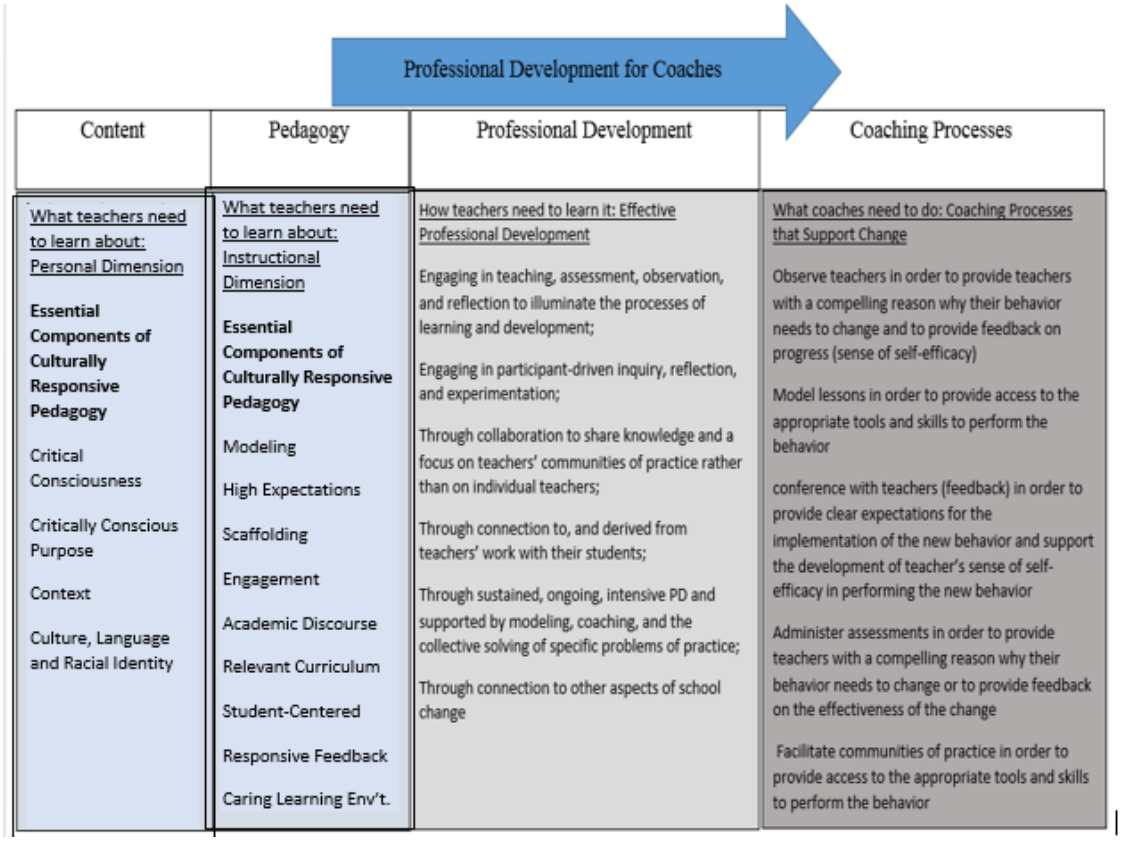

Figure 2. Theoretical Framework

Chapter 3: Methodology

This chapter will describe the research methodology for this study seeking to understand the current Culturally Responsive practices of instructional coaches. This study will utilize a qualitative multiple case study analysis design. The relevance of case study analysis will be explained thoroughly in this chapter along with the role of the researcher, study participants and context, research design, procedures and analysis method.

In a qualitative study, the researcher develops a more comprehensive representation by possibly analyzing transcripts, reports, questionnaires, participant interviews, and conducts the study in the environment of the participants (Creswell, 2012). Qualitative research calls for data to be collected from those immersed in the setting in which the study is being conducted. In qualitative research, the type of data analysis utilized is determined with the input of both participants and researchers (Guest, Namey, & Mitchell, 2013). The intention of qualitative research is to produce an understanding of the problem through examination of multiple contextual factors (Tashakkori & Teddlie, 2003). Qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This study explored the phenomenon of coaching which, by nature, is not static, and thus includes many contextual factors that contribute to the problem of practice. Multiple data sources ensure that the issue is not explored through one lens, but rather a variety of

lenses which allows for multiple facets of the phenomenon to be revealed and understood. (Baxter & Jack, 2008). This study included document review, observations, and interviews. According to Yin (2003), a case study design should be considered when the focus of the study is to answer "how" or "why" questions. Therefore, the rationale for using case study design in this study was that it allowed the researcher to analyze three cases to understand *how* Culturally Responsive Pedagogy (CRP) is or is not incorporated in the current work of instructional coaches. A multiple case study enables the researcher to explore differences within and between cases. Because comparisons will be drawn, it is imperative that the cases are chosen carefully so that the researcher can predict similar results across cases, or predict contrasting results based on a theory (Yin, 2003). Using more than one case makes the analysis easier and the findings more robust (Yin, 2013, p. 164).

Role of Researcher

My role in the district provides me with both the impetus and the ability to study the current reality of instructional coaching within some schools in the district. I have seen the lack of equity in the district and I have a vested interest in seeing that culturally and linguistically diverse students are cared for like their dominant culture peers. I am collaboratively involved in planning professional development for the instructional coaches, as well as writing literacy curriculum and supporting all stakeholders to develop efficient systems, structures, and practices to effectively utilize the curriculum. As such, I also have a vested interest in supporting coaches to live up to their promised ideals as change agents. In this study, I was an observer and interviewer, but did not act as a coach or facilitator.

Setting, Population and Data Sources

Data sources used in this study were collected from three elementary schools within a district in the Denver Metro area. The school district includes a wide variety of student demographics, with a range of schools from schools with more than 90% ELL populations and more than 90% of students eligible for Free and Reduced Lunch to schools with low percentages of students eligible for Free and Reduced Lunch and lower percentages of minority student populations. Data collection for phase one included publicly available information regarding percentages of students qualifying for free and reduced lunch, percentages of non-white students and achievement and growth data.

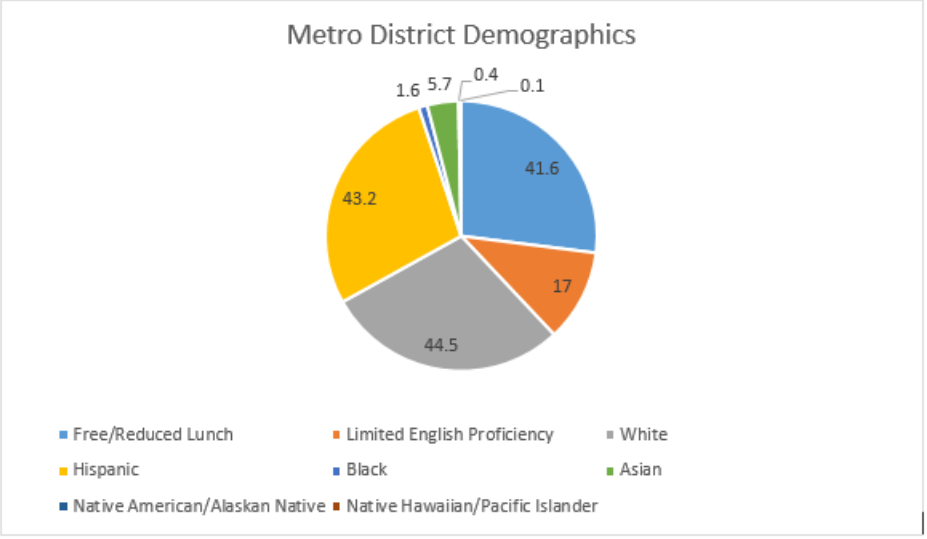

Figure 3. Metro District Demographics

Multiple sources of data were incorporated in this study in order to allow the researcher to create a more complete description of the case study. Each data source is one part that contributes to understanding the whole phenomenon (Yin, 2013). For this study, it was important to have a full understanding of the scope of the coaches' work in

buildings and their opportunities to support teachers with Culturally Responsive Pedagogy; it was also important to understand professional development opportunities that coaches have had to develop their proficiency in Culturally Responsive Pedagogy. Both of these areas could be factors that contribute to or detract from the presence or absence of Culturally Responsive Pedagogy (CRP). Data sources included structured interviews with three instructional coaches and the director of professional learning, five observations across three schools of self-chosen activities of instructional coaches, and collection of both current and archival documents which include agendas and powerpoints of professional learning for coaches, district DDI protocols and planning resources, district UIP, school based agendas and powerpoints of professional learning, school based reading and math data, and district and school based websites. Using these three types of data allowed for a triangulation of data supporting the principle of case study research that calls for the phenomenon to be viewed from multiple perspectives (Baxter & Jack, 2008). These multiple sources further allowed for a convergence of data that contributed to the emergence of trends and patterns. This convergence creates a stronger analysis because multiple strands are pulled together to create several larger strands that facilitate a deeper understanding of the case (Baxter & Jack, 2008).

Participants

The primary participants of this study were instructional coaches at each of the three selected schools. and the Director of professional learning in the district. The purpose of the study was to understand coaches' current reality with incorporating CRP. Therefore, it was essential that coaches were the primary participants. The Director was included as a participant because she works directly with instructional coaches. As the

person primarily in charge of hiring, placing, and developing instructional coaches, the researcher felt that the director could provide valuable insight into the history of coaching in Metro District, the professional development and training that coaches have had, her perception of coaches strengths and needs and her vision for coaching. This information could be used both as a comparison with coach responses to determine any similarities or differences in perspectives but also as a guide for creating a plan of professional development for coaches for the district. A recruitment email was sent to the coaches of the school sites selected in phase 1 (see research design section) and the director in which participants were assured that participation in the study was optional and all personal information and data collected would remain confidential. Any identifiable information would be omitted or changed.

Initially, the study was designed to explore only two schools. However, out of the first two emails sent, coaches at one school declined participation, and another consented. As a result, two other schools were identified from the phase 1 selection process, and recruitment emails were sent to both schools (so there would be another option in case a second coach declined). Coaches at both of these newly identified schools consented, resulting in three options for interview and observation. The decision was made to use all three as it would only- contribute to the robust data required to get a true description of current reality.

Research Design

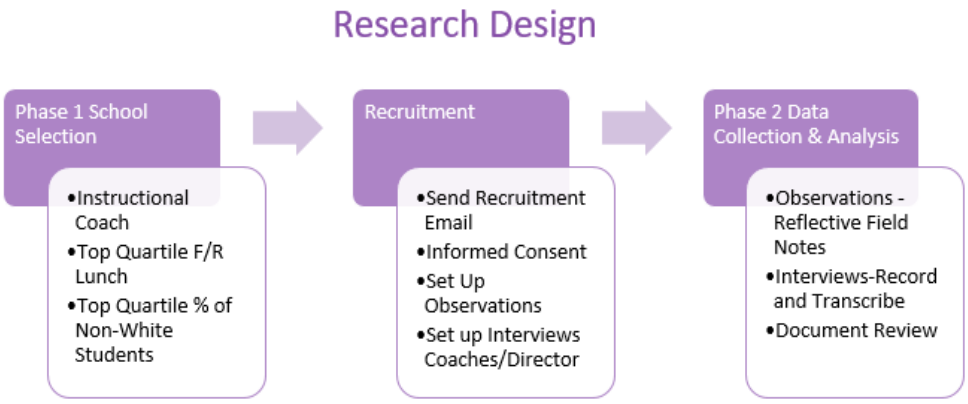

Figure 4. Research Design

This study consisted of two phases. The first phase was the selection of schools and the second phase was the collection and analysis of the qualitative data for the case study.

Phase 1 - School Selection

Initial data collected at the district level included school achievement and school growth data as well as a list of schools that have a full time instructional coach. Yin (2014) explains that case study research is contextualized through case boundaries. "The boundaries indicate what will and will not be studied in the scope of the research…and indicates the breadth and depth of the study"(Baxter & Jack, 2008, p. 547). The initial selection criteria, or case boundaries, for this study include schools that 1) have indicated that they have a full time instructional coach, 2) are in the top quartile of schools in the district for percentage of students who qualify for free/reduced lunch and 3) are in the top quartile of schools in the district for percentage of students who are identified as being non-white or mixed race. These selection criteria were decided because first, the study

centers on the practices of instructional coaches, therefore it is important to select a school who has an instructional coach. Next, culturally responsive instruction aims at improving the school experience for students who are outside of the white, middle-class dominant group. Many studies have shown that students in lower socio-economic demographics are often disengaged and lower-achieving, and brown and black students are often marginalized and silenced in that system. Therefore, this study aims at studying the practices of coaches who work in schools with those populations of students. From schools that met these selection criteria, the researcher chose three elementary schools: two that were trending up in achievement and/or growth data and one that was trending down in achievement and/or growth data. The decision to consider achievement data of schools was made to provide another possible layer of connection or explanation for the current reality that was to be uncovered at the schools.

School	Coach	Demographic Data
Thunder Elementary	Faith	72% Hispanic 21% White 3% Black 87% Free/Reduced Lunch
West Elementary	Elaine	49% Hispanic 38% White 2% Black 58% Free/Reduced Lunch
Copper Elementary	Nave	83% Hispanic 14% White 1% Black 80% Free/Reduced Lunch

Figure 5. Demographics for schools and coaches selected for study

Phase 2 - Data Collection and Analysis

Data Collection

During this phase the researcher conducted interviews and observations as well as collected current and archival documents from the district's publicly shared Google Drive to which the researcher has access due to her position in the district.

Interviews

The researcher conducted 30-45 minute interviews with one instructional coach from each building, a total of three coaches, as well as one 45 minute interview with the director of professional learning. The interview with the coaches had a total of 11 questions and began with open-ended questions about their pathway to coaching and how long they have been a coach. These questions were designed to make the coaches feel comfortable and build the relationship between interviewer and interviewee. More focused open-ended questions followed, intended to gather data on the coaches' roles, how they go about their work, and professional development opportunities and coaching processes/activities. These questions were meant to invite coaches to share any preparation or connection they had for being in their role as an instructional coach as well as to uncover how coaches currently describe their work. Up to this point the questions intentionally did not ask about specific connections to CRP. The purpose of the study was to determine the coaches current reality, and therefore the questions were designed to measure how and if coaches brought up any CRP themes naturally, without prompting or questions. Finally, the interview concluded with an open-ended question that asked about how including CRP into their work might change it. This question was left for the

end so that it did not influence the responses to the other questions, but it was still important to invite the coaches to share what they do know about CRP and how it would impact their coaching.

The 10 questions on the interview protocol for the director were designed in a similar way. The first few questions were focused on the history of coaching in the district and her vision for coaching. These questions were relevant to the study, but were more general and designed to loosen up the interviewee and make her comfortable. The next few questions were open-ended and are slightly more focused asking about her perception of current reality, strengths and needs of coaches and professional development (past, present and future) for instructional coaches. Again, the concept of CRP was intentionally left out of these questions in order to ascertain how and if the director would naturally include the topic in her responses. This allowed the researcher to gather data on the directors current understanding or lack of around CRP. The questions also gave information pertinent to the study that describe the current reality of coaches' work with teachers. The final question asked about how including CRP into a coaches repertoire would impact their work. This was asked last so that it did not influence the responses to the other questions, however, it was still necessary to determine the director's level of understanding specifically around CRP. Appendix A and B show the interview protocols and questions.

Each of the interviews were conducted virtually using the Google Meets app. They were also recorded using the built in record feature in Google Meets. In addition to the virtual recording, the interviews were audio recorded using the Voice Memos App on the researchers iphone.

Observation

At least one observation was conducted of each coach during a coaching activity. The observation was conducted in person. The activity to be observed was determined by the instructional coach to allow them to choose an area where they felt most comfortable. The parameters were that the activity needed to be at least 30 minutes in length, however, each observation ultimately lasted for approximately 45 minutes. Each coach chose a process called a PLC (Professional Learning Community) in which they used DDI (Data Driven Instruction) as their focus observation. DDI is a protocol that coaches follow during PLCs in which teachers look at student data, compare student results to the standards, determine teaching points and strategies and then repeat. Appendix C shows the DDI protocol used by Metro District that they adapted from Uncommon Schools. During the observations, field notes were written. Descriptive notes were taken on one side of the page documenting the physical setting, activities, the way in which human beings interact within the environment (this includes patterns of interactions, frequency of interactions, direction of communication patterns, decision-making patterns), formal interactions, informal interactions. nonverbal communication and body language, and observing what does not happen. As much as possible descriptive notes were taken in the moment, and exact conversations were scripted (Mack, Woodsong, MacQueen, Guest & Namey, 2005). Since the aim of the study was to understand if and how coaches incorporate CRP with teachers, it was important to describe all elements of the activity, but the observations focused mostly on the interactions between coach and teachers. Other information was described for future analysis and potential connections or influence. The reflective notes were written on the

other side of the page and included ideas, impressions and thoughts about what was observed, clarification of points and/or corrected mistakes and misunderstandings in other parts of field notes, subjective insights about what was observed or speculations as to why a specific phenomenon occurred, and unanswered questions or concerns that came up from reflecting on the observation data. The reflective notes were taken both during the observation and after the observation. The reflective notes served as a way to track connections and relationships between ideas as well as to keep track of any patterns that were emerging. The propositions, specifically propositions 2-4, served as questions or inquiry for the observations and focused the notetaking. Proposition 1 did not apply because there was no variety in the coaching activity since all coaches chose the same activity for the observation.

