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**Instructional Coaching: A K-12 Professional Development Model
to Support Implementation of Culturally Responsive Teaching**

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**Instructional Coaching: A K-12 Professional Development Model
to Support Implementation of Culturally Responsive Teaching**

by

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Dedication

To my late father, Robert Harold Wattenbarger, my guardian angel, who instilled in me a love of literature and who reminds me still to stop and smell the roses.

In one of the stars, I shall be living.

In one of them, I shall be laughing.

And so it will be as if all the stars were laughing when you look at the sky at night.

~ The Little Prince, Antoine de Saint-Exupery

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**Instructional Coaching: A K-12 Professional Development Model
to Support Implementation of Culturally Responsive Teaching**

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Changing student demographics in the state of Texas as well as across the nation make it imperative for educators in K-12 public school settings to develop instructional strategies to meet the needs of increasingly diverse students in multicultural classrooms. To develop greater understandings of this complex issue, culturally responsive teaching was considered through the lens of the instructional coaching professional development model. For purposes of this research study, the culturally responsive/relevant theoretical frameworks of Geneva Gay (2000, 2001, 2004), Ana Maria Villegas & Tamara Lucas (2002), and Gloria Ladson-Billings (1994, 1995) were foundational.

Instructional coaching is a job-embedded professional development model for teachers which is gaining increasing attention in K-12 educational settings (Bloom, Castagna, Moir, & Warren, 2005; Kise, 2006; Knight, 2007; Lindsey, Martinez, Lindsey, 2007; Showers, 1984; West & Staub, 2003). Proponents of instructional coaching suggest that coaching is a way to support the reflective practice of educators through a coaching cycle of planning, observation, and reflection. Lindsey, Martinez &

Lindsey (2007) further propose a culturally proficient coaching model focused on teachers being responsive to diverse populations of students, and they assert that “coaching and cultural proficiency are integrated sets of tools for guiding individuals and groups to meet cross-cultural issues as opportunities and assets rather than as challenges and deficits” (p. 4).

To implement culturally responsive teaching in multicultural classrooms, teachers must develop many skills including the ability to analyze the curriculum-in-use and the ability to implement instructional practices that are efficacious in diverse cultural settings. To support this work, it is further essential that teachers examine their own beliefs and values regarding cultural diversity to enhance their ability to meet the needs of increasingly diverse students.

There is strong evidence (Payne & Allen, 2006; Neufeld & Roper, 2003) that instructional coaching contributes to improved teaching and student learning, however, it should be noted that instructional coaching must also be accompanied by rigorous curriculum, on-going formative assessment and feedback for students, strategic planning, and strong local, state and national leadership if educators are to eliminate existing gaps in opportunities to learn between White students and students of color.

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CHAPTER I. INTRODUCTION

For all students to achieve academically at high levels in contemporary K-12 classrooms, teachers must be prepared to teach an increasingly diverse population of students (Banks et al., 2005; Cochran-Smith, 1995). To meet these expectations, teachers need to continually deepen their content knowledge and learn new methods of teaching. Culturally responsive teaching (Gay, 2001; Ladson-Billings, 1995; Villegas & Lucas, 2002) is a theoretical framework of instructional practices that may ensure that *all* students are successful learners.

If teachers are to teach in culturally responsive ways, it is important that teacher educators examine how teacher learning continues through professional development (in-service learning). In addressing professional development (*in-service* teacher learning) in multicultural education in public school settings, Sleeter (1992) posits that [in-service learning] can bring about some change; however, by itself, “it barely scratches the surface of the kinds of changes that ought to take place for schools to work” (p. 222). It is essential then to investigate professional development models that both engage teachers in discussions of sound instructional practices and support their efforts to learn and to use the most effective pedagogy to achieve high standards for all students. Instructional coaching is an increasingly popular model of professional development that has the potential to support implementation of culturally responsive teaching in K-12 classrooms.

Shulman (1986) suggests that

those who investigate teaching are involved in concerted attempts to understand the phenomena of teaching, to learn how to improve its performance, to discover better ways of preparing individuals who wish to teach (p. 12).

I would further expand Shulman's suggestion to include the notion that in addition to *preparing teachers* it is essential that educators also investigate the *professional development* or ongoing learning of teachers in schools today as they receive support to continue to grow professionally, to acquire and continually refine efficacious instructional practices to meet the needs of increasingly diverse students in an ever-changing global society.

Susan Loucks-Horsley (1987) suggests that to be successful, professional development must be seen as a process, not an event. One professional development model that may be considered a process is instructional coaching which is an intensive, ongoing, job-embedded professional development model that advocates propose to support the implementation of proven teaching methods (Bloom, Castagna, Moir, & Warren, 2005; Knight, 2007; Showers, 1984; West & Staub, 2003). Through the job-embedded professional development model of instructional coaching, culturally responsive teaching practices may be implemented to support high levels of achievement of each and every student.

