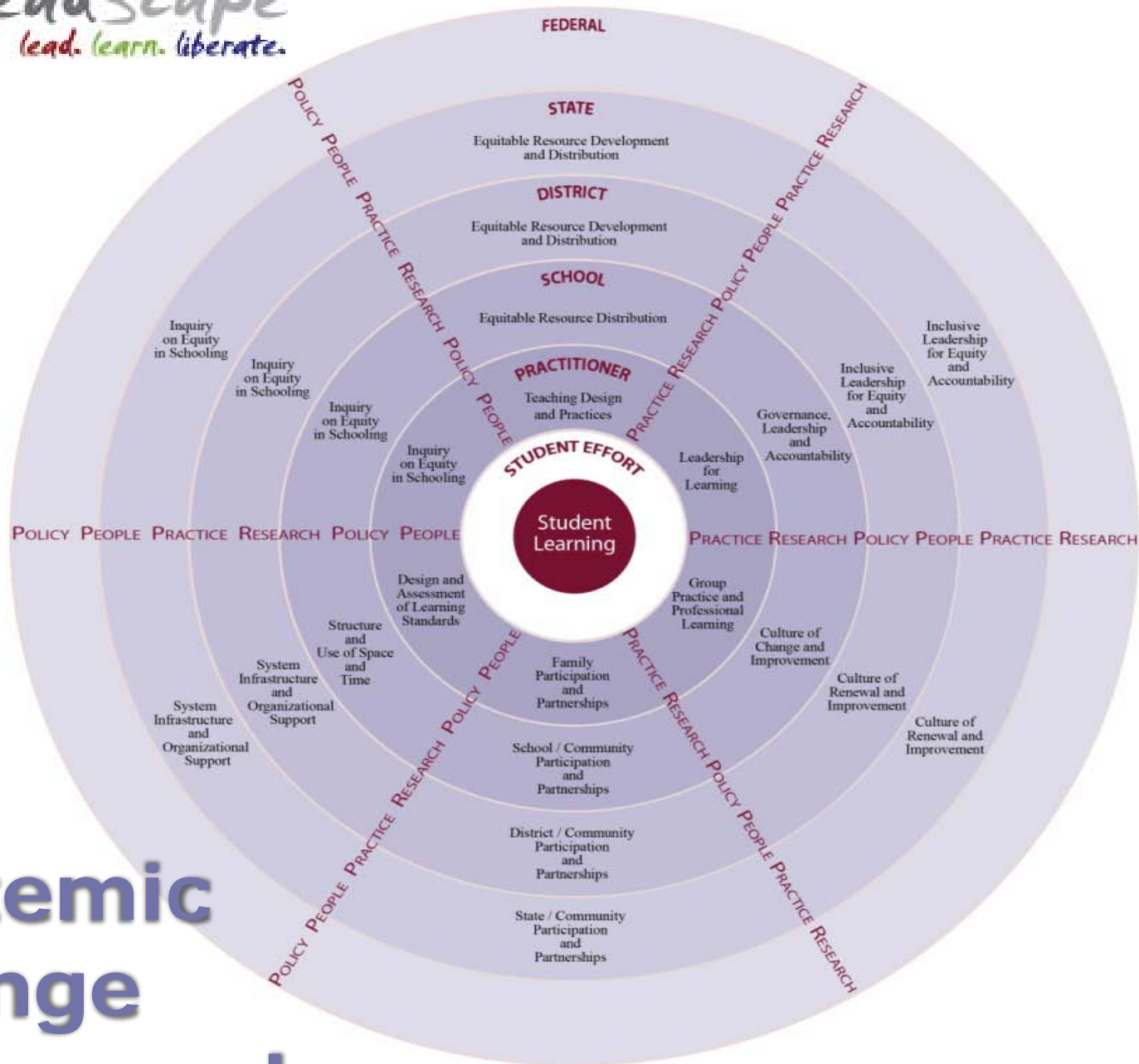


Culturally Responsive Leadership: A Cognitive Coaching Approach

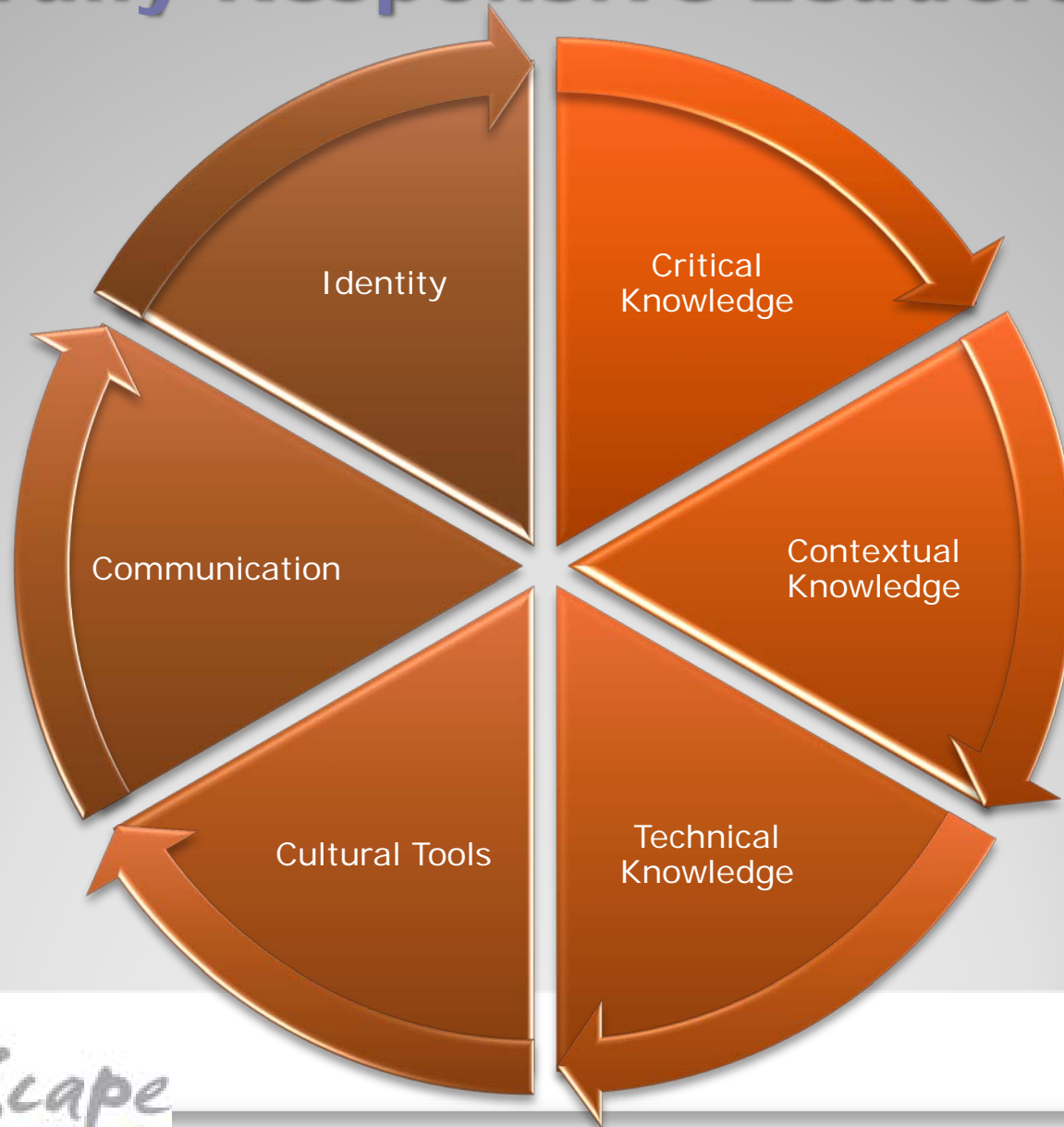
Elizabeth B. Kozleski
May 7, 2010





Systemic Change Framework

Culturally Responsive Leadership



<http://www.niusileadscape.org/>



February 2010: Leadership for Equity and Excellence Forum, Phoenix, AZ

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