Document Review

The researcher collected current documents such as calendars, agendas of professional learning offerings by the instructional coaches, student work (when it was part of the observed activity), and archival documents such as agendas and Powerpoints of professional learning provided to coaches in the last 3 years. The researcher was able to access most of the documents through a publicly shared GoogleDrive from the district. This drive houses all of the professional learning documents, resources etc that coaches have participated in or may need access to. The researcher did not need to ask for permission to access these documents as she was already a member of the shared drive due to her position in the district. Any documents that were not part of this retrieval were received from the instructional coaches themselves during the observations as they deemed appropriate for the observation. These documents included agendas for the

activity being observed, grade level data, and the assessment or some of the student work being discussed during the activity. Some of the documents were not related to the study and were not analyzed. However, the documents that were analyzed served as triangulation of data for the information received from interviews and observations. All documents were copied into a password protected secure file in the researcher's Google Drive. Any hard copies were scanned and uploaded to Google Drive and then the original file was shredded.

Data Analysis

Yin (2014) explains that in case study research the researcher, in most cases, begins with certain propositions established before they begin their study. These propositions then become the basis for the objectives and design of the case study and also then provide "analytic priorities" (p.136). This study is based on these four propositions:

1. The types of activities coaches engage in with teachers will differ in schools with similar populations but differing levels of achievement.

2. There are specific coaching activities that support a coach's ability to incorporate CRP into their practice (i.e. reflective conversations vs. descriptive conversations).

3. The current work of instructional coaches is primarily focused on specific content and/or instructional teaching strategies.

4. The professional development instructional coaches have received is reflected in the interactions with their teachers.

These propositions are reflected in this research question:

What are the current practices of instructional coaches and how do they incorporate the components of Culturally Responsive Pedagogy?

Data analysis began with a write-up of all the field notes taken during the observations. The field notes were taken using a two column format in which the observations were in one column and the researcher's notes and reflections about the observation were in the other column. The reflective notes were written simultaneously with the observational notes. The observational notes were descriptive, and consisted of "watching and listening...and captur[ing] the details of the behavior and the environment" (Bernard, 2006, pg. 392). This allowed the researcher to notate initial thoughts or perceptions, which were coded as their own entity in the initial open-coding stage. Next, all information from the audio-recorded interviews were uploaded and then transcribed using a transcription app on the researcher's phone. The transcripts were then reviewed for accuracy and adjusted as needed. Finally, collected documents were reviewed to determine which ones remained pertinent to the study, and unnecessary documents were set aside. Remaining documents were then included with the transcriptions to be analyzed and coded.

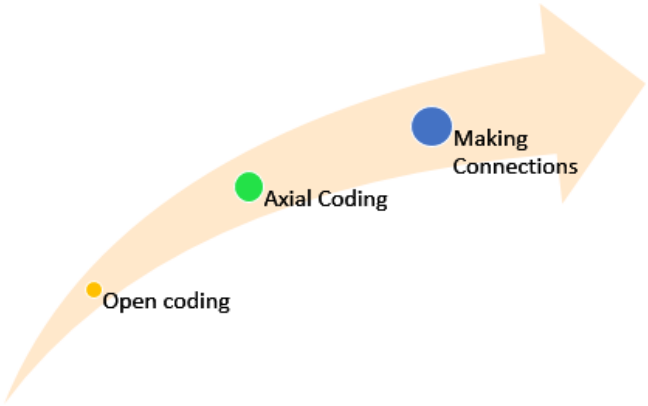

Figure 6. Three layers of data coding

Once all data was in written form, the data analysis began. The researcher used the analytic technique of cross-case synthesis and therefore all data was coded in several layers. "Coding is the process of analyzing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way" (Creswell, 2015, p. 156). The first layer of data analysis, open-coding, consisted of taking information from observations, then interviews, and then documents, and breaking the information into smaller chunks to record onto a spreadsheet (see figure 7 below). Then each chunk was given a code, for line-by-line or incident by incident coding, using information from the conceptual framework as well the literature review in which each CRP component was described in detail. This allowed the researcher "to reflect deeply on the contents and nuances of [the] data and begin taking ownership of them" as well as compare them for similarities and differences (Saldana, 2013, p. 100). The open-coding process was repeated several times on the observational and interview data, with multiple codes being added until the saturation point was reached.

Saturation can be defined as: "the point in coding when you find that no new codes occur in the data." (Saunders, B., et al., 2018). Because

> "the researcher operates between multiple worlds while engaging in research, which includes the cultural world of the study participants as well as the world of one's own perspective.... it becomes imperative that the interpretation of the phenomena represent that of participants and not of the researcher" (Fusch & Ness, 2015, p. 1411).

Saturation ensures that the researcher is able to delineate their personal biases from the data and represent the participants' voice.

Question	Answer	Initial/open coding Whats being said and whats NOT being said	Axial coding
What has led you to become an instructional coach? **"Pathways"**	went from the classroom to an ELL coach (Interview fv) we knew we had lots of ELD students but we were all just coaches so that kind of led me there (Interview fv) I felt like going into coaching was something that I could use all of that knowledge that I've accumulated (Interview NB) coaching is the perfect Avenue to bring all those experiences together and help our teachers bring their teaching and their awareness of their students to improve their students (Interview NB) Administration encouraged me to become an instructional coach (Interview LM) The job was given to me (Interview LM) Spent 8 years as a mentor	Classroom to Coach ELL Focus Student need (population) ELD Career experience Use knowledge Sharing experiences with teachers Help teachers Improve students Administrator placement/selection Mentorship Definition of mentorship	
Outliers to Question 1	My concerns were what if I don't know the answer what if I don't know what to do.	Concerns about Coaching abilities	

Figure 7. Excerpt from this study depicting the open-coding process.

The second layer of coding was used to determine if there is a correlation among coaching activities and CRP (Yin, 2013). This correlation was sought through the axial coding process. Axial coding is "appropriate for studies with a wide variety of data forms" and the goal is to "strategically reassemble data that were 'split' or 'fractured' during the initial coding process" (Saldana, 2013, p. 218). All data including interviews, observations, and documents were coded for categories that reflected CRP content and

high impact actions within the coaching activity. To analyze for CRP content the researcher utilized code descriptions adapted from the CRIOP protocol (Powell et. al, 2011) and the components in the conceptual framework that identify the CRP components. To analyze for high impact actions that were observed, discussed, or found in documents, the researcher's codes were informed by the components in the conceptual framework, specifying effective professional development and coaching that impacts change in teacher practice (see figure 2). The axial coding began with using the conceptual framework to create a "look-fors" document, Coaching and Components of CRP Look-Fors Tool for each component of CRP. This tool,*Coaching and Components of CRP Look-Fors,* was used to categorize the initial codes for all data sources by matching code language to descriptors of the pillars of Culturally Responsive Instruction. This tool can be seen in Appendix D. Following that, the initial codes were also examined for language that described high-impact coaching actions. This process was repeated to ensure that all possible connections were made. The same process was followed with the transcription of the interview from the Director. However, since there was no observation data from the director to compare, any codes that were carried over from the director interview were kept in a different color. This helped to distinguish any possible connections or lack of connections that arose in the final part of the analysis process and explain any potential discrepancies.

The final layer of the analysis process was to compare and make connections between the codes and categories. This entailed looking for patterns, insights, or concepts within the coding that described which high impact actions coaches were already doing that incorporated CRP, as well as what the other interactions or activities

the coaches engaged in with teachers that did not include CRP or were not a high impact action implied about coaches' incorporation of CRP. For example, in one instance a selection of data was being coded for *student-centered (Adult)* but what was not in evidence was any mention of students. Therefore, a conclusion can be made that the instructional coach is engaging teachers in tasks that meet the criteria for Being Student-Centered as part of her own repertoire of skills. The coach was engaging *her* learners in "student-centered" experiences. However, there was no evidence in observations or interviews that explained how their experiences transferred to students or that the Student-Centered criteria were part of the instruction with students. Nor did the data reveal that the coach prompted, facilitated, or encouraged teachers to incorporate those criteria in their instruction.

Chapter 4: Findings

The purpose of this case study was to identify current competencies and activities of coaches that facilitate the inclusion of Culturally Responsive Pedagogy into the coaching repertoire. This chapter will present the findings and the researcher's interpretation connected to the research question. This study aimed to describe the current reality of instructional coaches and the incorporation of Culturally Responsive Pedagogy into their practice. It was based on four propositions:

1. The types of activities coaches engage in with teachers will differ in schools with similar populations but differing levels of achievement.
2. There are specific coaching activities that support a coach's ability to incorporate CRP into their practice (i.e. reflective conversations vs. descriptive conversations).
3. The current work of instructional coaches is primarily focused on specific content and/or instructional teaching strategies.
4. The professional development instructional coaches have received is reflected in the interactions with their teachers.

After analyzing the data, what emerged was an understanding that although the research in the literature review defined and described the components of CRP, the manifestation of the components in context was more complex to measure with instructional coaches.

However, a great deal was still uncovered about the current reality of instructional coaches and CRP.

Accordingly, several themes emerged that connected to the CRP content and the ways that coaches chose to engage with teachers in the learning experience. The most prevalent themes that emerged were: 1)consistency of process or protocol, 2)learning experiences of adults, 3)relationships, and 4) responsiveness. These themes or variables impact how coaches exemplified or modeled certain aspects of the CRP components.

The findings of this study also revealed that instructional coaches have a foundational, innate knowledge of many of the aspects of the CRP components and are able to apply them in practice with their adult learners. Coaches are leading and learning exactly as they have been trained to do from their own professional development and experience. This foundation sets coaches up well to eventually layer on and blend in learning focused on developing them as Culturally Responsive practitioners. Coaches and teachers did not notice and name the CRP components as adult learners, implying that they did not have an awareness of how or if their work connected to CRP. This foundational, "culturally neutral" skill set of coaches is what I am now calling a layer 1 understanding (see figure 8: conceptual framework), which will be explained further in the following sections. Within layer 1, the emphasis is on achievement rather than equity, which limits coaches' ability to see opportunities to address issues of equity within their work with teachers. A layer 2 understanding, then, is knowledge or awareness that includes CRP. When coaches are developed and supported to be culturally responsive and can layer on and integrate the beliefs, behaviors and ways of being equity-driven practitioners then they are prepared to develop culturally responsive teachers. An action

which begins with equity but results ultimately in improved achievement. A necessary element for coaches to move from layer 1 to layer 2 is reflection that promotes cognitive processing and metacognitive understanding. In the conceptual framework, this lives in the space between the two layers. Again, figure 8 shows the conceptual framework reflecting the two layers of learning for coaches and the reflective space between. If coaches and teachers had been able to identify how and when aspects of CRP were used, it could have created a bridge for transferring the learning to their practice, so that teachers would know and understand how to incorporate and address CRP components with their students. This conceptual framework presumes that if coaches are operating within layer 1 beliefs, behaviors and ways of being that the teachers with whom they work are also working within layer 1. Respectively, if coaches are operating as culturally responsive coaches within layer 2, presumably they are supporting teachers who are or are becoming culturally responsive as well.

Layers of Understanding

As part of the literature review, the components of CRP were identified and described. The descriptions included aspects or look-fors explaining why the component is essential for instruction but in addition, it included descriptions of what Culturally Responsive teachers would add to the component. (See Appendix D). In this study, instructional coaches were generally able to incorporate the aspects of the component that are considered essential for all learners (layer 1). These are the parts of the components that could be considered "culturally neutral." However, the evidence was lacking to demonstrate that coaches could incorporate the aspects of the component that are Culturally Responsive (layer 2). That is to say, where there were look-fors or aspects of

the components that are specific to making the components culturally responsive such as: addressing inequities, incorporating lessons that actively address bias, or reversing students inundations of negative thoughts resulting from microaggressions, coaches did not address those with the teachers. For example, at Thunder Elementary teachers were discussing and negotiating what students need to know and be able to do related to a math standard:

Observation notes Thunder:

Coach: "Okay, but I'm gonna push you. Cara does 7 down 6 across. She goes 1, 2, 3, 4, 5.."

Teachers think about this.

Coach: "Using a strategy and using it efficiently."

T1: "Which is the standard."

C: "And they also need to know the purpose of a strategy, like what's the conceptual part of a strategy. It's easy now, but what about when it gets harder?"

This example shows a layer 1 understanding. The coach was able to appropriately push teachers' thinking regarding modeling and explaining that students need to have a purpose. The Coach *missed an opportunity* to move teachers to layer 2 by including a discussion about connecting the strategy or math concepts to real-world problems or using real-life contextual examples. Layer 2 support could have also included a discussion about any resources or supports that are relevant to the students. This finding from the data leads to the conclusion that the coach also does not have the layer 2 understanding.

Therefore, coaches need to learn both what the specific CRP aspects of the components are and how to respond differently in the "missed opportunity" situations to include CRP. This will be discussed further in Chapter 5.

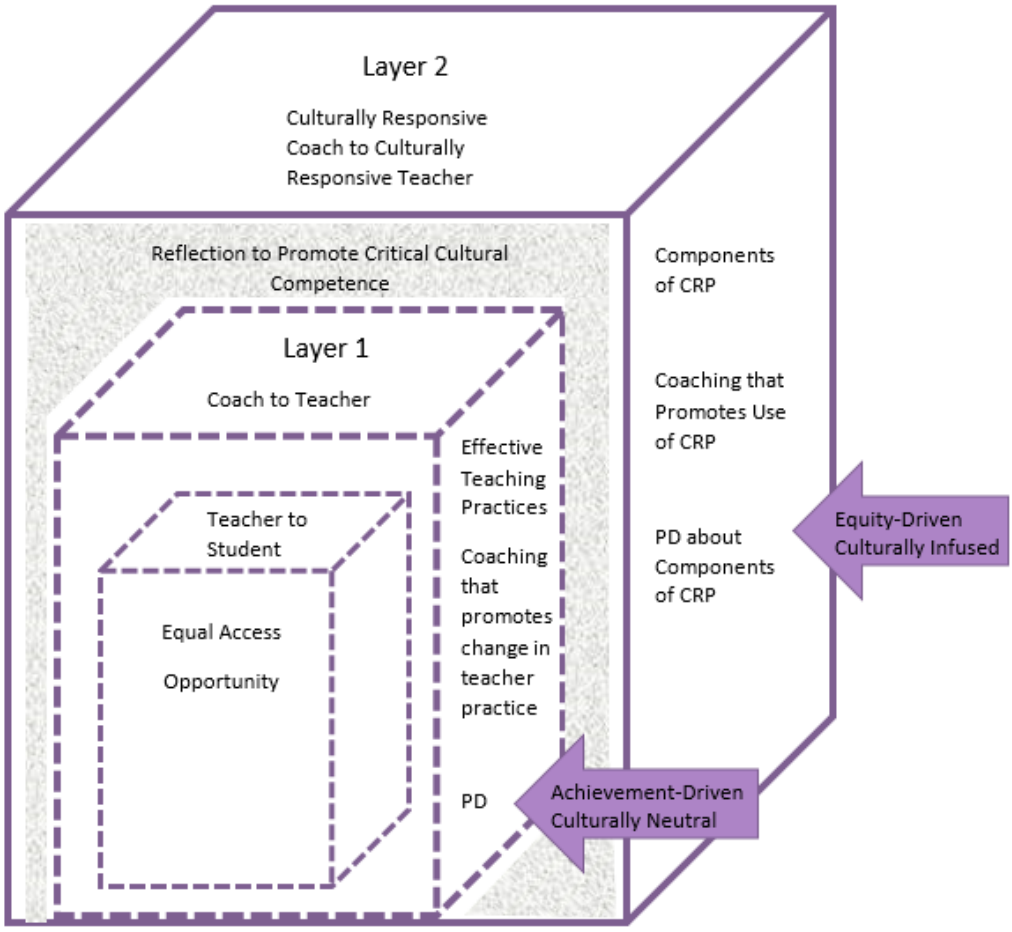

Figure 8. Conceptual Framework: Layered approach to professional development for coaches

Themes as Variables

The finding of this study resulted in four themes. These themes can be described as variables that influence the inclusion of CRP in a coach's work with teachers.

