Culturally Responsive Leadership: A Cognitive Coaching Approach

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Systemic Change Framework
Culturally Responsive Leadership

- Critical Knowledge
- Contextual Knowledge
- Technical Knowledge
- Cultural Tools
- Communication
- Identity
Foundations of our Coaching Approach

http://www.niusileadscape.org/

Online tools & resources for principals, school leaders, and educators

- **Lead** change using data-driven, team-based processes
- **Learn** about effective, research-based practices for improved outcomes
- **Liberate** ALL learners by creating equitable school communities

February 2010: Leadership for Equity and Excellence Forum, Phoenix, AZ
Focused, cognitive coaching is an integral feature of the NIUSI-LeadScape community of inclusive schools.

Coaching is integral to effecting substantive, transformative change.

NIUSI-LeadScape coaching supports school leaders in their work to implement culturally responsive practices in every classroom.
Coaching: An Integral Part of the School Improvement Process
Why this kind of coaching?

Through NIUSI-LeadScape coaching, we are supporting systemic change.

School leaders often engage in coaching in order to respond to a problem or react to a specific incident.

These kinds of conversations are necessary to manage school operations, but they do not address the type of “deep change” necessary to transform school practices to be inclusive of all students. ¹

Levels of knowledge Construction

Dimensions of the Culturally Responsive Matrix

This perspective conceptualizes knowledge construction as occurring on a continuum from factual and peripheral to transformative and active.
The Development of Coaching for Inclusive Practices

- Cognitive Coaching
- Culturally Responsive Coaching
- Cognitive, Culturally Responsive Coaching for Equitable Outcomes
Use ThirdSpace to develop a shared understanding of inclusive practice.

Collaborate to create shared expectations of collaboration, participation, and differentiated instruction.

Don’t spend all of your time in a problem-solving space!

Use cognitive strategies to help others broaden their perspectives.
Components of a Coaching Conversation

- Engage
- Create ThirdSpace
- Develop Insights
- Reframe
- Practice Scripts
- Set Goals
Coaching Discussion

Critical prompts guide the coachee to examine her own beliefs and practices in supporting inclusive education.

Technical coaching conversations support coachees in solving problems of practice in their schools.

Contextual prompts reveal underlying beliefs and cultural practices of a school that can either support or resist inclusive practices.

Three ways of entering coaching discussions
Technical coaching conversations support coachees in solving problems of practice in their schools.
The significant problems we face cannot be solved at the same level of thinking we were at when we created them. – Albert Einstein

<table>
<thead>
<tr>
<th>Focus</th>
<th>Identify practices</th>
<th>Evaluate effectiveness</th>
<th>Determine changes</th>
<th>Identify role</th>
<th>Plan moves</th>
<th>Evaluate progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty implementing co-teaching practices</td>
<td>In what ways have you ensured that your teaching team works together during shared planning time?</td>
<td>How are your planning sessions helping with differentiating lessons for students?</td>
<td>What procedures need to be established to make these sessions more effective?</td>
<td>What will your role be in establishing these procedures?</td>
<td>What actions are needed?</td>
<td>When and how will you determine if the new procedures are effective?</td>
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Example of Technical Prompts
Contextual prompts reveal the underlying beliefs and cultural practices of a school that can either support or resist inclusive practices.
We don’t see things as they are, we see them as we are. – Anaïs Nin

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<thead>
<tr>
<th>Focus</th>
<th>Guiding prompts</th>
<th>Identify patterns</th>
<th>Surface institutional values</th>
<th>Identify goal for change</th>
<th>Plan moves</th>
<th>Evaluate progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning</td>
<td>How have team members participated in selecting topics for professional learning?</td>
<td>What are some of the recurring topics that pop up each year?</td>
<td>What do the topic selections tell you about what’s important to your peers?</td>
<td>What kinds of topics would you hope the teacher leaders would choose?</td>
<td>What are some strategic actions you could take to bring these topics up?</td>
<td>How will you know if you are influencing teacher leaders’ selections?</td>
</tr>
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</table>
Critical prompts guide the coachee to examine her own beliefs and practices in supporting inclusive education.