Foundations of our Coaching Approach

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 for Culturally Responsive Practices



Ways of
Doing

Collaborative *Responsive* *Transformational* *Inclusive*

Ways of
Being



**Coaching: An Integral Part of the
School Improvement Process**

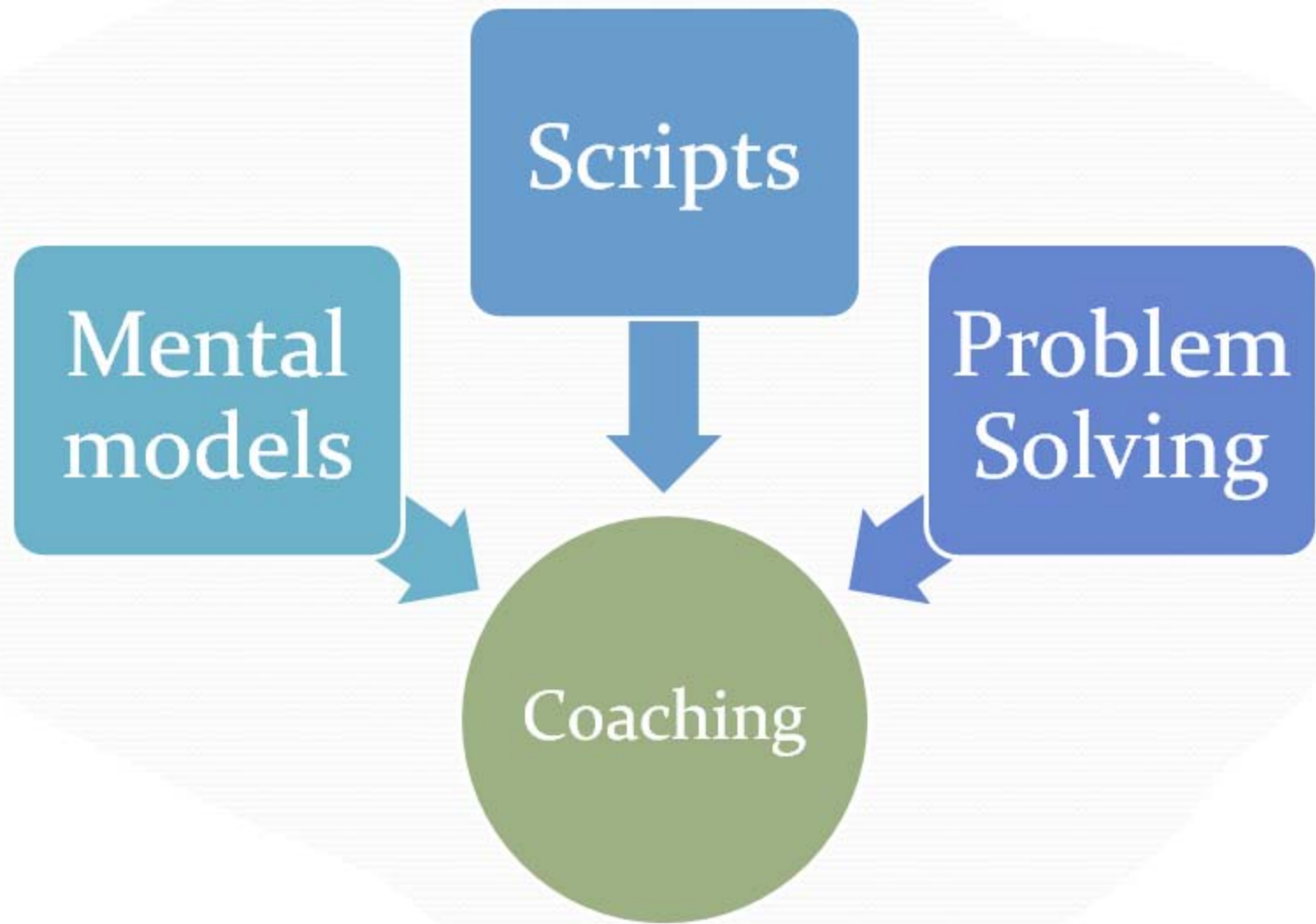
Through NIUSI-*LeadScape* coaching, we are supporting systemic change.