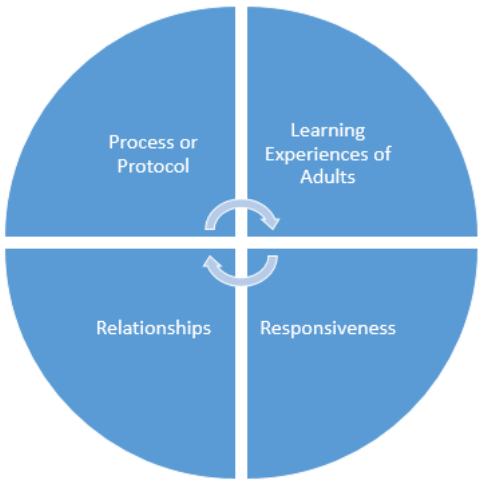

Figure 9. Variables that influence the inclusion of CRP in coaches' work with teachers

Consistency of process or protocol

The first theme, Consistency of Process or Protocol, describes the results from interviews, observations, and documents that revealed that coaches are comfortable following a consistent process and often use a protocol as a means of structure and safety with teachers. When this theme was present, the CRP components of Engagement, Modeling, and Student-Centered at layer 1 were evidenced with adult learners.

According to the research, effective professional learning is essential for teachers to enact changes in practice and beliefs (Yoon, Duncan, Lee, Scarloss, and Shapely, 2007; Darling-Hammond, McLaughlin, 2009; Kealey, Peterson Jr., Gaul, & Dinh, 2000). The concept of consistency is important when considering what makes professional learning effective. Learning and growth happen when learners can expect a certain level of consistency in how they learn. In addition, effective professional development consists of teachers engaging in a process that includes teaching, observing, assessing, and reflecting (Darling-Hammond & McLaughlin, 1995, 2009). This theme of a Consistent Process or

Protocol was reflected in interviews and observations of all three coaches. In addition, the document review provided more insight.

Coaches were observed during a process called Professional Learning Communities (PLC) which are essentially communities of practice. During the PLC all three coaches followed a protocol called Data Driven Instruction (DDI). Appendix C shows the DDI protocol that is part of the district training on DDI. This protocol is one that is normed by the district, and all instructional coaches previously participated in professional development on how to facilitate DDI. The core of DDI follows the same process as described by Darling-Hammond and McLaughlin calling for teaching, observing, assessing, and reflecting with an emphasis on looking at student data or student work. In the observations, coaches demonstrated their comfort with using the protocol and relied on it with teachers. At West Elementary the instructional coach counted on the teachers' familiarity with the structure and her own time keeping to allow them to get quickly into the evaluation of student work.

Observation notes West:

Coach posts agenda and sets time for PLC.

Coach asks, "What is a strength you have, what is a need you have?"

Teachers share openly.

Coach says, "Okay so do you guys have a rubric?"

Coach reads aloud the "meets" criteria.

Coach sets clock for 7 minutes.

Teachers begin looking for examples of student work that fit the "meets" or "3" criteria.

When teachers have examples, coach says, “A, will you start?

A responds, “Sure, what did they do to show mastery?”

Here, the coach sets clear expectations for the teachers, a characteristic of modeling, but she missed an opportunity to lift up her practice and name that, or ask teachers to notice and name how the consistency of structure, and clear expectations can be applied to their work with students. Another missed opportunity is to consider the opening of the protocol to have an equity centered question, so instead of looking for the students with 3 scores on the rubric, they may be looking at the rubric to consider if they are creating dependent or independent learners.

At Copper Elementary, the coach’s familiarity with the process allowed the teachers to be engaged and participate so that it felt like a conversation . Again, teachers were able to get quickly to the task of looking at student work, and the conversational tone encouraged reflection and honesty by teachers. This implies that teachers felt safe to be honest when engaged in the protocol.

Observation notes Copper:

Coach greets teachers and says, “Share one good thing you’re excited about.”

Teachers share.

Coach says, “We’re gonna have a conversation about what [assessment] you gave and what you are seeing.”

Teachers begin sharing successes.

Coach says, “So I see the standard is….what did students have to know and be able to do?”

[Teachers discuss their teacher exemplar]

Coach says, “Lets look at student exemplars, did you have students that came close to your exemplar?”

Teacher responds, “I don’t feel like I did, but I didn't know how to set it up…”

Again, in this example, the coach used a conversational tone, and had clear expectations to get teachers quickly to the task. However, there was a missed opportunity in this interaction to focus the work more specifically on equity. Even with the relationship building opening, the coach could have asked an equity focused question such as “what’s one way you disrupted the status quo? or When the coach asked the group about the standard, she could have instead asked “what evidence is there that we have fair and equitable criteria?”

At Thunder Elementary, the coach was developing the capacity of a grade level teacher leader, and was therefore observing the teacher leader facilitate the PLC. The coach and teacher leader both counted on the consistency of the protocol as a way to enter into the work together and as a space to provide feedback to the teacher leader. In the observation the teacher leader follows the same process and uses similar instructional language as West Elementary and Copper Elementary to facilitate the DDI and to get right on task.

Observation notes Thunder:

TL says, “Good morning, we’re going to start with successes. In my class, I saw huge effort, they were really trying to build off that RACE, I saw a lot of 2’s.”

Teachers share successes.

TL says, “So let's look at the standard.”

Teachers engage in discussion about what to accept for assessment.

Teachers brainstorm some ideas for an individual student.

TL says, “Okay, look at the standard trends, what might be the biggest lever that will push them up?”

All participants- coaches and teachers- in the PLC are familiar with the process and that allows them to come prepared and to know what to expect from their limited time together. In this excerpt, the familiarity also allows the teacher leader to begin to develop her own skills as a facilitator with her team. The similarity of process and instructional language across schools is testament that the professional learning around DDIs for coaches is being implemented successfully. In all three examples, the teachers moved quickly into the tasks, engaged in honest conversations and came prepared. This shows teachers and coaches are comfortable and safe with the protocols. This ease with the protocols suggests that if CRP components were inserted into the process, they might be easily absorbed and used with students. An important change might be to shift from using the DDI protocol with all schools, to instead using a protocol focused on equity in student work such as the *Looking At Student Work: Building the Habit of Looking at Equity* protocol from the National School Reform Faculty.

In interviews coaches also discussed their use of the DDI protocol within PLCs. At Thunder Elementary the coach described the DDI process as a way to build the knowledge of teachers and to develop the capacity of teacher leaders. It also highlights, again, the coaches’ reliance on the DDI protocol as a critical entry point in their work with teachers:

Interview Thunder Elementary:

> ...our DDI process, we've [coaches] done it all for the past, prior to this year we did most of it. And why are we doing it when we're not with the kids every day? We don't see them every day, we don't know what's taught previously, we don't know what's taught after. So we started doing co-facilitation and co-planning and now [the teachers] they're leading it. We're giving them feedback so it's kind of one of those things where it's like that gradual release but they're teachers also building their knowledge within the standard, curriculum, data to help them be instructional leaders for their team.

At West Elementary, the coach describes the cycle of planning, teaching, assessing, and finally looking at student work within the DDI process. The coach emphasizes the potential for growth for teachers within this process to be able to understand the standards more deeply and measure students' progress towards those standards more accurately.

Interview West Elementary:

> ...before that DDI, we always had student work on the table because that was the expectation. Bring student work. How do we know how you're doing? Bring the student work. So the goal probably was, having looked at a student work the week before, say Thursday or Tuesday, and we're planning a lesson and and most likely they were things that we categorize the student work against the standard- so what is the standard? So how many of those kids met the standard? Not what you *think*, but the standard. Which is really hard for teachers. and then it could have been that kids were being challenged…so it was something that needed to be

implemented all the time...and then what pieces do they need in order to meet that standard? Or what do they need to bring it up to that next level for them?

In these interviews, the coaches did not describe how DDI could be a powerful structure to address any biases or inequities that are revealed through conversations about student work. Rather, DDI is seen as "culturally neutral" and is used to focus solely on achievement or the attainment of skills. If coaches are not trained to and do not see this possibility yet, then this is a missed opportunity to use the process and protocol to their advantage.

While teachers were participating in the DDI process, coaches were able to model certain aspects (or look fors) of the CRP components on the *Coaching and Components of CRP Look-Fors Tool* of Engagement, Modeling, and Being Student-Centered. The look-fors or aspects of the CRP component of Engagement that coaches applied though unintentionally were: learners being actively involved in the learning process, the use of cooperative learning structures that foster discourse, the use of instructional strategies that promote cooperative learning, and all learners contributing equally to the learning. When coaches were relying on the DDI process, they were able to promote the engagement of their learners (the teachers). For example, the protocol itself calls for everyone to be prepared with student work, which in turn promotes the equal contribution of all to the learning process. The familiarity of the process also supports the easy, conversational tone of the meetings allowing for all teachers to feel comfortable sharing ideas and being actively involved in the learning process and the discourse with each other.

Observation notes west:

Coach says,"So, looking at all these 2's, what would be your highest leverage teaching point to go back into?"

T1: "To go back and address the question, but we read them the question."

Coach: "Are we all in agreement?"

T2: "It's more like does this detail match?"

T3: "Reading question directions and find details that match."

T2: "Like, have you annotated?"

Coach: "Okay, so what are the action steps?"

The CRP component of Modeling includes the look-fors: instructional expectations, shared understanding of learning intentions and success criteria, allowing learners to process and connect to prior knowledge, and learners knowing what is acceptable performance. In both observations and interviews modeling appeared in connection with DDIs. For all three participants, the protocol was a way to make clear the instructional expectations of the learners. The learners (teachers) knew that they were expected to come to each meeting having done the work with students and with the student work in hand. This is evidenced from observation notes that describe:

Observation notes Thunder:

Team sits around one teacher's kidney table. Teachers have stacks of papers in hand. Teacher leader is prepared to lead.

In this example, however, coaches missed an opportunity to engage teachers in conversations about their experiences as learners so that they could recognize how the structures could be supportive for students.

The DDI process also supported modeling in that the learners were able to collaborate to determine the goal of the particular DDI as well as develop a shared understanding of their task as learners. The teams of learners expected that they should be determining the proficiency characteristics and next steps and they also expected that there should be some negotiation and discussion around that.

Observation notes Thunder:

Teacher leader: " So let's look at the standard, and I wanted to talk to Ms. B about it because … has an IEP designation, but what do you guys think?"

[later in observation]

Teacher leader to coach: "Thanks for pushing my thinking, at first I was like no, they need to be efficient."

Coach: " Yeah, it's about the conceptual understanding of what multiplication means."

In her interview, the coach at Thunder Elementary described the importance of modeling.

Interview Thunder Elementary

I think modeling the way is huge so we build this culture, so we feel that we're modeling the way for teachers so I think it's enough- that model, that representation of what you want them to be so that they can see that.

Mirroring what was observed, in the interviews coaches did not describe that they purposefully planned for modeling, or that they described their purpose and intention of modeling expectations for the teachers. This was then a missed opportunity to name and describe a practice for teachers so that they can replicate it in the classroom.

Finally, the CRP component of Student-Centered was also modeled by the coaches during the DDI process. There are several look-for aspects of the CRP component of Being Student-Centered, but the ones that were demonstrated by the coaches with their adult learners were: learners are self-regulated, learner and teacher share the power, and checklists support learner decision making. At Copper Elementary the coach asked teachers to describe their process for creating a teacher exemplar. This process is an example of how the learners are self-regulated:

Observation notes Copper:

Coach: "I've seen you use the teacher exemplar, how did you work on it? Did you create it together or is it from the unit?"

T1: "We all wrote one, and then looked at each others' and then created a consensus."

T2: "I have my students where they copy the exemplar."

Once again, this did not translate to a practice that was named by the coach or teachers, therefore it was a missed opportunity to support teachers to understand that aspect and to replicate it in their own practice with students.

The coach and teacher leader working together at Thunder Elementary is an example of how the learner and teacher share the power.

Observation notes Thunder:

C: "So, do they know why we use other strategies?"

T1: "We say efficient means we save time."

T2: "I modeled using a strategy- an array- and how long it took, and then a helper strategy."

TL: “So, we came up with facts that they have to use? either helping facts or other?

C: “Let’s maybe take the test and see?”

T2: “Also, can we maybe change the numbers to letters to match Parcc?”

TL: “Okay, so what did you get for number 1?...”

In her interview, the coach at Thunder Elementary also described the importance of sharing the power with teachers to build their capacity as leaders who will then know how to share their power with students.

Interview Thunder Elementary:

It has been impactful like seeing teachers and how they're planning and leading. The work has been really nice so each teacher comes in-- each teacher on the team facilitates, is the lead of something, so it's like they facilitate the reading planning or.. So they meet with me to unpack the standards to get their team ready. So I feel like that has been super impactful and instead of me holding the knowledge it's them holding it and building their ownership and their knowledge.

However, in the interview the coach does not describe if she focused the learning on equity issues and developing teacher leaders who are culturally responsive. If she had, then it would have increased the promise of their work together.

The use of such processes and protocols allows teachers to know what to expect for their learning, and to be able to be prepared so that they can collaboratively and collectively get straight to their task. If coaches are able to include consistent processes and protocols as part of their practice they can be prepared to incorporate and address some significant CRP components as well. The existence of a process and the use of a

protocol facilitated the coaches' ability to incorporate aspects of CRP that center on collaboration, sharing power, being self-regulated, having clear instructional expectations, equal contribution to learning, and developing a shared understanding. The next step, to build on this practice already in place, is for coaches and teachers to understand the aspects of the CRP components that the coaches incorporated and to describe how those same components can be applied in their practice with students. In addition, it will be crucial to examine the structure of DDI and consider how to shift the focus from achievement driven to equity and achievement driven. This will be discussed further in the implications chapter.

Learning Experiences of Adults

Learning Experiences of Adults, which is the next theme, refers to the ways that coaches and teachers engage in the process of learning. These experiences can be: interactions between coach and teachers, one on one coaching, prior learning opportunities, modeling by coach or teacher, or role play by coach and/or teachers to practice for when they are with students. This theme also included the CRP Components of Modeling, Assessment, and High Expectations because in all coach observations, coaches incorporated or displayed these components with their learners (the teachers) during the learning experience. In doing this, coaches are "modeling the way" for their teachers by engaging them in learning activities that allow them to *experience* the components. Despite this unintentional incorporation, the coaches missed opportunities to lift up their experiences and name why it would be important to incorporate these components with their students.

Research explains that the method or approach to professional learning plays a large part in changing teachers' practice (Darling-Hammond & McLaughlin, 1995; Vandenberghe, 2002; Joyce & Showers, 1995). Context-based learning is an important concept for adult learners. This theme of Learning Experiences of Adults emerged while analyzing the data and considering the initial proposition that posits, " there are specific coaching activities that support a coach's ability to incorporate CRP into their practice." When the initial result of the observations indicated that all three coaches chose the same DDI process as their observation, the researcher had to then consider how the process of learning could be different within each of the DDI structures. What was evidenced was that coaches saw the benefit of engaging in contextual activities and that within the PLC or DDI process, coaches were able to engage teachers in a process of learning that included some authentic activities. The coach at West Elementary shared her experience with co-teaching.

Interview West Elementary:

In the past I would be modeling. I would be the sole teacher and the teacher would be the observer. The approach that I have found very powerful is co teaching- not taking over your classroom for 45 minutes but in that time I'm doing 5 minutes, you're gonna watch this strategy, jump in 5 minutes then jump out. So effective. Teacher and I plan it together

We decide okay so what areas do you have to work on and then we decide okay so you need..Kagan or whatever it is. The teacher is able to learn from that and sustain that, not lengthy, but short, bite size.

In this interview, the coach did not describe how the "jump-in and jump-out" teaching times could have been used to address beliefs and biases, to reframe language or redress unjust practices, or to notice any disparities in behavior management or classroom environment. This was a missed opportunity to use this coaching practice in a powerful way.

At Thunder Elementary the coach facilitated teachers to participate in an authentic learning experience when she suggested that they take the actual assessment that they would be giving to the students:

Observation notes Thunder:

T1: "I modeled using a strategy-an array-and how long it took, and then a help strategy."

TL: "So we came up with facts that we have to use. Either helping facts or other?"

Coach: "Let's maybe take the test and see."

Teachers complete assessment. Teachers share their answers and strategies.

However, it was also uncovered that this theme of engaging teachers in authentic learning experiences was an area of growth that could also be considered a missed opportunity. This is because there were several points within the DDI process where the coach did not engage the teachers in a contextual authentic activity, despite there being opportunities to do so. For example, at West Elementary the coach asked the teachers to consider how they would deliver the determined highest leverage teaching point.

Observation notes West:

Coach: “So, how are you going to do this? Modeling, whole group, small group?”

T1: “Small group because I can give specific feedback.”

T2: “I think whole group because other students would still benefit from it.”

Coach: “Great, next time [we meet]...”

In this example, the coach provided an effective question by asking teachers to think about how they might deliver the lesson. However, the coach heard their ideas and then simply moved on to the next topic of conversation. The coach could have asked T1 and the team to actually talk through what the feedback would sound like, using the student work examples they already have. The coach could have supported teachers with feedback language that gives students specific support on how to meet the expectation and also helps to overcome students’ possible negative thoughts about their capabilities.

Another authentic activity that the coach could have initiated would have been to engage the teachers in planning the whole group lesson, using examples, resources, or artifacts that are culturally relevant to the students. The coach could have also modeled the whole group strategy, and then asked teachers to observe each other teaching the same lesson. This would have allowed the coach to model, among other things, attention getting activities to start the lesson, teaching skills in a meaningful context, asking higher level questions, or the use of movement or chanting to students during the lesson. The visits would have allowed the coach and teachers to see into each other's room, opening the door to many possible layer 2 CRP topics.