Critical coaching process:

1. Identify critical issue
2. Plan moves/activities to initiate change
3. Establish how progress will be monitored
4. Identify coachee’s goal
5. Expand awareness
6. Probe for deeper reflection
7. Who benefits from school practices
8. How to bring students who may have been marginalized into the “center” of school culture
9. Power and privilege
10. Critical dialogues examine:
   - Who benefits from school practices
   - Power and privilege

Critical dialogues examine:
He who cannot change the very fabric of his thought will never be able to change reality, and will, therefore, never make any progress. – Anwar Sadat

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<td>Leadership for change</td>
<td>How do you think your leadership style helps to move your team forward in the process of transforming inclusive practices?</td>
<td>Who is benefiting from the ways you’re currently serving students?</td>
<td>What are some factors that might be influencing your team members’ attitude toward change?</td>
<td>How would you hope to lead your team to move forward in transforming practices?</td>
<td>What are some steps you can take to guide your team members’ focus toward empowering marginalized students?</td>
<td>How will you know if the new approach is effective?</td>
</tr>
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</table>
Critical, Contextual, or Technical?

How are divergent viewpoints honored and shared in your staff culture?

In what ways do you consciously infuse awareness of power and privilege in your team discussions?

In what ways are your IEP meetings structured to encourage team discussion and sharing of ideas?
<table>
<thead>
<tr>
<th>Coach</th>
<th>3/16/10</th>
<th>Coachee</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine</td>
<td></td>
<td>Bob</td>
<td>Fillmore</td>
</tr>
</tbody>
</table>

1. Items Discussed

- **Hot Topic:** Budget cuts
  - Bob concerned about losing paraprofessional support for inclusion.
  - Address in team planning week of 4/5/10.

- **Focus topic:** Supporting students with severe disabilities in Mathematics classes
  - Bob concerned that support sometimes looks like “doing for” rather than adapting for students with high needs.
  - Discuss shared expectations in team meeting, identify shared goal.

2. Status/Progress

3. Next Steps

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<th>Prompts Used:</th>
<th>Access Points: (Critical, Contextual, Technical)</th>
</tr>
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<tr>
<td><strong>In what ways do you and Ms. Merino communicate to plan for support of your students with high needs?</strong></td>
<td>Contextual, identify context</td>
</tr>
<tr>
<td><strong>What types of support structures do you and Ms. Merino generally plan for your students?</strong></td>
<td>Contextual, identify patterns</td>
</tr>
<tr>
<td><strong>What do your shared decisions indicate about what your team feels is important for your students to be able to do?</strong></td>
<td>Contextual, surface values</td>
</tr>
<tr>
<td><strong>What priorities would you hope to communicate through your support plans?</strong></td>
<td>Contextual, identify goal</td>
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5. Summary of Issues: A place for your reflections on: 1) the development of inclusive practices in this class; 2) changes in the coachee’s understanding of inclusive practices, and 3) the relationships among the coachee and other team members.

Bob seems frustrated with Ms. Merino’s approach, but hasn’t clearly communicated his own high expectations for students with disabilities. He’s more comfortable doing it all himself than spending the time to establish common ground with her.

6. Next Steps:

Bob will initiate a conversation with Ms. Merino during Friday’s planning time to express his own expectations and hopes for the students and elicit hers in order to establish a common goal.
Coaching for Inclusive School Practices includes . . .

establishing cognitive, reflective frameworks for action . . .

to develop a culturally responsive ThirdSpace . . .

where you can work together to target inclusive outcomes!
If there is any great secret of success in life, it lies in the ability to put yourself in the other person’s place and to see things from his point of view as well as your own. – Henry Ford
You can download Facilitating Transformation: A Framework for Culturally Responsive Cognitive Coaching from our website.

http://www.niusileadscape.org/docs/FrameworkCulturally_Web_031810.pdf
For more information about NIUSI-LeadScape’s community of inclusive school leaders

http://www.niusileadscape.org/application/LS_Application.pdf
Please let us know what you think!