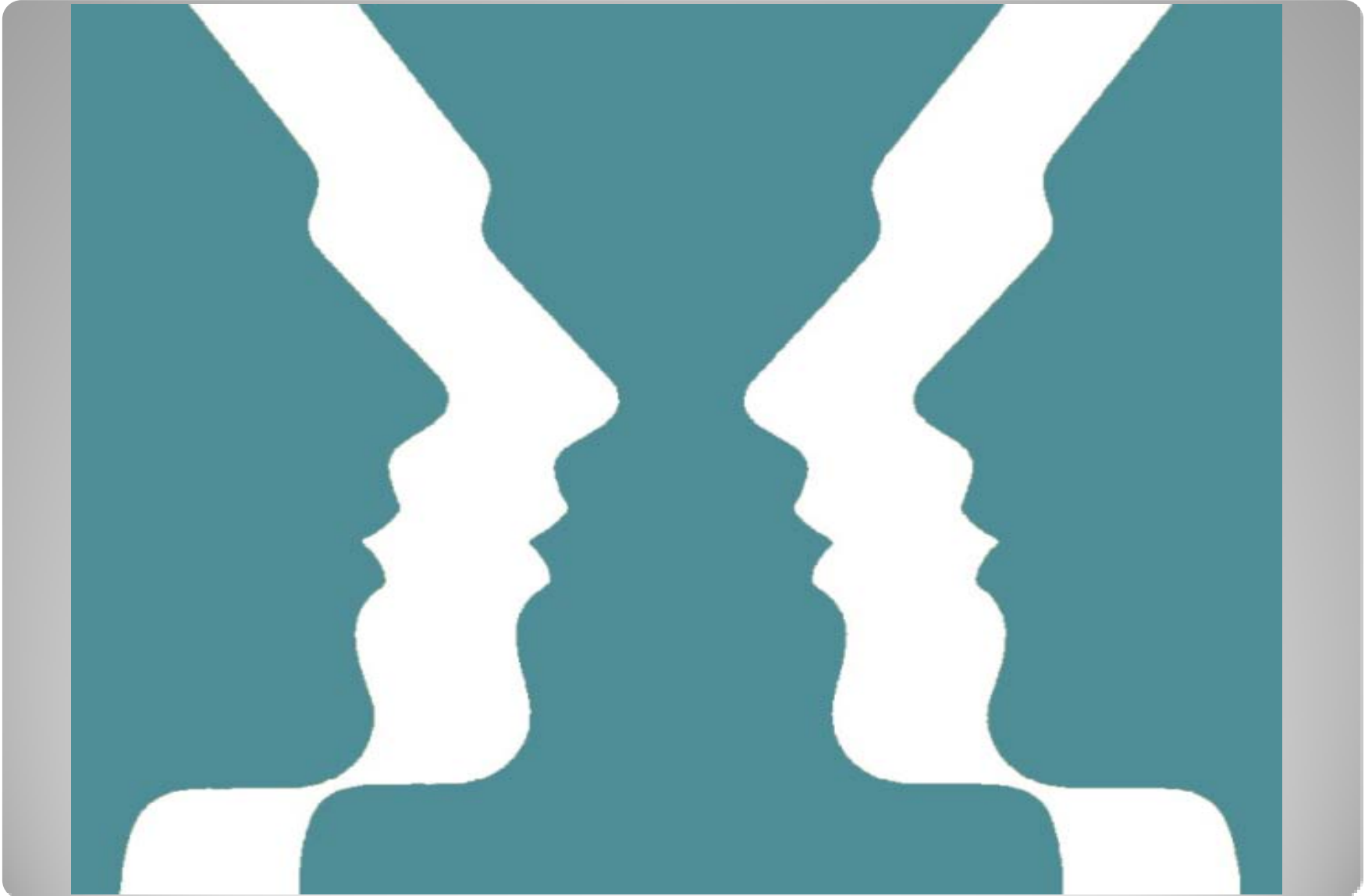
School leaders often engage in coaching in order to respond to a problem or react to a specific incident.