When coaches engaged teachers in contextual learning experiences, they were able to incorporate some aspects of the CRP components of Modeling, Assessment, and

High Expectations with their learners. Coaches provided contextual learning for their teachers by engaging them in a way that allowed them to actively experience the aspects of the CRP components. This variable has the potential to enhance teachers' comfort level and facility of application of CRP if coaches are able to provide teachers with hands-on approaches to inquiry and problem solving of equity centered problems and CRP-specific strategies.

Relationships

The theme of Relationships was also prevalent in the data. All coaches and the Director described in their interviews how important it was to them to develop relationships with their teachers, and in the observations all coaches engaged in a variety of ways to strengthen relationships with and among their teachers. The CRP component of Creating a Caring Learning Community was also present here because coaches were able to use their relationships with teachers to model aspects of this component.

Instructional coaches are pivotal in their roles as facilitators of learning for teachers (Knight, 2018; Elish-Piper & L'Allier, 2011). They often require teachers to critically reflect on their practice resulting in a change in behavior (Lyndsey et al, 2007; Kealey et al, 2000) However, in order for teachers and coaches to truly work well together, they must have a good relationship. Between coach and teacher there needs to exist trust, respect and a belief that they support each other and that each other's top priority is student achievement (Killion, Harrison, Bryan & Clifton, 2014). "The coach's role is to create a trusting, collaborative relationship with teachers to make the process inviting, to listen deeply, to seek to understand teachers' needs, and to support them in meeting their individual, team, school, and district goals" (p.3). In interviews all three

coaches each expressed how important it was to them to build relationships with their teachers.

Interview Thunder Elementary:

One thing I've been grateful for: I've been there for eight years so that [relationship] has been developed. That also just getting to know them on a personal level. We do a lot of, like, what can we do? How can we support? The little things in their boxes that say I'm here for you. The emails, the check-ins and just being in their room and present during planning I think says a lot. And then them seeing us leading a lot of the meetings and facilitating PD kind of builds that trust within each other.

Interview Copper Elementary:

So just kind of being able to give back and just really, I don't know, get to know the people; who they are, where they're from, a little bit about. Just kind of getting into that, you know, person to person. I mean, you know, it's people, people, people, like Brené Brown says. We're all people before, you know, we're teachers or coaches. We're principals, we're, you know, we're coordinators, district coordinators, right? We're just connected with each other at different levels and, and I think that's the first step where you establish that trust, where the teachers feel like, you know, I had people saying they are, you're like an older sister to me.

Interview West Elementary:

My time is out there in the field and just because I feel that if I'm going to be helping. First I'm going to help them, guide them, and make the best decisions

> for their kids. I need to know what's going on in your classroom. I need to know what the kids are learning and what's going on [with] the kids...I think that it was just a matter of listening a lot to them [teachers]. A lot of listening. A lot of connecting...and it was just, I don't know, just being human. Being myself.

In all three of the interviews, coaches demonstrated that they put a lot of time and effort into building relationships. They have important skills such as listening, making personal connections, being vulnerable and showing their humanness. However, what is glaringly missing is a focus on their own personal journey of self-analysis and then using any intercultural competence to connect with teachers across the diversity and to affirm each other's cultural identities.

The coaches' actions matched their words. In observations, all three coaches also employed strategies and moves to intentionally build relationships with their teachers.

At West Elementary the coach begins the meeting by asking the teachers to share personal strengths and needs in an effort to build community among the teachers and offer support:

> **Observation notes West:**
>
> Coach: "What is a strength you have? What is a need you have?"
>
> Teachers share individually.
>
> Coach: "Just know there are people here to support you."

At Thunder Elementary, coaches created a welcoming environment and connected with teachers on a personal level.

Observation notes Thunder:

Coaches set out bowls with granola bars and fruit. Teachers entering, coach greets each teacher, asks about family, trip, pets. Teachers engaged in conversation with each other. Teachers sit in circles. As more people enter, teachers make room. Body language is open, positive. Meeting starts. Coach: "So, we're going to start by sharing what are your plans for Spring Break?"

At Copper Elementary the coach promotes positivity and personal bonding:

Observation notes Copper:

Teachers enter room, chit chat as they wait to start. Bring computers and papers with them. Meeting starts.

Coach: "Share one good thing you're excited about."

T1 "I had a really good day yesterday, I made a positive phone call."

Other teachers share mix of personal and academic. Teachers' body language is relaxed, all teachers are smiling.

This interaction could have been more powerful and pushed into layer 2 if the coach had leaned in to the teacher's comment about a positive phone call. The coach could have used the trust and rapport that exists between them to explore this teacher's beliefs about students.

In addition, in interviews coaches shared how their relationships with teachers allowed them to work together in a way that would not be possible without the trust and respect they have for each other.

Interview Thunder Elementary:

[I thought] you don't speak about kids the way you did in front of kids and- or ever-and so it rubbed me the wrong way. And of course [the principal] is like well, what are you gonna do about it? And I'm like, I don't know. I know I needed to do something, you know, she's like you need to go tell her. And so I went I told her...And I just kinda made it sound like okay, well you know what? And I laid down kind of the two things that I saw wrong with it, and, like, if you would love to,like, rehearse this together or if you wanna, like, problem solve things together let me know. So I kind of spinned it so it would be more of like I noticed this, I'm not okay with this, but I'm here to help you.

Interview West Elementary:

Establishing that personal layer but also, like, I am,I'm here to support you as much as you want to go. And if you don't want to go there I'm gonna try to, as positive as possible, ask those questions and sometimes maybe put you in a [un]comfortable thinking place but we're here in this work together. And I'm not an expert by any means, we're gonna learn together and you're gonna teach me some things that I don't know and I have to learn about you and I have to learn about your students.

An example of this also appeared in the observations. At Thunder Elementary teachers were discussing how to measure the math expectation of using a strategy efficiently and what to include on the rubric:

Observation notes Thunder:

Teacher Leader: “Okay, so what if a kid just knows the answer? We just want fluency?”

Coach: “Eventually they have to use what they know to figure something else out. Maybe show a strategy?”

Teacher Leader: “But why show a strategy if they know the answer? We’re looking for a quick solve.”

coach: “Okay, but I’m gonna push you. Cara does 7 down 6 across. She goes 1,2, 3, 4, 5…”

Teacher leader and other teachers are quiet. Think about this. Engage in discussion.

Coach: “Using a strategy and using it efficiently.”

T1: “Which is the standard.”

[after some more discussion]

Teacher Leader to coach: “Thanks for pushing my thinking. At first I was like no, they have to be efficient.”

Coach: “Yeah, it’s about the conceptual understanding of what multiplication means.”

Without a trusting and respectful relationship the coach would have not been able to push the teacher’s thinking like she did, and it could have been a very different response by the teacher. Instead, the teacher thanked the coach for challenging her and they both left the meeting feeling like they had learned something.

This study revealed that coaches can use their relationships to enter into the area of CRP at layer 1, but coaches are lacking when it is concerned with aspects of the components that are specific to being culturally responsive- layer 2.

At Copper Elementary the coach offered her reflection on the lesson that I observed.

Interview Copper Elementary:

At the time it was important to share because I was in a coaching cycle specifically on the math content with S,... and she was really focusing on purposeful grouping. And we were looking at homogeneous and heterogeneous groups at that time and she was really looking at oral rehearsal before the written part. And just giving them some sentence stems and you know... she also has a Hispanic background. Just like the students, like most of the students in her class. Like eighty-three percent or eighty-four percent of students at [Copper] are Hispanic so. And she was saying, you know, I can't just ask our students to just write using this format that we have, and like the structures that we have for the paragraph and sentence stems and everything. I have to let them talk. Part of our cultural heritage is the oral expression. So that's why we do so much better at expressing ourself orally and not so well in writing. So the goal was to kinda bring that into the writing component. And how do we get that? .. And she noticed just very different things on how the students were talking with each other too. And we were debriefing that into our coaching cycle and.. I was, I don't know, prompting her to bring some of that knowledge [to the team]. I think they're using some sentence stems. And one thing I thought [is] that in the kids'

journals... they can use[sentence stems] when they get stuck to bring it into that and use those written sentence stems. And, you know, when you work with the teachers sometimes it feels like one teacher goes so much faster on a track that is applicable to that teacher.

Here the coach describes her coaching relationship with the teacher in which she clearly has established trust and rapport. The coach connects to the teacher's cultural identity and together they used a strategy in that teacher's classroom that drew from the students' culture and validated their cultural heritage. However, in the observation, I noticed that the coach entirely missed the opportunity to connect the strategy to CRP with the team:

Observation notes Copper:

Coach: "So, looking at 2's how can we close that gap?"

T1 "Vocabulary, they didn't know how to solve the problem."

T2: " Complete sentences. She got lost trying to explain how she did lattice."

AP: "Is there any evidence of sentence frames?"

T3 "What are parts of the question that matter and parts that don't."

Coach: "So, keeping that structure and those skills...we (points to S) have been doing that a little for our coaching cycle. S...will you speak to that?"

T: (S) "Yeah, we put the sentence starters right on the line and we've seen the volume has increased." [conversation moves on to different area].

The coach asked the teacher to share their work with sentence stems with her team, however she did not share any of the background connected to the cultural heritage or how the work supports the students specifically with the oral rehearsal before the writing. The teacher shared the end result but also did not elaborate on how it was connected to

her cultural identity, or how she used what she knew about the students' culture to begin that inquiry with her coach. Therefore, the teachers on the team missed out on the opportunity to learn the cultural connection of oral rehearsal and sentence stems.

Responsiveness

The final theme that emerged from the data was Responsiveness. This theme refers to the ways in which coaches were able to respond, in the moment, to teachers. The responses could be feedback, explicit instruction, quick modeling or role play, re-framing of language or behavior, and redressing the implicit biases, microaggressions or inequities that manifest throughout the learning experience. The definition of responsive is "reacting quickly and positively." In general, the coaches' responsiveness addressed content or data, but was lacking when opportunities arose to reframe and redress. This theme also includes the CRP component of scaffolding. Coaches were able to scaffold learning and support for their adult learners in addition to supporting teachers with incorporating scaffolds for their students.

The literature suggests that the way the coach decides to respond could take many different forms. I am suggesting that this is a critical space for instructional coaching for CRP. In this study, coaches were responsive to teachers. Their responsiveness resulted in immediate change of behavior. The main forms that coaches used to respond to teachers were questioning, quick modeling, and feedback. However, coaches missed opportunities to reframe and redress, which could have shifted the learning of the teachers to have a deeper connection to CRP.

An example of responsiveness in observations was seen at West Elementary where the coach used a combination of forms to address teachers' expectations of students on a rubric:

Observation notes West:

Coach: "While you were reading there were a couple things I noted that weren't on the rubric, but might be in a future rubric." (**Feedback**) Coach names some positive elements that were present in student work that were not named by teachers.**(quick model)** "Academic vocabulary, so would you guys agree that it might be in a future rubric?" **(questioning)**

The teachers were then able to apply the learning to consider changes that might be made to the rubric:

Observation notes West:

T2 moves forward in seat, seems more comfortable to speak.

T2: "Actually, as I was reading this [rubric] I felt like the bottom two [indicators] were very similar."

T1: "So we could replace that with language development?"

In another example at West, the coach was able to use questioning to support the teachers to understand that their highest leverage teaching point for students should be something that helps build students' independence in learning:

Observation notes West:

Coach: "So looking at all these 2's what would be your highest leverage teaching point to go back into?"

T3: "To go back and address the question, but we read them the question."

C: “Are we all in agreement?”

T2: “It’s more like does this detail match?”

Coach: “So, what do they *need?* Because you won’t be there all the time, so what do they need to do independently?”

T1: “I’d like to go back and have them check.”

T2: “I’d say have them annotate.”

At Thunder Elementary, the coach used questioning and explicit teaching (telling) to redirect teachers to the essential learning; teachers were explaining student needs in math as a “language issue” rather than dialing down to the essential math skills students needed to work on:

Observation notes Thunder:

Teacher Leader: “Okay, look at the standard trends, what might be the biggest lever that will push them up?”

T1 “I was writing either combine or didn’t do twice as many so it’s a language issue.”

Coach: “So if we think about the *math skill*, what would that be?”

TL: “They’re not understanding vocabulary.”

T1 “Adding or times two, what operation, key words.”

T2 “What order of them.”

T1 “They haven’t seen as many of them in these few lessons.”

T2 “In isolation.”

Coach: “Or what to do with that.”

Another example at Thunder Elementary where the coach was responsive in a meaningful way was when she prompted the teachers to actually take the assessment that they would be giving to their students. This role-play like response allowed the teachers to discuss more deeply what students needed to learn and what really needed to be taught..

Observation notes Thunder:

T1: "I modeled using a strategy-an array-and how long it took, and then a help strategy."

TL: "So we came up with facts that we have to use. Either helping facts or other?"

Coach: "Let's maybe take the test and see."

Teachers complete assessment. Teachers share their answers and strategies.

TL "Okay, so what if a kid just knows the answer? We just want fluency?....Why show a strategy if they know the answer? Aren't we looking for a quick solve?"

[discussion continues]

At Copper Elementary the coach responded with feedback strategically. To contribute to the learning without telling, the coach named what she has seen teachers use in the classroom as a practice to repeat, and/or to prompt those teachers to share with their teammates.

Observation notes Copper:

Coach: "S and I have been doing that a little for our coaching cycle. S, will you speak to that?"

T1 "Yeah, we put the sentence starter right on the line and we've seen the volume

has increased."

[later in observation]

Assistant Principal: "I think the feedback loop will be critical..the practice standard says…"

T: "I think they can give them to each other and solve problems based on the answers."

Coach: "I've seen in the past you make success criteria for when students are working together."

These responsive moves by the coach were also examples of the CRP component of Scaffolding. The look-fors in this component are that the teacher: knows learners' current level of proficiency, provides appropriate support structures to move students to the next level, uses strategic questions, prompts and cues, uses just the right amount of support and does not over-scaffold. All three coaches were scaffolding for their learners using responsive moves. In some instances, coaches even addressed the concept of scaffolding or building independence *for students* with the teachers. While responsiveness provided opportunities for coaches to scaffold for their teachers, there were times when coaches could have responded to push teachers' thinking around the components of CRP. This is another example of a "missed opportunity." For instance, at Thunder Elementary, the teachers were discussing what to accept on the math assessment from a particular student who has a reading IEP:

Observation notes Thunder:

T1: " Well, if that's his goal he can show it in a different format."

T2: "The fact that he orally explained it to you is pretty big."

Teachers engage in discussion about what to accept for that student.

C: “What sentence starter might help him take that to the writing?”

In this instance, the teachers' comments show that they have lower expectations for some of their students, and that they expect that some students will not be able to perform at a level on par with proficiency. The coach was responsive by asking the teachers to consider a possible scaffold, however, if she had taken that opportunity to reframe their language around expectations, to model higher expectations, or even redress the implicit bias that the teachers have regarding the student, the teachers would have been able to use that time to address deeper issues of equity, the CRP component of High Expectations, in meaningful bite size learning bits.

When answering the research question, *What are the current practices of instructional coaches and how do they incorporate the components of Culturally Responsive Pedagogy?* The results of this study showed that their current practices are foundational for a non equity focused system. Coaches have the ability to lead PD, use a variety of coaching activities, and understand best practices at a layer 1 understanding. That is to say, coaches are doing what the system has trained them to do. However, coaches do not have the personal cultural competence, knowledge of, or comfort with the CRP components to lead PD focused on CRP, to engage in culturally responsive coaching activities, or to enact culturally responsive best practices. The results of the study also showed that there were four prominent variables that influence a coaches’ incorporation of CRP in their work with teachers. These findings require a shift in mindset from one of achievement to one of equity to create and lead CRP focused professional development for coaches. We must develop and support our coaches differently if we

want different results. The next chapter will include recommendations for how to develop culturally responsive coaches in Metro District.

Chapter 5: Conclusions and Recommendations

The purpose of this exploratory multiple case study was to identify the current reality of instructional coaches' ability to incorporate Culturally Responsive Pedagogy into their practice with teachers, leading to a plan for professional development of Culturally Responsive instructional coaches. This chapter includes a discussion of major findings as related to literature on instructional coaching, professional development, and components of CRP. Also included in this chapter are the implications for practice and recommendations for professional development and implementation. Finally, this chapter concludes with limitations of the study and a brief summary.

This chapter contains discussion and implications to help answer the research question:

What are the current practices of instructional coaches and how do they incorporate the components of Culturally Responsive Pedagogy?