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

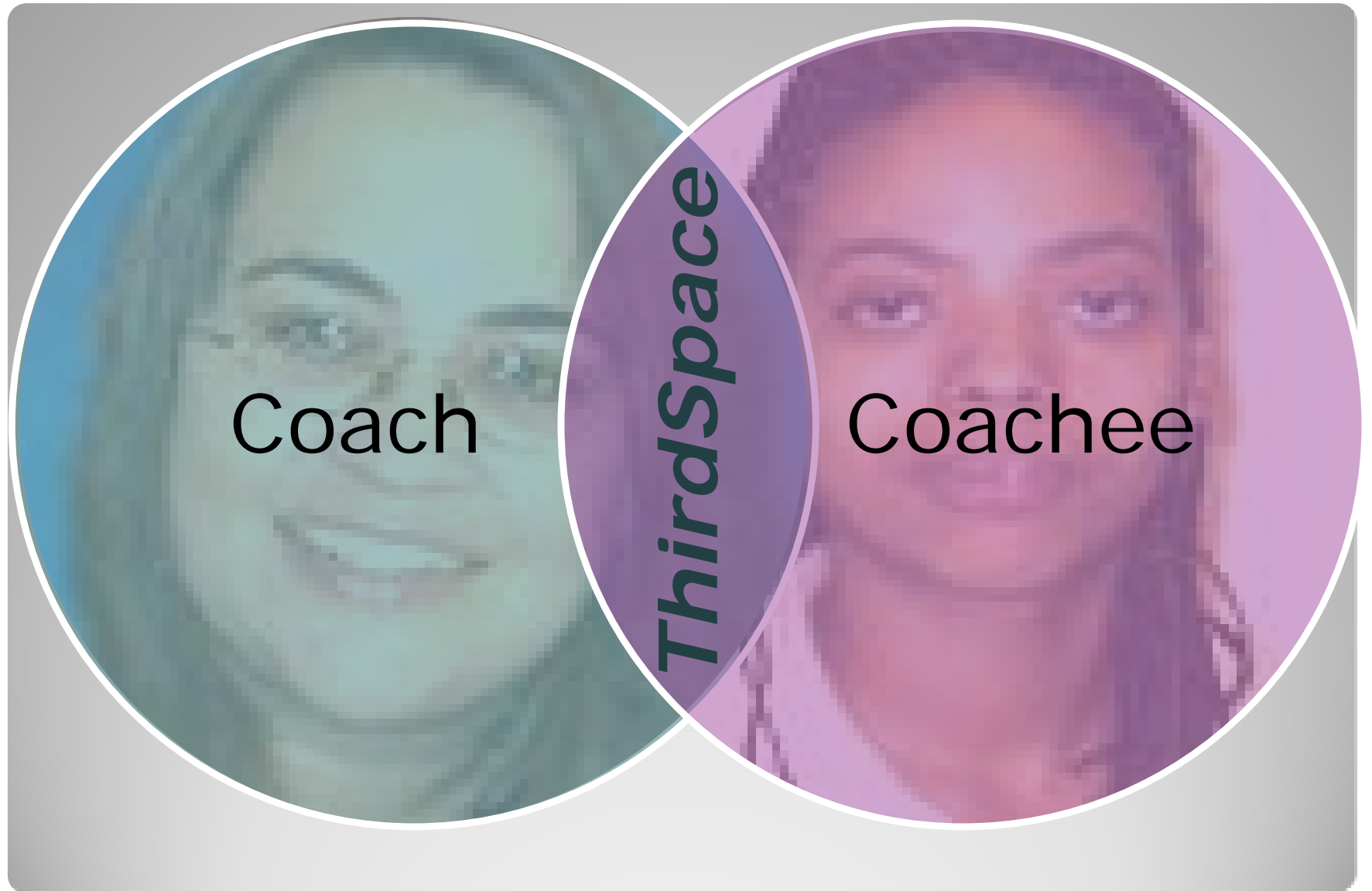
Why this kind of coaching?

¹Marzano, R. J., Walters, T. & McNulty, B.A. (2005). *School Leadership that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.



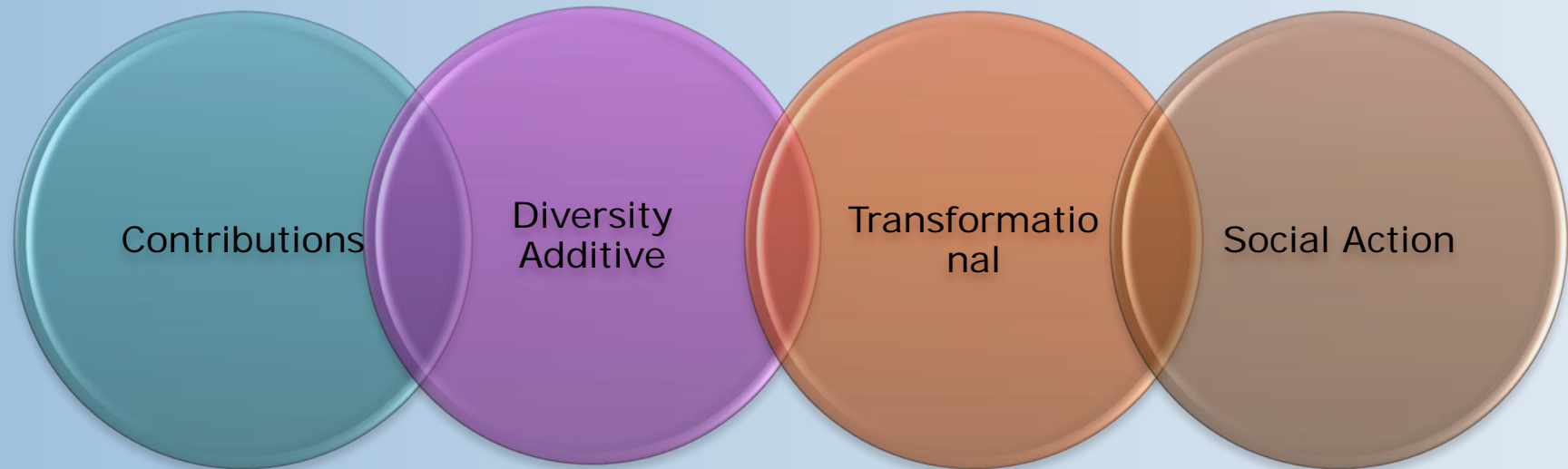


Perception



Culturally Responsive: ThirdSpace

Levels of knowledge Construction



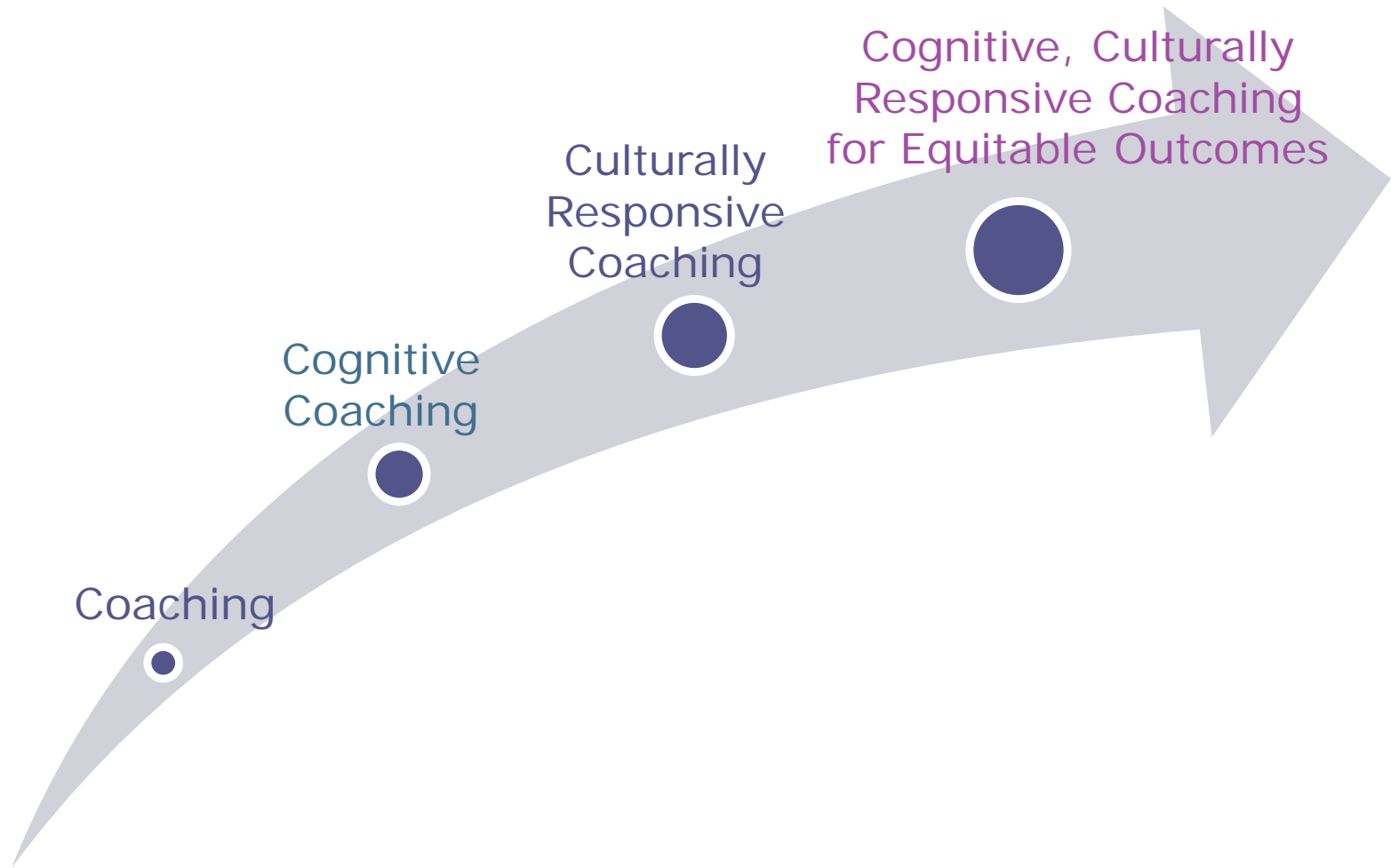
Dimensions of the Culturally Responsive Matrix

This perspective conceptualizes knowledge construction as occurring on a continuum from factual and peripheral to transformative and active