This study revealed that the incorporation of CRP components by instructional coaches is multi-dimensional and dependent on four variables: (a) consistency of process or protocol, (b) learning experiences of adults, (c) responsiveness, and (d) relationships. Each of these variables allows instructional coaches to engage teachers in critical inquiry and growth around teaching and learning. Within each variable, the implementation of CRP by coaches spans a continuum from incorporating many of the CRP component look-fors to a lack of critical CRP look-fors due to "missed opportunities." This study

also revealed that coaches in Metro District are capable coaches who coach the way that the district has prepared them to coach- which is as achievement driven coaches. However, they are prepared and ready to layer in the personal growth, knowledge and skills necessary to develop them as culturally responsive, equity driven coaches.

Interpretation of the Findings

While the degree of implementation of the components of CRP varies among the coaches, the four themes were persistent variables in promoting the inclusion of CRP components by coaches in this study. Each theme will be described in summation in this section.

Consistent Process or Protocol

In this study, a protocol is a framework or a structure for a conversation. Protocols are used often in guided discussions because they ensure that everyone can participate equally in the conversation, and they allow the conversation to go deeper faster. Research has shown that talking-conversing, debating, dialoguing, and discussing- have the power to increase students' brain power. Protocols allow students who may otherwise not participate, such as ELLs, disengaged students, shy or quiet students, and historically marginalized students, to join the conversation. This is true for adult learners as well. There are also protocols that are specifically focused on equity and diversity, or protocols can be adapted to be more culturally responsive. Therefore, leveraging protocols as part of coaching can be a powerful equity tool. A process is defined as a "series of actions or steps taken to achieve a particular end" (Dictionary.com). In education, a process is how learning occurs. In coaching, using a process often provides a cyclical way of allowing coaches and teachers to engage with certain steps or stages of

learning. In this study, coaches were using a process and protocol consistently. This consistency allowed teachers to know what to expect and to be prepared. Teachers felt safe and comfortable within the norms of the process and protocol. The cognitive load for teachers could then be on the task and the learning, and not on trying to understand the process or protocol. The consistent process and protocol also ensured that the coaches included all the necessary steps to take the learning deeper and ways to promote conversation and equal participation. When coaches were using a consistent process or protocol it facilitated their incorporation of layer 1 aspects of the CRP components of Engagement, Modeling and Student-Centered; coaches supported teachers to share ideas, participate equally in the learning, and be in an inquiry and problem-solving mode because coaches asked them to describe their own students' work and to collectively determine a next step. Coaches were able to lean on the part of the protocol that called for teachers to name how students are proficient in order to model clear grade level expectations with teachers. If coaches do not use consistent processes or protocols in their coaching, it likely impacts their ability to engage with a group of teachers in a productive manner.

For coaches to move from layer 1 to layer 2 in their coaching, coaches must use processes and protocols as the tool for powerful discussions that lead to deeper learning that they are. They must use the safety and engagement that protocols foster to interrupt any instances of inequity or biased practices and disrupt any patterns that perpetuate the status quo of inequity. To help teachers engage in the process of looking inward at their own beliefs and values, coaches can use the opportunities for reflection that arise in the consistent processes to encourage teachers to strategically unpack biased beliefs.

For example, in this study, the focus of the DDI protocol is about looking at student work. The protocol itself, and the training supporting it, call for a culturally neutral approach to examining student work. Not acknowledging each student's cultural contributions to their work is a disservice to them, and not taking the opportunity to notice any inequities in instruction is a disservice to the system. A culturally responsive coach would make the emphasis of looking at the student work be about equity first. So, rather than asking the question "what is the highest leverage teaching point?" that all three coaches asked during the protocol in this study, culturally responsive coaches would lead with equity and perhaps ask "How does your conception of equity impact what you look for in the student work?" or "What are you noticing about the girls and math achievement?" The prompts could go any direction, but the goal is to lead with an equity mindset.

Learning Experiences of Adults

This theme describes the ways that coaches and teachers engage in the process of learning. These interactions between coach and teachers should be authentic and contextual. The literature says that these activities can include one on one coaching, prior learning opportunities, modeling by the coach or teacher, or role play by coach and/or teachers to practice for when they are with students or other similar experiences. Merriam (2004) explains that "Understanding human cognition means examining it in situations of *authentic activity*, in which actual cognitive processes are required..." (p. 209). Teachers learn by engaging in learning in the settings in which they teach, but also by engaging in the actual teaching activities (Schon, 1996).

Other contexts that support adult learning are those in which teachers can learn through modeling, co-teaching, coaching, trial and error, shadowing, site visits, etc. (Merriam, 2004).

Coaches should be able to flexibly and fluidly engage teachers in activities that allow them to practice their new CRP component in their educational setting. In their interviews, coaches demonstrated that they understand the importance of contextual learning. Some coaches were also able to incorporate authentic activities such as asking teachers to complete the assessment that they are giving to students. However, what was more evident related to this theme is that this was an area of growth for coaches. There were more instances where an opportunity to promote a learning experience that would allow the teachers to contextualize the learning was missed- such as when a coach could have prompted a teacher to script out and retell the language they would use to reteach, and then role play that reteach with another teacher. Instead, the coach simply accepted the teacher's statement of reteach and then moved on. It was also evident that when coaches missed these opportunities for contextualized learning experiences, they also missed opportunities to incorporate CRP components.

This evidence would, once again, suggest that instructional coaches in Metro District do not have the knowledge necessary to engage as culturally responsive coaches. If coaches are going to use contextualized experiences as part of their repertoire to support layer 2 understanding of CRP, then they need to understand the cultural and community settings that the school is a part of as well. Just as with the previous theme, layer 2 CRP would lead with equity first when determining when and how to ask teachers to take part in experiential learning. Culturally responsive coaches incorporating layer 2

CRP would encourage teachers to engage with a parent or community member to learn something particular from them. Or, the coach would provide opportunities to role play conversations with parents or family members to potentially uncover any biases or assumptions the teacher may have. The coach could practice reframing language that is deficit centered or oppressive, or how to respond when a student makes a mistake. The coach would support teachers to come up with a chant or a rhyme as a way to scaffold students' connection to a skill, or to role play scenarios of inequity in classrooms and consider impacts, or trial and error with various higher-order thinking questions. All of these are examples of ways that the instructional coach could intentionally connect the instructional practices to equity through authentic activities with teachers.

For instance, in the previous chapter I described an example where the instructional coach missed an opportunity to engage teachers in an authentic experience when, during the DDI process, the teacher was asked how she would deliver the reteach. The teacher's response was simply, "whole group." The coach accepted this response and moved on. In chapter 4, I explained how the coach missed the opportunity to engage this teacher in scripting out the intro of the lesson and then role playing it or to talk through what the feedback language might sound like. In this same example, a Culturally Responsive coach, incorporating layer 2 CRP, would have led with equity and asked teachers to consider what it would sound like to ask the students to reteach the lesson or to co-teach the lesson with one or two students. The coach could have asked teachers to create a plan for gathering feedback from students about the teacher's instruction. This is a critical shift in the mindset from achievement to equity, but the end result would be closing the opportunity gap and improving achievement of all students.

The learning experiences of adults are a variable that influences the inclusion of CRP. Without contextual, authentic learning experiences, teachers would likely use trial and error methods with their students to learn, which would take longer but also would affect the learning of the students. Culturally Responsive instructional coaches must have the skill to purposefully and intentionally facilitate authentic learning experiences for teachers, but also to know how to use the experiences and contexts to lead with equity in the work.

Responsiveness

Fletcher-Wood (2018) explains that cognitive science suggests that it is critical for teachers to have an awareness of exactly what students need and to be responsive to that, rather than providing indiscriminate support. The theme of responsiveness refers to the ways that coaches respond, in the moment, to teachers' actions or words. The coach determines in that moment what the teacher needs and provides a response that will promote the learning of the teacher. Learning occurs best when the learner has an opportunity to immediately apply the new learning (Joyce & Showers, 1995; Hargreaves, 1995; Greene, 2004; Schmoker, 2006). When coaches are responsive to teachers, they are making decisions about which ideas, comments or actions to respond to based on the shared vision and goals, providing a scaffold, and allowing teachers to try out the new learning right away . Coaches are also deciding, in the moment, which of these ideas, comments or actions are worth spending more time on or digging more deeply into (Hoyos, 2015). When coaches are responsive in their interactions with teachers, they make it possible for the teacher to create the path that the learning will take while also allowing the coach a space to infuse essential learning. This responsiveness is critical for

coaches if they are going to be incorporating CRP components into their coaching because coaches need to be able to make decisions about the highest leverage point related to equity to address in the moment.

Responsiveness presented itself as a variable in this study. All three coaches used responsive techniques such as questioning, prompting, feedback, and quick modeling-with questioning being the most prevalent. Coaches in this study were comfortable being responsive, and teachers reacted positively to coaches, which was noted in observations as "positive body language", and also with statements such as "thank-you for pushing my thinking' or "oh, I think you're right." There were examples of how coaches' responsive moves resulted in a change for teachers. Such as when the coach at West Elementary was responsive to the teachers by encouraging them to think about what was on the rubric and modeling language. A teacher then was able to immediately apply that to her understanding of the rubric to suggest changes for her teammates. It also opened the door for coaches to push teachers' thinking and to encourage reflection. For example, when the coach at Thunder Elementary was responsive and used questioning followed by an example to help a teacher grapple with what it should look like when students are using math strategies efficiently. After the exchange, the teacher thanked the coach for pushing her thinking. Through coaches' responsive moves, the CRP component of scaffolding at layer 1 was also incorporated. Such as at Thunder Elementary when the coach responsively prompted the teachers to consider a sentence stem that they could include that would help a student. If coaches are not responsive to teachers, then it is likely that small changes will take a longer time to implement, and teachers will feel as if their voices are not being heard, or that coaching is

a waste of time. In addition, having not seen responsive moves modeled or explained, they might be less likely to incorporate this essential component into their own teaching model.

Responsiveness will also be critical if coaches are to engage in layer 2 CRP learning with teachers. The power of responsiveness can be increased when coaches use their responsive moves to reframe language and redress implicit biases. Responsiveness within coaching for layer 2 CRP components also involves responding to conditions, mindsets, and ways of being. A culturally responsive coach has a variety of strategies to notice and address harmful beliefs and behaviors and connect these to instructional strategies.

For example, a culturally responsive coach may jump in and model how to approach sensitive topics that teachers may avoid, such as microaggressions that occur among students or other adults. Or, a culturally responsive coach would prompt teachers, in the moment, to think about the impact of a certain teaching move they planned, or a test item, or seating arrangement. In the above example at Thunder Elementary when the coach prompted for a scaffold, she did so after hearing the teachers discuss a student and what they would accept as an answer for that student. The coach could have elevated that response by instead prompting to uncover the teachers' beliefs about the students. She could have asked teachers to consider what that student could do on their own without support and if they took away all the labels and identifiers from this student, and just looked at their student work, would they still suggest the same scaffolds? Culturally responsive coaches view each situation with a lens of equity first, and are responsive in ways that support that.

This type of responsiveness also supports the critical reflection that is required if teachers and coaches are to develop cultural competence.

Relationships

"Coaches are in a unique position to influence teachers and administrators, to interrupt inequitable practices, and to engage [teachers] in safe, reflective, transformational conversations that shift beliefs and ways of being. We work hard to build relationships and trust and we need to use that–having conversations about equity can strengthen our relationships when we have them skillfully; and we need to do this for children" (Aguilar, 2014, para 8). Successful instructional coaching requires that coaches know how to build relationships with teachers. Relationships are perhaps the single most important factor for successful outcomes. (Ippolito, 2010; Lynch & Ferguson, 2010) Trust is a prerequisite to engaging in serious work with teachers (Costa & Garmston, 1994). To maintain a relationship of trust and respect coaches should view the teachers they work with as partners and should work hard to maintain that equality (Knight, 2010). This relationship is what opens the door to difficult and honest conversations between the coach and the teacher.

In this study, relationships emerged as the most dominant theme. Coaches had relationship building structures as part of their protocols. Coaches engaged with teachers in ways that showed that they genuinely cared about their well-being. Trust and respect were evidenced in the language that coaches and teachers used with each other. When teachers said things to each other like, "What do you think?" or "I like that idea," or "I actually don't agree. I think we should try it a different way," it showed that they respected and trusted each other. And when teachers said things to the coach like, "Will

you help me with..?" or "Thanks for pushing my thinking," or "When you did... it really made me think…," it shows their respect and trust of the coach. In interviews, all coaches placed high value on developing relationships with their teachers and the Director stated that building relationships was the greatest strength of the coaches in this district.

Relationships are a critical variable in determining whether or not a coach can incorporate CRP, and to what extent. To move from layer 1 to layer 2 with CRP components, coaches must have a strong sense of their own cultural competence and apertures. Culturally responsive coaches begin their work with themselves. Culturally responsive coaching involves a commitment to personal change. (Lyndsey et al, 2007). Then, with their own personal clarity, the coach can engage in conversations about values, beliefs, biases, and inequity with others. This trusting relationship between coach and teacher can serve as the catalyst for reflection that supports the development of teachers' cultural competence. This trusting relationship must also exist between coaches and their leaders. Just as with students to teachers, and teachers to coaches, coaches must trust the people who are supporting them to engage in reflective practices that develop their cognitive monitoring and metacognitive processing abilities.

These four themes are the variables that will need to be addressed as part of the professional learning for coaches. In the next section, I will explain the connection of this study to the literature and my theoretical framework.

Connections to Literature and Theoretical Framework

The literature review included research describing instructional coaching, professional development and CRP components. In the theoretical framework this research was categorized into three areas that delineate learning for teachers and coaches:

What teachers need to learn about (CRP components), How teachers need to learn it (Effective Professional Development), and What coaches need to do (Coaching activities that support change in behavior). The connection of the results of this study to this framework is discussed in this section.

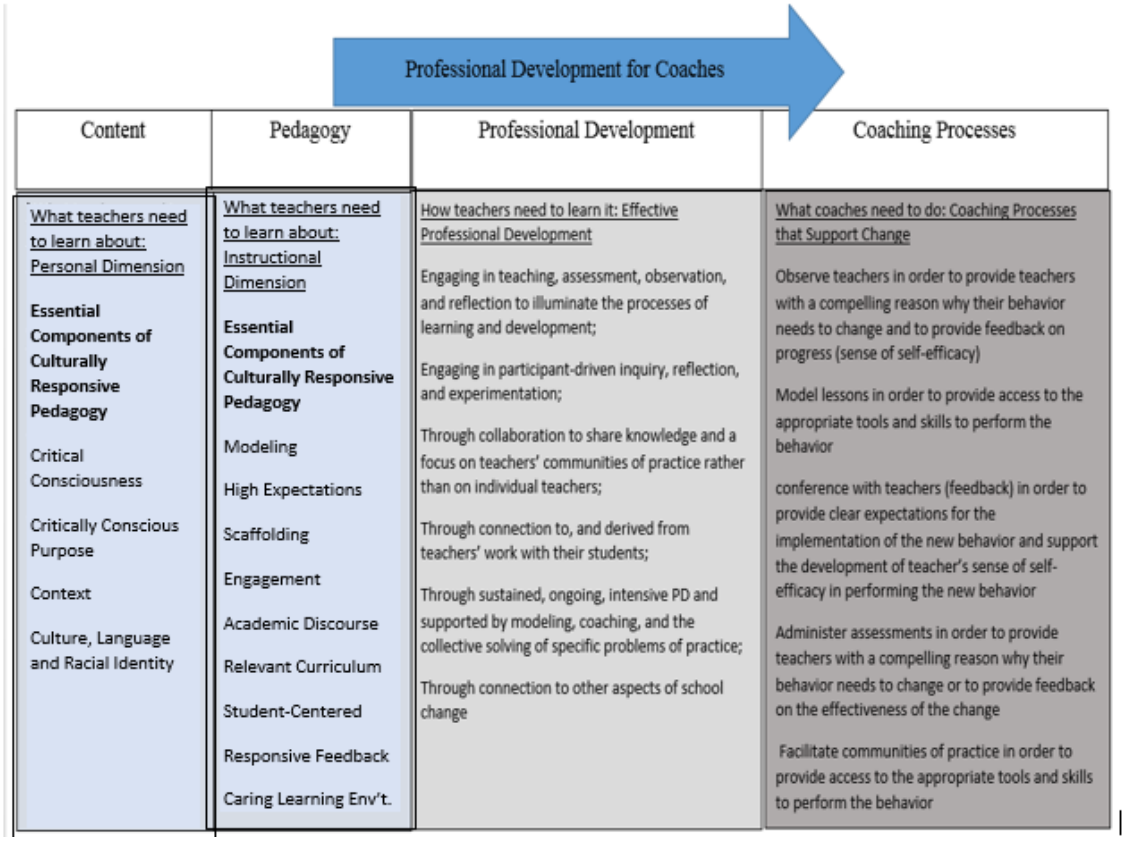

Figure 10. Theoretical Framework

What Teachers Need to Learn About (CRP Components)

The literature summarized important researchers both as the foundation to and in the field of culturally responsive instruction. From this review, relevant components of Culturally Responsive Pedagogy were lifted out, along with the important aspects or look-fors of each component. These components are deemed critical for teachers to learn

about to be prepared to be Culturally Responsive educators. That is, teachers need to understand what each component is, why it is important, and how to use it in their teaching. Culturally responsive pedagogy is divided into three dimensions: the institutional dimension, the personal dimension, and the instructional dimension. The institutional dimension of CRP highlights the need for reform of the policies, procedures and structures of a district or school that impact the ability to provide services to diverse students. The personal dimension refers to the cognitive and emotional processes by which teachers learn to become culturally responsive. The instructional dimension includes practices and challenges that come with implementing CRP in the classroom; it encompasses all materials, teaching strategies, and activities that instruction and assessment are based on (Richards, 2007) This study focused on the personal and instructional dimensions. The components that were lifted as essential within the personal dimension are: Critical Consciousness, Critically Conscious Purpose, Context, and Culture, Language and Racial Identity. The essential components in the instructional dimension are: Modeling, High Expectations, Scaffolding, Engagement, Discourse, Relevant Curriculum, Student-Centered, Responsive Feedback, and Caring Learning Environment. Appendix D includes the *Coaching and Components of CRP: Look-Fors* tool that describes each component further.