DIVERSITY in MY SCHOOL



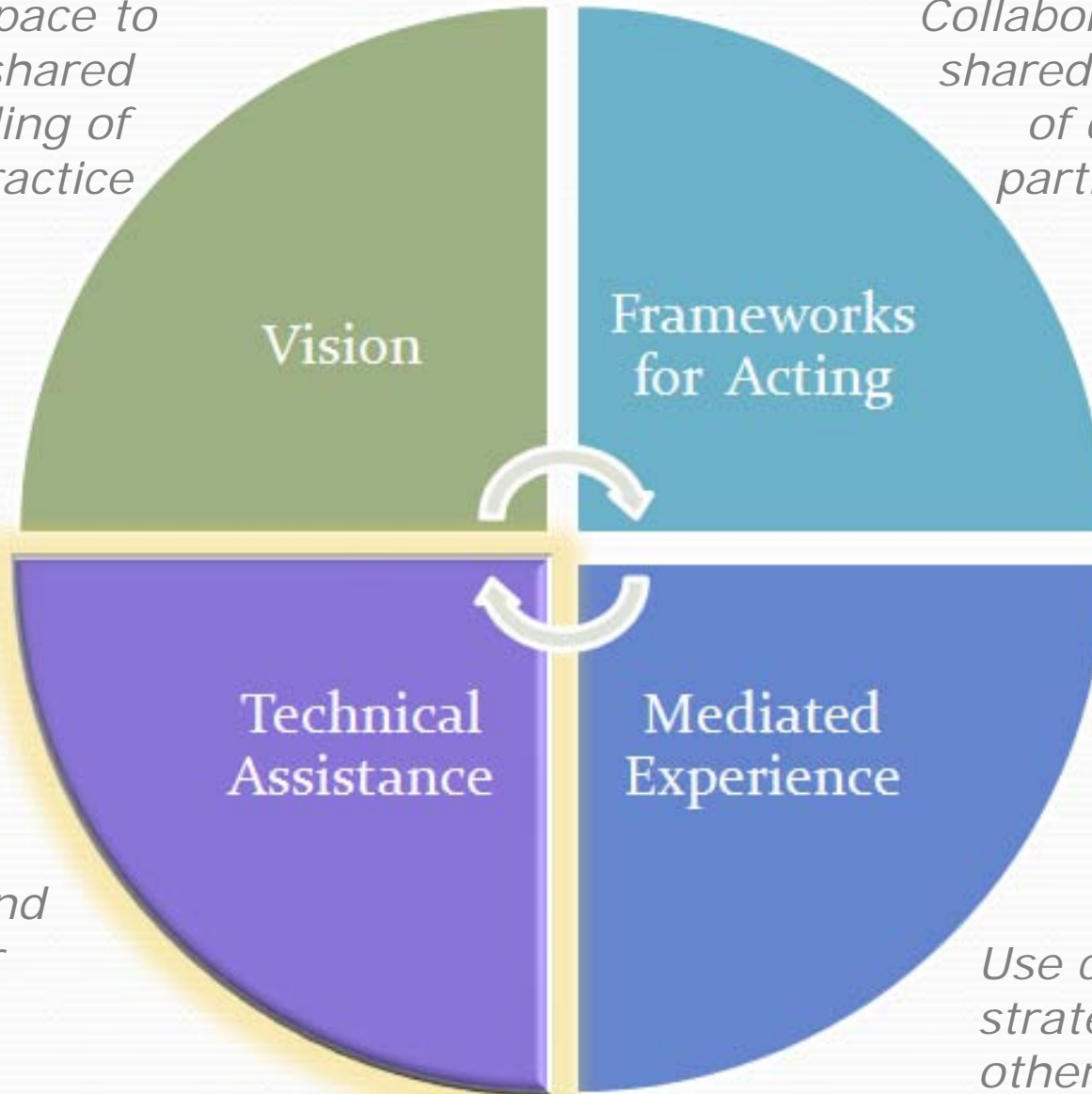
Equity Outcomes



The Development of Coaching for Inclusive Practices

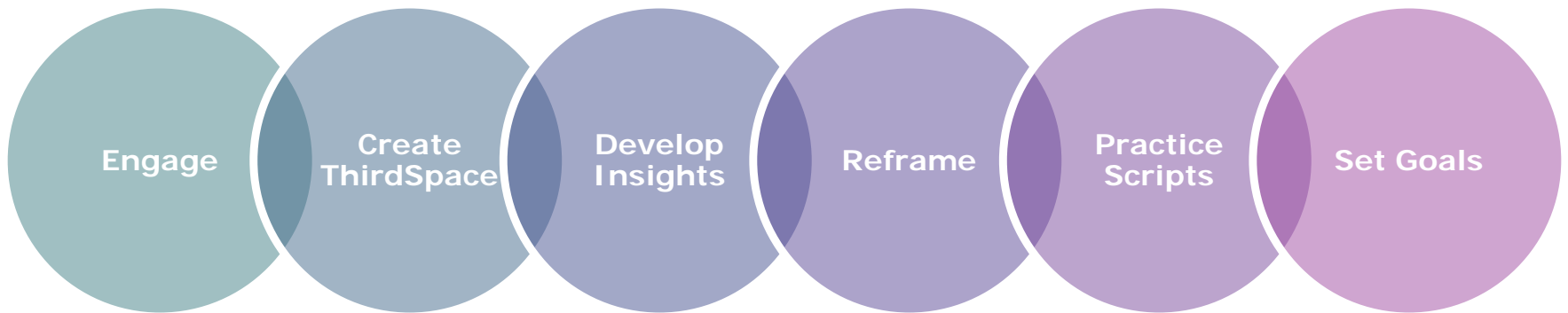
Use ThirdSpace to develop a shared understanding of inclusive practice

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

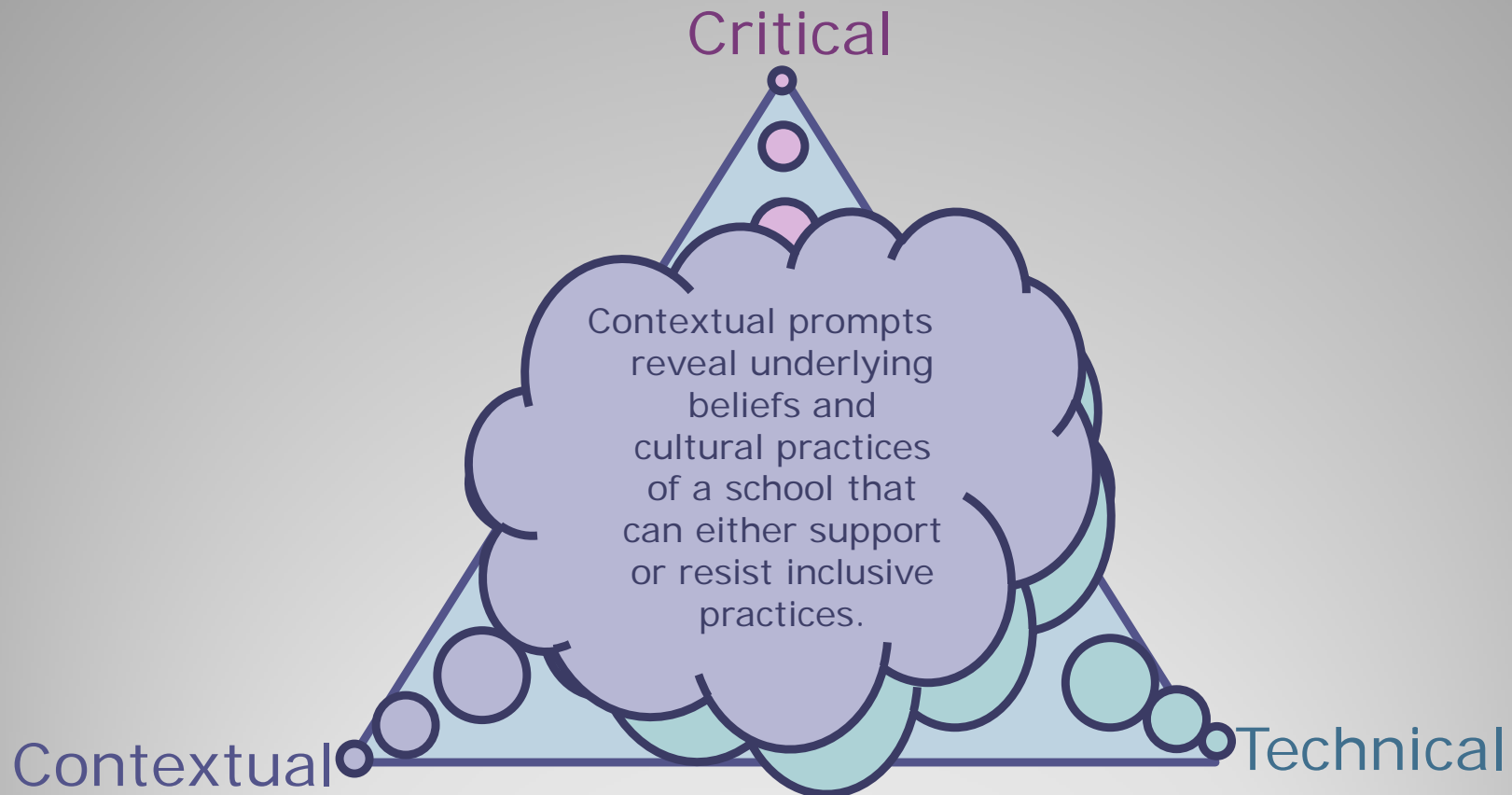


Don't spend all of your time in a problem-solving space!

Use cognitive strategies to help others broaden their perspectives



Components of a Coaching Conversation



Three ways of entering coaching discussions

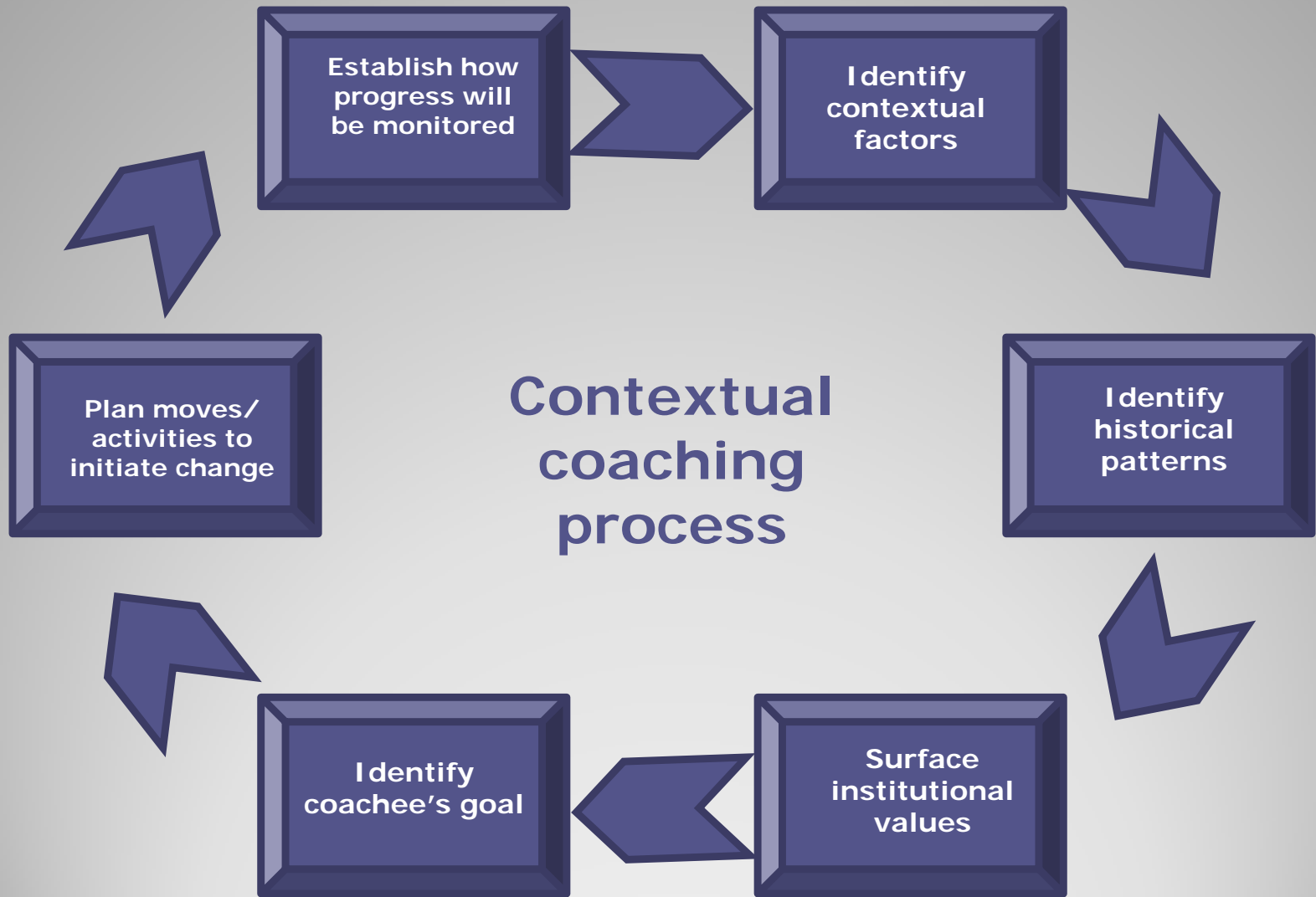


Technical coaching conversations support coachees in solving problems of practice in their schools.

The significant problems we face cannot be solved at the same level of thinking we were at when we created them. – Albert Einstein

Focus	Identify practices	Evaluate effectiveness	Determine changes	Identify role	Plan moves	Evaluate progress
Difficulty implementing co-teaching practices	In what ways have you ensured that your teaching team works together during shared planning time?	How are your planning sessions helping with differentiating lessons for students?	What procedures need to be established to make these sessions more effective?	What will your role be in establishing these procedures?	What actions are needed?	When and how will you determine if the new procedures are effective?