This study sought to understand how instructional coaches currently incorporate these CRP components into their practice. What this study revealed is that each component is multi-dimensional in that there is a layer of each component that is critical as a practice for all students, which I now refer to as layer 1 in my conceptual framework. Within this layer are practices or strategies that research in education has proven to be

effective for all learners, such as modeling. These best practices also tend to be "culturally neutral." The added layer, or layer 2, of each component are the aspects that make the practice a *culturally responsive* practice, such as culturally responsive modeling which includes using cultural examples and resources from students' lives in the modeling. This distinction played out through the study when coaches displayed their competence, flexibility and facility with many of the components at the first layer in the instructional dimension. Coaches demonstrated their ability to support teachers with understanding what the strategy was, why it was important and how to implement it.

However, where evidence was lacking was in the CRP layer,layer 2, suggesting that coaches are not proficient themselves at understanding what makes each component culturally responsive, why that is important and how it is applied with students. Several coaches, and the Director of Professional Learning all expressed in interviews that they felt that they did not have enough knowledge in the area of CRP. In addition, it was difficult to ascertain the level of implementation of the components within the personal dimension in this study, and there were no direct questions asking about coaches' personal journey with addressing their bias. Some coaches implied that they had experience within the personal dimension when they willingly shared their own cultural identities and experiences. In short, this study demonstrated that teachers do not have CRP content understanding and likewise, coaches do not have the CRP content understanding necessary to develop it with teachers. Aguilar (2020), in her model of transformational coaching refers to this CRP content as "behaviors, beliefs and ways of being-the three B's" (p. 36). (See figure 11).

This study also revealed that coaches have not had any prior equity training or professional development focused on cultural awareness or CRP as defined by Aguilar.

	What it is	How we see it
Behavior	What we do. In schools: ability to design lessons, deliver instruction, create a productive learning environment, analyze data, etc. What can be captured on video.	Evident in our skill set.
Beliefs	What we think and believe. Comes from what we know and from our experiences.	Reflected in our decision-making, the assumptions and conclusions we make; our behaviors emerge from beliefs.
Ways of being	Who we are—how we show up and how we are experienced. A blend of our dispositions, will, and sense of identity.	Manifests in our emotions, communication, and levels of resilience.

Figure 11. The Three Components of Transformational Coaching.
Note: From *Coaching for Equity: Conversations that Change Practice* by Elena Aguilar, 2020, p. 36.

How Teachers Need To Learn It (Effective PD)

This column on the theoretical framework is especially important for understanding how teachers should engage in professional learning. In order for teachers and coaches to learn the layered complexities of CRP they must engage in *CRP focused* professional learning. The literature detailed the elements that contribute to effective professional development. These are summarized by explaining that teachers need to learn what the CRP components are a) by engaging in a process of teaching, assessment, observation and reflection, b) by engaging in participant-driven inquiry, reflection and experimentation (active learning) focused on specific content c) through communities of practice and collaboration to share knowledge, d) through connection to, and derived from, teachers' work with their students e) through intentional coherence between

sustained, ongoing, intensive professional development and differentiated supports such as coaching, modeling, or collective problem solving, and f) through a connection to other aspects of school change and school goals. (Darling-Hammond & McLaughlin 1995, 2009; Nieto, 1992). Ultimately, teachers are put in positions of being both learners and teachers and they learn best when there are opportunities for collaboration, active learning, and reflection that comes from structured, well-planned professional development. The literature also explained that, in general, it is instructional coaches who would be charged with delivering effective *CRP focused* professional learning for teachers. (Biancarosa et. al, 2010; Annenberg, 2004; Aguilar, 2013). Instructional coaches, thus, must be able to lead effective *CRP focused* professional development for teachers.This adds another area of knowledge and experience that coaches must gain in order to facilitate meaningful learning for their teachers. Since Culturally Responsive coaches deliver PD and facilitate PLCs, they need training on: how to plan and deliver professional development sessions that are moving, managing the dynamics of a group, and developing leadership mindsets (Aguilar, 2020).

The results of this study confirmed that out of the elements of effective professional development from the theoretical framework, the first four elements were critical factors in the professional development of the teachers, even without a CRP focus. However, there was increased emphasis on just two- using a process (a) and communities of practice (c). All three coaches and the Director of Professional Learning explained that being able to have a process or model to follow is helpful. Two coaches and the Director discussed professional learning they had engaged in during coach meetings to learn the “Impact Cycle” for coaching, which is a process that includes

teaching, observing, assessing and reflecting. All three coaches talked about the impact and power of the DDI protocol because of the collaboration among teachers and connection to student work. In the observations it was clear that coaches easily facilitated teachers with a process, and that it was an ingrained practice. Coaches also understood the importance of connecting teachers' learning to their work with students, as was evidenced in the way that they consistently engaged teachers in inquiry and reflection tied to specific student data. Through observations it was also evident that coaches know how to let the teachers lead the learning by positioning themselves as facilitators of learning rather than experts. Another interesting note was that in all of the observations the coaches and teachers were focused on learning about one specific content area, such as math. However, content knowledge (d) did not present itself as being an opportunity for intersection of CRP and coaching. Only one coach talked about her content knowledge, and she did so in the context of explaining that she was okay not being the content expert because math is not her strong suit. The final two elements (e) and (f) were difficult to determine because the instructional coaches were only observed during a PLC process (community of practice) using a DDI protocol. Therefore, there were no observations made of the whole staff professional development or connections to school goals.

So, what this suggests is that coaches are able to develop and facilitate professional development for their teachers, using research proven strategies. And it has worked well enough to encourage the continued use of these PD strategies. However, it is not sufficient. This study showed that nowhere in the current learning offered by coaches for teachers were there intentional opportunities to develop the teachers as

culturally competent, equity-minded, culturally responsive teachers. The results of the study imply that the reason for the lack of a CRP focus *by* the coaches is the lack of professional development and training on CRP *for* coaches. The interview question that addressed professional development was open-ended and simply asked, "What kind of professional development have you had as a coach?" Most of the coaches shared that they had received training in content areas such as math and literacy, how to lead effective PD, the coaching cycle, DDIs and in skills like listening and empathy through Better Conversations. No coaches stated that they had received any training in CRP, and in fact, expressed that they felt unprepared to support teachers in the area of CRP. This is supported by the document review showing that coaches received training in culturally neutral coaching skills, and no training in CRP. What this further implies is that coaches are doing their job exactly as they have been trained to do. They are supporting and training teachers in achievement driven, "culturally neutral" ways.

What Coaches Need to Do (coaching activities that support change in behavior)

As mentioned in the previous section, effective professional development includes on-going support by a coach; the same is true for *CRP focused* professional development: it needs to include on-going support by a culturally responsive coach. The literature review contributed to this column of the theoretical framework by identifying what research says about effective instructional coaching and change in teacher practice. If teachers are to learn about CRP and change their practice to incorporate CRP, they need support from culturally responsive instructional coaches along with *CRP focused* professional development described in the previous section. This section details what my theoretical framework stated that culturally responsive coaches need to do to promote the

change in teacher behavior around CRP. Namely coaches should a) conference with teachers to provide clear expectations for the implementation of the new behavior and support the development of the teacher's sense of self-efficacy in performing the new behavior, b) Model lessons to provide teachers with the skills, strategies and tools to perform the new behavior, c) facilitate communities of practice in order to provide teachers with the skills, strategies and tools to perform the new behavior d) observe teachers and provide feedback to give teachers a compelling reason why their behavior needs to change and to comment on progress towards the new behavior that creates a sense of self-efficacy and, e) administer assessments of students in order to provide teachers with a compelling reason why their behavior needs to change and to provide feedback on the effectiveness of the change (Hargreaves, 1995; Little, 2002; Greene, 2004; Darling-Hammond & McLaughlin, 1995; Neufeld & Roper, 2003; Kealey et. al, 2000).

Elena Aguilar (2013) refers to these activities that coaches need to do with teachers as "coaching skills." Coaches will not be able to promote CRP in their teachers' practice if they don't know why or how to successfully employ the coaching skills. "The coaches...needed training in coaching skills, including listening, facilitating conversations, managing their own judgments and emotions, planning for coaching conversations, and responding to the emotions of teachers" (Aguilar, 2019, sect.10, para.1). Therefore, refining coaching skills must also be included into professional development for coaches. Aguilar further claims that a coach must "learn ***how*** to engage teachers in conversations about the equity issues that surface in their classroom and about ***how*** to interrupt those inequities" (Aguilar, 2013, p.269, emphasis added).

The need for this training for coaches was made even more clear from the results of this study. In this study, coaches demonstrated some awareness and application of coaching skills at layer 1. However, coaches did not explicitly show that they have the ability to use coaching skills in a culturally responsive way. One coach talked about modeling as an important component of her work with teachers and attributed that to teachers being able to see an impact right away. Another coach described how she used to just model for teachers, but then realized that with co-teaching, the teachers are able to own the learning, and that co-teaching is an opportunity for modeling with immediate practice and feedback. Coaches were also observed facilitating communities of practice (PLC with DDI protocol) in which the coach and teachers contributed to shared knowledge and provided access to skills, strategies or tools to implement new behaviors. In most cases this was a suggestion of a strategy to try, a discussion of an appropriate scaffold such as sentence stems or differentiated test questions, or a tool or resource to clarify or deepen content knowledge. In all of the observations, the coach and teachers were using a formative assessment as the bridge between student learning and teacher practice.

In addition the director stated that she believes that coaches have come far in their learning and that they are equipped to lead this work with teachers, although she did not specifically mention that she has seen changes in teacher practice. Just as with professional development, this study shows that coaches in this district have a good grasp of coaching skills, without a CRP focus. But there was no support by coaches to build teachers' ability to be culturally responsive. There were so many missed opportunities, places where if the coach were leading with equity, the situation would have turned out

differently. Since every observation and every coach yielded the same data regarding coaching skills and CRP, this suggests that coaches do not have the competence to work with CRP focused coaching skills and lead with equity. Coaches are, once again, doing what they were trained to do. In order for the coaches to be culturally responsive coaches, they need formalized, systemized structures and content that develop their ability to coach with CRP.

This study also did not show how the coaches' awareness of coaching skills that impact change actually *resulted* in change, with or without CRP. This would suggest that while coaches may have learned or experienced certain coaching skills that yield more positive results with teachers at layer 1, they do not have a structure or process in place to consistently monitor that change. An element that is critical in CRP focused coaching. One coach did describe a one-on-one coaching cycle that she had with a teacher in which they both learned a lot about the students. In that instance the teacher implemented supports for students in writing that included oral rehearsal and sentence stems. In another instance, during an observation a teacher thanked the coach for pushing her thinking because she now was thinking about the word "efficiently" in math differently. These are instances in the study that imply change in teacher practice, but both of these examples could have been more powerful if the coach had been able to lead with a focus on equity.

The elements (a) conferencing with teachers and (d) observing teachers were difficult to ascertain because the observations in this study were only on the PLCs with DDI protocol so there was no evidence of coaches conferencing with teachers or observing teachers as part of a coaching cycle. One coach did mention her observation

and debrief (conference) with a teacher when she described the one-on-one coaching cycle. Another coach talked about one-on-one coaching (in which it is implied that there is a conference, an observation, modeling and feedback) in general as being an activity that she finds impactful, because she sees the teacher apply the learning more quickly. Most notably, and of most relevance to this study, all connections in observations and interviews to these elements did not include any CRP changes in teacher practice. In fact, while coaches were able to incorporate some of the culturally neutral processes and activities that promote change in teacher practice at layer 1, they did not address CRP components or expect a change in teacher behavior that created culturally responsive educators. This is further evidence that coaches themselves do not have the knowledge necessary to be culturally responsive coaches. Instructional coaches need explicit training in coaching skills that incorporate CRP components and measure change in teacher practice with an equity lens.

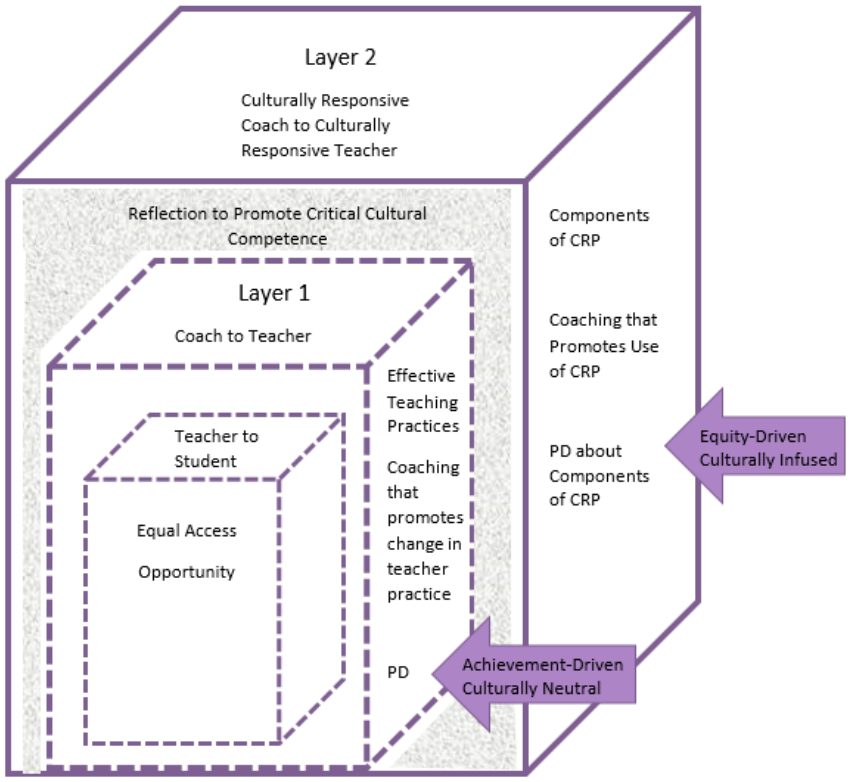

Figure 12. Conceptual Framework: Layered reflective approach to professional development for coaches

Implications

There is a need for teachers to be Culturally Responsive practitioners. This need does not just exist in urban settings or rural communities. In the U.S. today, racially and ethnically diverse students are no longer the minority. They represent the majority of students in public schools. Yet, the majority of public schools still operate with policies, practices and procedures of the dominant culture. These traditional practices of the dominant culture limit the opportunities of students of color and low-income students in highly impactful ways. When teachers are culturally responsive they are teaching in a way that meets the needs of all students in their classrooms. Preparing teachers to be culturally responsive requires effective professional development on Culturally

Responsive Pedagogy supported by on-going culturally responsive instructional coaching. This then requires a multi-dimensional approach to PD for coaches as demonstrated in the conceptual framework (figure 12). The PD of coaches consists of three main focus areas of instruction and each focus area exists in different ways within the two layers. The three focus areas of instruction for coaches are: 1) Culturally responsive coaches need to have a strong understanding of best practices-or coaching skills, that include behaviors, beliefs and ways of being. If coaches are working in layer 1, then there is no infusion of CRP and their coaching moves are focused on achievement rather than on advancing opportunities for all learners. 2) Culturally responsive coaches need to be strong facilitators of *CRP focused* professional learning. If coaches are in layer 1, then they do not have equity and overcoming systemic oppression as the foundation of the PD. 3) Culturally responsive coaches need to be knowledgeable and responsive coaches. If coaches are in layer 1, then they have not developed their own cultural competence nor have they established a coaching culture of reflection or disrupting and replacing inequitable practices.

This study suggests that instructional coaches in Metro District have a strong foundation at layer 1, in each of the three areas. They have an understanding of effective teaching strategies, confidence in delivering and facilitating traditional professional development, and a wide variety of strategies for coaching that has yielded instructional shifts in teacher's practice. Coaches were chosen in their roles because they demonstrated their own effectiveness as teachers with students. They have been prepared for their jobs by learning about content, coaching strategies and leading effective PD. Coaches have been supported through mentorship and professional development. The

coaches are successfully doing what they were developed and trained to do. So it is incumbent on the district leadership to train the coaches in a different way. This data implies that coaches in Metro District are leading with an achievement lens. They are not leading with an equity lens. To develop culturally responsive coaches, district leaders and coaches must add to this achievement lens, the lens of equity. They must consider how to position achievement as an indicator of change, rather than the sole cause, as we address the problems of equitable learning and change.

Adult learning theory suggests that adults learn best when they build off of what they already know. Therefore, by using what instructional coaches already have in place as strengths, and connecting new learning to what they are already doing, learning to become culturally responsive coaches is the logical and necessary next step. That is not to say it will not be without it's tensions, as is to be expected when people are asked to openly begin confronting their implicit biases. However, coaches must engage in the hard work as learners themselves first, before they can be expected to lead their teachers in the work.

If this school district wants to achieve its mission to "engage and inspire all students to innovate, achieve and succeed in a safe environment by ensuring high-quality instruction in every classroom, every day" then it is imperative that we lean into opportunities to infuse culture and equity into the systems and structures that promote change.

Recommendations for Professional Learning and Implementation

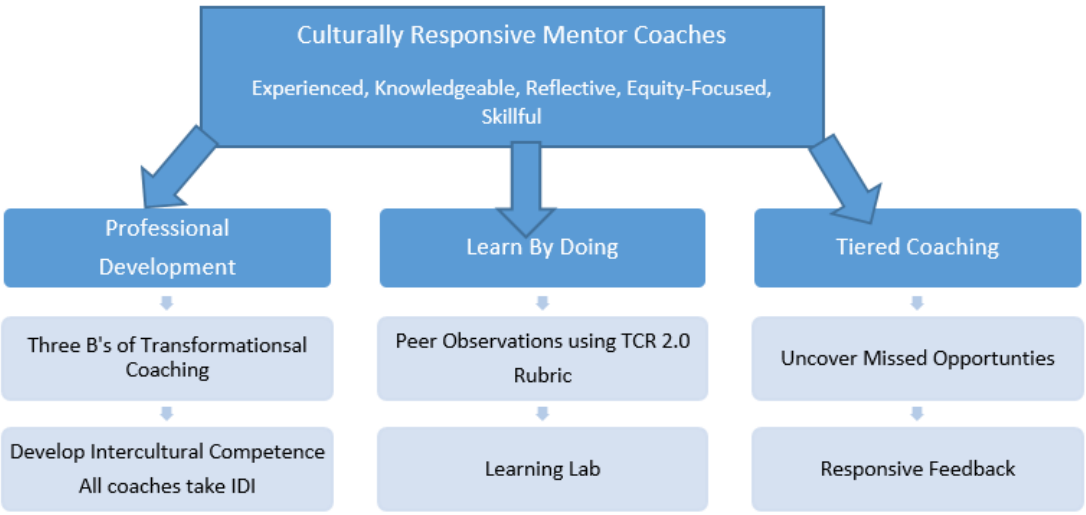

Figure 13. Professional Development Plan for Developing Culturally Responsive Coaches

The metro district in this study has an established coaching program in place and has clear systems and structures for developing and supporting instructional coaches. The coaching model is implemented as a lever for systemic change, but the coaches themselves are resources for schools, teachers and ultimately students. The data suggest that the systems and structures in Metro District are adequate to prepare coaches to feel confident to do their traditional, culturally neutral work with teachers. However, the goal now is to develop Culturally Responsive Coaches. If coaches continue to work within layer 1 as achievement driven, culturally neutral coaches then we are widening the opportunity gaps because we are further denying students the opportunity to have high-quality and culturally responsive teachers. The recommendations that I have rely on this established system of support to build on what instructional coaches already have in place and support them to infuse the CRP components.

Professional Development about CRP that Includes the Variables

The first recommendation focuses on the professional development that is provided to coaches. Leading up to now, according to the Director and coaches, professional development has been focused on coaching strategies and on content. The suggested focus of the PD aligns with the direction of the director who says,

Interview Director of PL

> to me the next piece...is the instructional strategy piece. Like what's the how? And especially even after this remote space. Like what's becoming so clear to people is it's very hard. Nobody [cares] about math when we have not connected to the kids and we don't even know who they are. We don't understand their current reality, we don't understand their current learning level, we don't understand any of those things. We can't even get to the standards because we don't even have that in place. And so when we talk about instructional strategy it has to be based upon what kids need.

This is at the heart of this recommendation. The study showed that coaches are well-versed in layer 1 effective instructional strategies or coaching skills. What coaches need to learn are how to make those instructional strategies or behaviors culturally responsive to meet the needs of their diverse students, this would entail studying behaviors, beliefs, and ways of being.

Characteristics of PD

Professional development in Metro District should have equity and overcoming oppression as its foundation, rather than achievement. This means that all systems and structures for professional development for coaches should be aimed at changing the

systemic oppressive systems and structures and closing the opportunity gap. This can start with the students in the district. The goal in the district set forth by the superintendent is that every student has at least one adult who knows them by name, strength and need. This is a starting place to consider truly asking, who are the students we serve? In what ways is the system marginalizing them or privileging them? What do our data show about how marginalized students are succeeding in our system? What do our students bring with them? How have their communities shaped who they are? These questions can narrow down to the more focused equity work in instructional practice, specifically the CRP components. For example, coaches are familiar with the instructional strategy of modeling. However, what they can learn through this professional development focused on CRP, is that when they are modeling they should be using resources, examples, or referents that connect to students' cultures and are relevant.

This professional development should not be a "sit and get" type of learning. In fact, it should be very interactive, include ample reflection time, have a variety of delivery modes and be responsive to the learners. This is important because as mentioned previously, the research says that for teachers to truly learn and implement practices they must engage in a variety of relevant, contextual, learning opportunities, with ample opportunities to reflect on their practice. This is especially important when the content of the professional development is focused on the four components that are in the personal dimension. Those four components are aimed at addressing an educator's personal experiences with culture and equity. They are aimed at developing their cultural competence- their ability to work across race, ethnicity, gender, class, sexual orientation, age, and language backgrounds- as well as helping them uncover any biases or prejudices

they may have, to understand white supremacy and privilege and to understand how that affects what they believe about their students and how they interact with their students. This inherently creates vulnerability and emotional reactions, therefore there need to be opportunities to process in both small and large groups and through a variety of techniques.

A final characteristic of the professional development is that it should be turnkey. That is, the planning and facilitation should be lifted up and shared with coaches from the metacognitive perspective, so that coaches can turn around and lead the same learning with teachers in their buildings. This study revealed that coaches were not engaging teachers in professional development that leads to system-wide equity. It also revealed that coaches felt unprepared to lead any kind of work related to CRP. Therefore, by having turnkey professional development, culturally responsive coaches will have a toolkit for leading their own professional development. In addition, if the professional development for coaches is part of a formalized, systemized structure and plan for elevating equity in the district, then a turnkey professional development will ensure that some level of consistency will exist system wide.

Content of PD

This study revealed four variables that influence the inclusion of CRP components in a coach's work with teachers. The variables are 1) consistent use of a process or protocol 2) learning experiences of adults 3) relationships and 4) responsiveness. The professional development for coaches should address these variables along with the CRP components. Coaches should continue to learn processes and protocols for coaching such as the Jim Knight Impact Cycle or Data Driven

Instruction Protocols. Along with processes and protocols, coaches should learn how to engage teachers in a variety of authentic, contextual learning experiences. Building relationships is a strength of coaches currently. This is a belief by the Director and it was visible in the data as well. However, coaches need to learn how to build on the trust and respect established in the relationships to ask courageous questions and begin surfacing teachers' assumptions about who can learn. They use the relationships to learn about themselves and others to take the conversations below the surface. Finally, coaches need to learn how to be flexible and responsive in the moment to become responsive coaches. Culturally responsive coaches lead with equity when they are deciding in the moment what ideas, actions, or comments to respond to in the moment. This will require an understanding of different coaching models, questioning strategies, listening skills, but also practice with seeing the interaction from an equity perspective.

The professional development should also have a strong focus on building coaches' cultural competence. There are four CRP components that are specifically in the personal dimension. These four components are: Critical Consciousness, which deals with coaches own beliefs, values and biases and includes an understanding, sensitivity and appreciation to others; Critically Conscious Purpose, which addresses coaches' or teachers' beliefs about their purpose, and includes a belief that the students are the change agents of the future; Context, which refers to the sense of duty that coaches and teachers should have to their students and their community and encourages immersion in the students' contexts; Culture, Language and Racial Identity, which builds coaches' and teachers' understanding of how culture, language and racial identity impact learning. These four components will be an essential part of the PD for coaches because coaches

must be able to be individually prepared to support their teachers. This necessitates personal reflection and growth within those components.

One way to begin this process of personal growth and reflection for cognitive processing and metacognitive monitoring with coaches is to have all coaches take a personal cultural competence assessment, such as the Intercultural Development Inventory (IDI). The IDI is a 50-item, cross-culturally valid, reliable and generalizable measure of intercultural competence along the validated Intercultural Development Continuum®. This assessment measures intercultural competence which the IDI corporation defines as "the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities" (IDI LLC, N.D.) They also explain that when a group uses the IDI to measure its intercultural competence the group can follow up with interviews and focus groups to identify challenges and goals in order to learn interculturally competent strategies to use across diverse groups. This is an ideal assessment tool because it will place individuals, and the entire instructional coaching team, along a continuum of cultural competence and then allow for group goals and provide actionable steps to move along the continuum. This information can then be used to guide coaches within their personal journeys and provide them with a powerful reason for why they may need to be a part of this learning.

Learn By Doing

The second recommendation is to allow coaches to learn the CRP components by experiencing them. Both the literature and evidence in this study suggest that teachers need opportunities to apply new learning in their own authentic contexts.

There is considerable difference in the immediacy and frequency of application of learning that is contextualized. They can do this through peer observations in cohorts or in a learning lab setting.

Peer Observation and Feedback

To enact the Learn by Doing model, it would require all coaches to have a partner or small group they work with throughout the year as a cohort. Within these cohorts, coaches would set up times for observations of each other's work, with a clear CRP focus and guidelines for the observations. Coaches could then schedule the observations and feedback conferences in their own school settings. Coaches could observe each other using the Transformational Coaching Rubric (TCR) 2.0 (Aguilar, 2020) which is included in Appendix E. With this approach, coaches are practicing what they have learned about incorporating CRP with teachers, within their own environment, so they are able to have an authentic purpose for the observation and receive constructive feedback that will improve their culturally responsive coaching practice.

Learning Labs

The Learn by Doing model could also include Learning Labs. The purpose of Learning Labs is to learn together about practice and develop shared, collaborative practices. In this spirit, all participants engage in the learning, planning, and enactment of the lesson. The coaching lab could support learning two ways: either in a classroom setting, practicing facilitating a culturally responsive classroom with students so they have that experience to share with teachers during coaching sessions or in a coaching setting practicing coaching teachers to be culturally responsive and applying the coaching skills they have learned. The Lab begins with some collective learning about an aspect of

CRP that the group wants to investigate. Next, the group plans and practices a lesson collaboratively, anticipating learner thinking, considering the benefits and challenges of particular moves, and developing shared goals for the lesson. Then, coaches go in together and teach or coach the planned learning. There might be one lead teacher/coach or coaches might "pass the chalk," sharing the teaching/coaching role. The coach leading the lesson is *modeling* a great session for others to watch. The purpose of this time is for all educators to share in the decision-making of live teaching/coaching. The debrief after the visit will be critical to the success of the learning lab. In the debrief, coaches will analyze how the session went, considering what was learned about and through CRP and how decisions played out in the session. In addition, they will engage in self-reflection to understand how their own cultural identity and competence interacted with that of the learners. It will be important for the coaches to continually examine how their beliefs about students influences their practice.

This Learn by Doing model would require some shifting of structures currently in place to support instructional coaches. It would also require administrators and teachers to open their buildings or classrooms up for coaches' contextual learning. This is not always something that is within the locus of control of the coaches or Director of PL. In Metro District, coaches are accustomed to sharing videos of their practice with each other in partners or small groups. This is also an option, but it does not compare to live learning. If coaches are able to participate in authentic, contextual learning experiences to be a part of the reciprocal learning that occurs within self and practice, there is more likelihood that they will be able to apply their learning and to understand the nuances of the components well enough to support teachers to learn them. And, just as in the

Professional Development recommendation, the structures that are set up for coaches' learning such as peer observation and learning labs infused with CRP and opportunities for reflection, are ones that can be replicated by coaches with their teachers.

Tiered Coaching

The final recommendation is meant to provide coaches with a way to lean into the missed opportunities around CRP that were prevalent in the study. Missed opportunities in this study were the responses, decisions, prompts, questions, or supports that the coach offered or failed to offer that could have been about CRP but weren't. Tiered coaching is a model that is meant to provide instructional coaches with their own coaching support. Tiered coaching involves coaching at multiple levels, or tiers. The first level is between the coach and the teacher while the mentor coach observes with the purpose of providing feedback to the coach. Then the next tier is between the mentor coach and the coach, and the teacher has the option to observe. This is not a structure that currently exists in this district, so this would be new. Tiered coaching is ideal because the mentor coach is able to use a variety of responsive moves to support coaches to notice when there was a missed opportunity within a coaching session, and then to support the coach to immediately try again with a new behavior or response. The added benefit of having the teacher present for mentor coach-coach dialogue is that the teacher can then offer her perspective on how the different responses help her to be a more culturally responsive practitioner. Tiered coaching is the final recommendation and the best way to bring learning for coaches from theory to coaching practice.The challenge in implementing this recommendation would be determining who the mentor coaches would be.

Culturally Responsive Mentor Coaches

Aguilar (2013, 2020) explains that mentor coaches should be highly experienced coaches who have extensive knowledge of adult learning, with deep knowledge and understanding of content *and* of coaching. A mentor coach might be someone who is at the "advanced" level on the TCR 2.0 rubric. This level of skill would be especially important in Domain 6 on the rubric: "Coaching for Equity." To be advanced in this domain, the master coach would be able to coach within and across diversity, attend to their own emotional intelligence addressing inequities, identify high leverage entry points to interrupt inequity, constantly address their own biases and inspire teachers to do the same, and persistently and effectively unpack biased beliefs in teachers and systemwide.

Currently there are content coordinators that are part of the learning services department and who also support the planning of PD for coaches, and this would not require any extra funding. However, it would add to the duties and responsibilities of the coordinators. Coordinators are one option for mentor coaches. Another option would be to pull some of the current instructional coaches and train them to be full time mentor coaches. Since this would be the sole job of these mentor coaches they would be able to meet with all coaches multiple times. Whichever way mentor coaches are hired, it will be imperative that they are current champions of equity and that they have high levels of intercultural competence so that they can lead the learning of transformational, culturally responsive coaches.

Limitations

In this study, the description of culturally responsive practices can be subjective and evidence may not be addressed in certain documents, or in activities that do not involve the students. The number of participants is small and therefore information gained will not be generalizable. Another possible limitation to this study is the researcher's role in the district. Since the researcher regularly interacts with and supports the instructional coaches, information received may be skewed by either party due to the researcher's relationship with the coaches. This study began and consent was received by participants in February 2020. The first observation of each coach was conducted in March of 2020. And then shortly thereafter, the world was on lockdown due to COVID-19. This limited my observations to just one per coach, and also required our follow up interviews to be virtual. Virtual interviews may be limiting in that it is difficult to ascertain body language, and developing rapport within the interview is more challenging.

Summary

In school districts interested in raising achievement of all students and elevating equity in instruction, utilizing instructional coaches may be the answer. Instructional coaches are a bridge for learning for teachers between conceptual and application. Instructional coaches have been proven effective at helping teachers reflect, adjust and grow their practice. To raise achievement and elevate equity, teachers need to be Culturally Responsive. To do their work, instructional coaches need to be knowledgeable in both classroom practices and coaching practices. To support teachers to be Culturally

Responsive educators, instructional coaches must also learn to be Culturally Responsive. Therefore, the professional learning of the coaches is critical because of the potential for impact in schools. The purpose of this study was to understand if and how instructional coaches currently incorporate the components of Culturally Responsive Pedagogy into their practice. The results of this study helped to determine appropriate recommendations for professional learning for instructional coaches.

The findings of this study suggested that the learning that coaches need can be visualized in two layers. The first layer are the coaching strategies, professional development techniques and best teaching practices or instructional strategies that research says are the most effective for all students. This is the culturally neutral, achievement driven layer. The second layer adds in the components of CRP and the knowledge and skills that make the coach a culturally responsive coach and is only possible with intentional reflection opportunities. This layer is culturally infused and equity driven. That is, coaching skills that address behaviors, beliefs and ways of being, professional development about CRP, and teaching practices that include specific aspects of CRP. Coaches currently are comfortable with level 1 coaching, PD and strategies. (see Appendix D *Coaching and Components of CRP Look-Fors Tool*)

The findings also suggested that there are four variables that influence the inclusion of CRP components in a coach's work with teachers. These are 1) Consistency of a process or protocol, 2) learning experiences of adults, 3) responsiveness and 4) relationships. Each of these variables can be valuable entry points for the infusion of CRP into a coach's practice with teachers.