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

Focus	Guiding prompts	Identify patterns	Surface institutional values	Identify goal for change	Plan moves	Evaluate progress
Professional learning	How have team members participated in selecting topics for professional learning?	What are some of the recurring topics that pop up each year?	What do the topic selections tell you about what's important to your peers?	What kinds of topics would you hope the teacher leaders would choose?	What are some strategic actions you could take to bring these topics up?	How will you know if you are influencing teacher leaders' selections?

Example of Contextual Prompts



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

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

Focus	Guiding prompts	Probe for deeper reflection	Expand awareness	Identify goal	Plan moves	Evaluate progress
Leadership for change	How do you think your leadership style helps to move your team forward in the process of transforming inclusive practices?	Who is benefitting from the ways you're currently serving students?	What are some factors that might be influencing your team members' attitude toward change?	How would you hope to lead your team to move forward in transforming practices?	What are some steps you can take to guide your team members' focus toward empowering marginalized students?	How will you know if the new approach is effective?

Example of Critical Prompts

Critical, Contextual, or Technical?

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

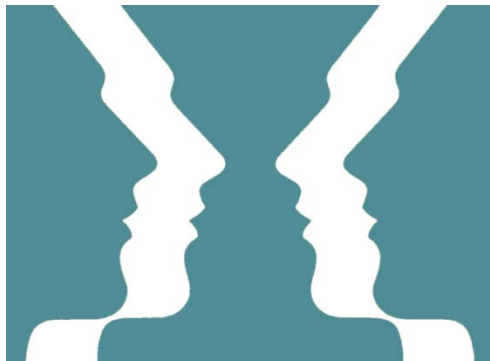
In what ways do you consciously infuse awareness of power and privilege in your team discussions?

In what ways are your IEP meetings structured to encourage team discussion and sharing of ideas?

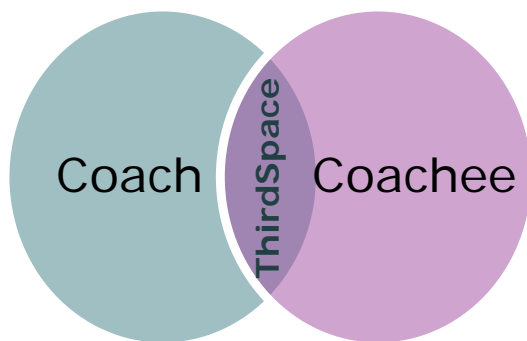
Coach	Elaine	Date	3/16/10	Coachee	Bob	School	Fillmore
1. Items Discussed		2. Status/Progress			Next Steps		
♦ Hot Topic: Budget cuts		Bob concerned about losing paraprofessional support for inclusion.			Address in team planning week of 4/5/10.		
♦ Focus topic: Supporting students with severe disabilities 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.		
Prompts Used:				Access Points: (Critical, Contextual, Technical)			
In what ways do you and Ms. Merino communicate to plan for support of your students with high needs?					Contextual, identify context		
What types of support structures do you and Ms. Merino generally plan for your students?					Contextual, identify patterns		
What do your shared decisions indicate about what your team feels is important for your students to be able to do?					Contextual, surface values		
What priorities would you hope to communicate through your support plans?					Contextual, identify goal		
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 Notes

Coaching for Inclusive School Practices includes . . .



establishing cognitive, reflective frameworks for action . . .



to develop a culturally responsive ThirdSpace . . .

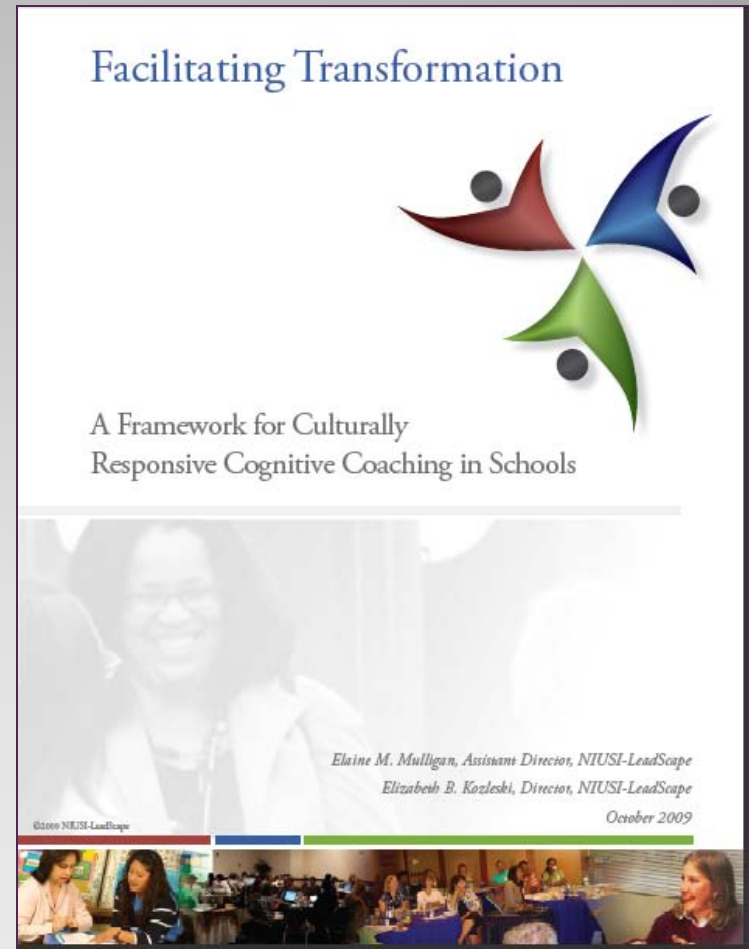


where you can work together to target inclusive outcomes!

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



A complete
system of online
tools & resources
for transforming
schools

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



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http://www.niusileadscape.org/application/LS_Application.pdf



Please let us know what you think!