From these findings I put forth three recommendations. 1) Professional Development about CRP that Includes the Variables 2) Learn by Doing and 3) Tiered Coaching. The first recommendation is to plan intentional professional development for coaches that is about the components of CRP, and specifically includes the components that require coaches to examine their own personal beliefs, values and biases. This professional development should also intentionally incorporate the four variables. The next recommendation is to create learning cohorts or partnerships of coaches in which they regularly participate in peer observations with feedback or in a Learning Lab around becoming culturally responsive coaches. Finally, the last recommendation is to support individual culturally responsive coach growth through tiered coaching. Each coach works with a culturally responsive mentor coach who regularly supports them in their own context to provide them with in-the-moment, responsive, teaching and feedback.

This goal of this study was to understand if and how coaches in Metro District currently incorporate CRP into their practice with teachers. What the current reality is, based on this study, is that coaches in this district do not have the necessary self-awareness, training or experience to effectively support teachers to incorporate CRP into their practice with students. However, the coaches in the district are not incompetent or ineffective; they have a grasp of many coaching skills that support the growth of teachers, but they lead with achievement rather than equity and work with layer 1 skills and knowledge.

Therefore, it is necessary for this district to create a professional development plan for coaches that leads with equity and urgently and actively brings the inequities to the forefront.

"Professional development for coaches can be greatly expanded. The first step is to recognize the critical need for pd and then explore the highest leverage structures in which to engage coaches in their own learning. The impact on teacher practice will be far greater when coaches are engaged in rigorous, high-quality, professional development. As a result, there could be a much greater likelihood that the experience and outcomes for students will improve. When we tend to the learning needs of all adults in a learning organization, children will benefit" (Aguilar,2013, p. 286).

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Appendices

Appendix A

Instructional Coach Interview Protocol

Researcher will collect signed consent forms.

Thank you for agreeing to meet with me today. I will be recording today's interview on the digital recording app on my phone so that I can take minimal notes during the interview. The recording will be uploaded into my drive and will be saved under an alias.

The overall purpose of this study is to identify the current practices of instructional coaches and the connection of those practices to the components of Culturally Responsive Pedagogy (CRP). As an instructional coach in our district who works in a highly impacted school, you can provide valuable insight into what the coaching work really looks like and how it impacts students.

The underlying assumptions I am working with are that instructional coaches are poised in their current work to connect CRP to teachers' practices and, that in doing so, it will impact learning at school sites. Therefore, your perspective on the current reality, the scope of your work, and how you are supported to lead this important work, will be essential in telling the story of coaching in our district and describing the current reality.

The interview will be transcribed and then analyzed for trends and patterns along with the observations and the interview with the Director of Professional Learning. This will help determine the current reality of coaching for CRP and potentially what coaching activities or strategies best support the incorporation of CRP strategies into a coach's repertoire. The results will be used to eventually develop an instructional playbook for coaching for CRP.

Do you have any questions for me before we begin?

1. What has led you to become an instructional coach?

2. How many years have you been an instructional coach?

3. In your opinion, what is the purpose of and/or what are the benefits of instructional coaching?

4. Tell me about how you spend your time as a coach?

5. Which coaching activities have you found to be the most impactful? Why? How did you know it was impactful?

6. How do you build relationships with the teachers you support?

7. When have you felt the most challenged as a coach? How did you overcome that challenge?

8. What kind of professional development/training have you had to improve your coaching?

9. What was your goal for the coaching activities I observed? How do you feel it went? What is your next step?

10. How might including Culturally Responsive Pedagogy into your repertoire as a coach influence your work?

11. Is there anything else you would like to add?

Thank you so much for your time and candor today. Do you have any questions for me right now? I will share my final product with you once it is finished. If you have any questions in the meantime please call or email me anytime.

Appendix B

Director of Professional Learning Interview

Researcher will document consent on audio recording.

Thank you for agreeing to meet with me today. I will be recording today's interview on the digital recording app on my phone so that I can take minimal notes during the interview. The recording will be uploaded into my drive and will be saved under an alias.

The overall purpose of this study is to identify the current practices of instructional coaches and the connection of those practices to the components of Culturally Responsive Pedagogy (CRP). Based on your role as Director of Professional Learning, you can provide valuable insight into the roles and responsibilities of coaches in the district, as well as what you see as strengths and barriers for coaches and the impact on students.

The underlying assumptions I am working with are that instructional coaches are poised in their current work to connect CRP to teachers' current practice and, that in doing so, it will impact learning at school sites. Therefore, your perspective on the current reality, and the scope of coaches' work will be essential in telling the story of coaching in our district and describing the current reality.

The interview will be transcribed and then analyzed for trends and patterns along with the interviews and observations of the instructional coaches. This will help determine the current reality of coaching for CRP and potentially what coaching activities or strategies best support the incorporation of CRP strategies into their repertoire. The results will be used to eventually develop an instructional playbook for coaching for CRP.

Do you have any questions for me before we begin?

1. Can you tell me a little bit about the history of coaching in the district?

2. What is your vision for coaching in this district?

3. In your opinion, what is the purpose of and/or what are the benefits of instructional coaching?

4. How would you describe the current reality of coaching in the district?

5. What do you believe is the greatest strength of the instructional coaches?

6. What is the greatest area of need for the instructional coaches?

7. What does professional development for coaches need to entail?

8. How are coaches supported in their work?

9. How might including Culturally Responsive Pedagogy into the coaches' repertoire influence their work and teaching and learning?

10. Is there anything else you would like to add?

Thank you so much for your time and candor today. Do you have any questions for me right now? I will share my final product with you once it is finished. If you have any questions in the meantime please call or email me anytime.

Appendix C

WEEKLY DATA MEETINGS 16-17

Leading Teacher Teams to Analyze Student Daily Work

Prepare **Before the Meeting**	**Prepare** • Prime the pump: script the ideal teacher interpretation of the standard, script exemplar, find student exemplar, categorize HMLs, pull upcoming lesson plan(s) and pertinent prompting guides • Teacher pre-work expectations: teacher selects standard, records aggressive monitoring notes from assignment, and teacher selects prompts from requisite prompting guide • Preview protocol with teachers: i.e., assign roles, novice teachers speak first, veteran teachers add-on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note takingtemplate

See It
13-18 mins
	See Past Success, See the Exemplar, and See and Analyze the Gap
	See Past Success (1 min):
	• "Last week we were at ___ % proficient on this standard, and now we've met our goal…"
	• "What actions did you take to reach this goal?"
	
	See the Exemplar (7-10 min):
	• Narrow the focus: "Today, I want to dive into [specific standard]…"
	• Interpret the standard(s):
	  ○ "In your own words, what would a student have to know or be able to do to show mastery?
	• Unpack the teacher's written exemplar (only 2 min):
	  ○ "What were the keys to an ideal answer?" "So the exemplar needs to include…"
	  ○ "How does this [part of the exemplar] align with the standard?"
	• Analyze the student exemplar –acknowledge connection to interpretation of the standard:
	  ○ "How does your student exemplar compare to the teacher exemplar? What is the gap?"
	  ○ "Do students have different paths/evidence to demonstrate mastery of the standard?"
	  ○ "Does the student exemplar offer something that your exemplar does not?"
	
	See the Gap (5-7 min):
	• Focus on the 2s/Mediums (almost mastered):
	  ○ "What are the gaps that we see between the 2s and our student exemplar?"
	  ○ "What are the highest leverage misconceptions to fix that will move them most quickly to a 3-4?"
	  ○ Analyze process and content: "What do we see students doing that led to this error?"

Name It
2 mins
	State the Error and Conceptual Misunderstanding
	Name the Error and Conceptual Understanding:
	• Describe the student error and name the conceptual misunderstanding evident in that error
	
	Punch It:
	• "The key student error and biggest conceptual misunderstanding is…."
	  ○ Write down and/or chart the highest leverage student
	  ○ Have teacher restate the error and conceptual misunderstanding.

Uncommon Schools | Change History.

	Plan the Reteach, Practice, and Follow Up

Do It
Rest of the meeting
	Plan the Reteach (8-10 mins):
	• Script the exemplar for the next applicable problem/question/prompt:
	  ○ "What would be the ideal we want to see?" Call on teachers to share exemplar and spar
	• Plan the structure (see below):
	  ○ "If this [exemplar] is what we want to see, how do we want to teach this?"
	  ○ Choose the reteach structure: modeling or guided discourse.
	  ○ Identify the conceptual impact: "What is the 'why' that students should be able to articulate?"
	• Get specific:
	  ○ [If one teacher's students were higher on the skill]: "How did you teach this skill?" [To peers] "What do you notice about the differences in how s/he taught the skill?"
	  ○ "Walk me through what steps you will take when re-teaching this—what will be different?"
	  ○ "What will be the student materials? Of those, what will you monitor during class?"
	  ○ "Let's name those students/groups that need this re-teaching…"
	  ○ "Use your resources." (e.g., Re-reaching one-pager, Guided Reading Prompting Guide)
	• Punch it:
	  ○ "Based on the conceptual misunderstanding, your action step for re-teaching is…"
	
	Practice (remaining time):
	• "Let's practice those new prompts now."
	  ○ [When applicable] Have teacher stand up/move around classroom to practice monitoring
	  ○ Repeat until the practice is successful. CFU: "What made this more effective?"
	• (If a struggle) "I'm going to model teach for you first. [Teach.] What do you notice?"
	• Lock-it In: "How did our practice meet or enhance what we planned for the reteach?"
	
	Follow-up (last 2 minutes):
	• Set the follow-up plan (when to teach, when to re-assess, when to revisit this data)
	  ○ Observe implementation within 24 hours of the meeting
	  ○ Teacher sends re-assessment data to instructional leader

RE-TEACHING STRUCTURES

Option 1: Guided Discourse	**Guide Student Conversation**
	• Know the end game:
	  ○ What strategy/skill/thinking do you want students to understand via the discourse
	• Start from student work (Show-Call)
	  ○ Post/display/chart an exemplar student response OR an incorrect student response
	  ○ OR post both ☺
	• Call on students—ID the student thinking:
	  ○ Exemplar: what did this student do?
	  ▪ Push for clearer answers when they haven't precisely IDed the successful strategy
	  ○ Incorrect response: do you agree/disagree with this answer? What is the error?
	• Stamp the understanding:
	  ○ What are the key things to remember when solving problems like these?
	  ○ Name the strategy/conceptual understanding
	  ○ Have students put it in their own words

Option 2: Modeling	**Show the Students How**
	• Model precisely the thinking when moving through a specific task:
	  ○ Narrow the focus to precisely the thinking students are struggling with: that frees their mind to focus only on that component
	  ○ Model replicable thinking steps that students can follow
	  ○ Model how to activate one's content knowledge/skills that have been learned in previous lessons
	• Vary in tone and cadence to sound different from a "teacher" voice.
	• Give students a clear listening/note-taking task that fosters active listening of the model
	• Debrief the model:
	  ○ What did I do in my model?
	  ○ What are the key things to remember when you are doing the same in your own work?

Appendix D

	Critical Consciousness	Critically Conscious Purpose	Context	Culture, Language and Racial Identity	Modeling
Look Fors	• T's own beliefs values, biases • Reflection • Greater understanding and sensitivity of others • Appreciate differences	• T's beliefs about their purpose • T's believe S's are change agents of future • T's develop S's leadership • T's classrooms are not mirrors of traditional education system	• T's immersed in S's contexts • Sense of duty/servants to S's and their community • Understand community's cultural wealth	• T's understand how culture, language and racial identity impact learning • Impact of racial and gender expectation • Enculturation and socialization	• Instructional expectation • Direct instruction • Think-aloud • Shared understanding of LI and SC (T clarity) • Facilitate learning of information that allows S's to process /connect to prior knowledge • Use attention getting activities to signal start of modeling • Use of story, song, movement, chants, rituals, dialogic talk • S's know acceptable performance
	High Expectations	Scaffolding	Engagement	Academic Discourse	Relevant Curriculum
Look Fors	• Believe S's can be successful and achieve • Authentic respect and belief in S's capabilities	• T knows S's current level of prof. • Provides appr. Support structures to move S's to next level • Strategic questions, prompts, cues • T constantly elevate the bar • Just the right amount of support • Don't over scaffold	• Actively involved in learning process • Cooperative learning structures • Discourse • Instr. Strategies that promote coop. Lrng. • Contribute equally to learning • Variety of groupings	• Dialogue • Language use • High level of communication in classroom • Peer to peer • Whole-class • S's process and interact using acad. Vocab. • Talk about learning • Try out ideas, uncover assumptions, work through belief conflicting info, expand thinking w/ other perspectives • Use non-mainstream discourses • Explicit instruction of acad vocab • Sentence stems/frames • Lang. objectives and expectations for lang. Use • Explicit inst. On when it is appropriate to use various discourses of lang.	• Plan and facilitate • Fosters critical thinking • Includes content on issues important to community • Inquiry based • Reflecting and adjusting lessons • Emphasize higher-order thinking skills, • teach skills in meaningful contexts • Ask higher level questions • Tasks w/ increased levels of cognitive engagement • Surface learning to deep learning • T's plan for transfer of learning • Investigate real-world, open-ended problems • S's identify and analyze hidden curr. Or dominant culture themes • T uses resources and artifacts that are relevant to S's • How to navigate various settings and confront inequities
	• Higher level thinking • Norm of challenging work • group/ind goals for success • Specific feedback to S's on how can meet expectations • Challenging and meaningful curriculum • Reverse S's inundation of negative thoughts about capabilities from microaggressions • Shown an incremental path to success • Dependent to independent				

	Student-Centered	Responsive Feedback		Caring Learning Community	Professional Development & Coaching process
	• Student-generated ideas drive the teaching • Learning is connected to s's interest and prior knowledge. • S's are self-regulated • T's make learning personal • Family and community members are authentically included in instruction • Collaborative teaching approaches • S's and T share power • Kid-friendly language for talking about learning moves • Checklists to support S decision making • S tools to track own progress	• T seeks feedback from students • S feedback is corrective, timely and specific • T uses formative assessment to find areas of feedback • Process and task feedback • specific=what to fix and how • Peer feedback		• T holds high expectations and helps S's believe that they can reach them • Build hope in S's • Build rapport- S's feel appreciated, supported, safe and important • S's take resp. For theirs and peers learning • Sense of family and belonging • Ownership of learning space • T is facilitator/coach while S's explore, collaborate and discover around real life problems • T sets up structures and process that tend to emotional well-being of S's • Model genuine respect and concern for S's • T views	PD- • T's engage in **teach, assess, observe and reflect (process)** to illuminate learning • **T's engage in participant driven** inquiry, reflection and experimentation • T's **collaborate** to share knowledge • **Focus on t's communities** of practice (not ind. Ts) • Connect to or derive from T's **work with students** • Sustained, ongoing, **intensive PD w/ follow up** modeling, coaching, and **collective solving of PoP** • Connect to other aspects of school

				classroom as 3rd space for S's to explore ind. And collective identities • T embraces shift in power that comes with S's being leaders of their own learning.	change **Coach process**: • Provide T's with compelling reason • Provide **feedback** on progress • **Model lessons** to provide access to skills and tools for T • Conference with Ts to **provide clear expectations for implementation** of new behavior • Support Ts **sense of self-efficacy** with new behavior • **Administer assess.** To provide Ts with **compelling reason for change or feedback on effectiveness of change** • **Facilitate communities of practice**

Appendix E

Domain 6: Coaching for Equity

Indicator	Foundational	Intermediate	Advanced
a. Identifying and Shifting Limiting Beliefs	Notices when a client is expressing a biased belief.	Takes action to explore and shift a client's biased beliefs; some strategies are effective while others are not.	Quickly recognizes when a client is harboring a biased belief can make decisions about when & how to do so. Persistently and effectively unpacks biased beliefs across the course of a coaching relationship using a range of strategies.
b. Coach's Socio-Political Consciousness	Is aware of historical and contemporary systems of oppression. Is aware of own identity development, privilege, internalized oppression, and conscious/unconscious bias. Recognizes power dynamics at play.	Is aware of how historical systems of oppression (including white supremacy, patriarchy and capitalism) manifest in schools, classrooms, and the behaviors of educators. Has some strategies to maneuver through power dynamics. Believes that in order to interrupt inequities, they must continuously engage in their own learning about systems of oppression.	Conversations and coaching actions lead to the disruption of inequitable practices and systems. Recognizes high leverage entry points to interrupt inequities. Is aware that even with a heightened socio-political consciousness, coach may still have biases; recognizes that coaching for equity is an opportunity for continued learning.
c. Fostering Others' Socio-Political Consciousness		Guides client to increased awareness about systemic oppression, including about white supremacy, patriarchy and capitalism. Has some strategies to help client become aware of their identity development, privilege, internalized oppression, and conscious/unconscious bias.	Guides client to increased awareness about how historical systems of oppression manifest in schools, classrooms, and educators' behaviors. Guides client to interrupt the power dynamics in a classroom and school that uphold systemic oppression. Inspires clients to continuously reflect on their biases.

Coaching for Equity, Elena Aguilar. Jossey-Bass, 2020

[Link to Full Rubric]