To investigate the professional development model of instructional coaching and culturally responsive teaching, the research questions guiding this exploratory collective case study are:

1. How do instructional coaches understand their role as professional developers in providing support for teachers in multicultural classrooms?
2. What learning experiences do instructional coaches identify as having prepared them for their role as instructional coaches?
3. How do instructional coaches understand culturally responsive teaching and multicultural education?

Professional Development Defined

A variety of definitions of professional development exist in the educational literature. For example, Guskey (2000) states that “professional development is defined as those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn improve the learning of students” (p. 16). Similarly, Dufour (1991), citing Fielding & Schalock, (1985) notes that staff development is “the deliberate effort to alter professional practices, beliefs, and understandings of school personnel toward an articulated end” (p. 14). In the same vein, Sparks & Loucks-Horsley (1989) define staff development as “those processes that improve the job-related knowledge, skills, or attitudes of school employees” (p. 2). While educational researchers often use the terms *staff development*, *in-service learning* or *professional development* interchangeably to refer to the learning experiences of teachers while they are employed in schools, for purposes of this study, the term

professional development was used to refer to on-the-job learning experiences for teachers.

The Current Reality of Professional Learning

In *Transforming Professional Development Into Student Results*, Reeves (2010) asserts that

The National Staff Development Council (NSDC) has led the charge for job-embedded professional learning. Some principals embrace this challenge and are fully prepared for this new level of instructional leadership. Most principals, however, already have a full-time job, and they need a practical method for distributing leadership (p. 7).

One of the greatest frustrations of educational leaders and practitioners alike is the divide between what we know and what we do – the knowing/doing gap. A new approach for effective professional development is necessary; what educators need is a practical approach to turn ideals into reality. Given the array of demands on them, the question is how can teachers, professional development leaders, campus administrators, superintendents, school board members, and policymakers determine what to do? Wei et al. (2009) posit that there is an “enormous gap” between what teachers expect and what they actually experience in professional development sessions. Although more than 90 percent of public school teachers participate in workshops, conferences, and

training sessions, “the intensity and duration of most of these learning experiences has not deviated far from the traditional one-shot model of professional development” (Wei et al., 2009, p. 58). And the necessity of addressing an important question continues – what effects has professional development had in terms of intended outcomes, i.e., improvements in student learning? Does staff development improve the learning – especially of increasingly diverse students? Have the resources (including time and money) invested in specific professional development efforts made a difference for students?

Instructional Coaching

Reeves (2010) states that high-impact professional learning has three essential characteristics: “(1) a focus on student learning, (2) rigorous measurement of adult decisions, and (3) a focus on people and practices, not prescriptive programs” (p. 21). Teaching teachers through a job-embedded, ongoing professional development model that combines “theory-demonstration-practice, feedback, and follow-through” (Joyce & Showers, 1982) may be the illusive missing piece to implementation of culturally responsive teaching in multicultural classrooms. Jim Knight (2007), author of *Instructional Coaching: A Partnership Approach to Improving Instruction*, suggests that instructional coaching can help schools respond to the pressure to improve instruction. Key components of Knight’s instructional coaching model include: (1) focus on professional practice, (2) job-embedded professional learning experiences, (3) intensive and ongoing support, (4) dialogical interaction, (5) nonevaluative support, (6) confidentiality, and (7) respectful communication (2007).

Knight (2007) further posits that in the description of the teacher-coach relationship, having strong communication skills (especially listening skills on the part of the coach), making emotional connections, and taking a partnership approach are key to the development of effective teacher-coach relationships. Lindsey, Martinez, & Lindsey (2007), authors of *Culturally Proficient Coaching* concur that coaching is “all about relationships.”

In the central Texas school district in which this study was conducted, teachers are able to request the support of a district instructional coach, or the instructional coach may be *assigned* to a teacher by a campus administrator (who believes that the teacher needs support). Therefore, it is especially important for coaches to understand how to build collaborative relationships.

Multicultural Education

There is increasing agreement among multicultural educational theorists on the “nature, aims, and scope of the field” (Banks, 2004, p. 3), yet Gay (1992) notes that a significant gap still exists between theory and practice in the field. Perhaps the discrepancy is due in part to the number and variety of theoretical frameworks, constructs, and typologies of multicultural education (see Banks & Banks, 2004) that practitioners struggle to meet the needs of their increasingly diverse students in multicultural classrooms.

Discussing multicultural education, Huber (as cited in Martin, 1997) suggests that the commitment to become culturally responsible in an increasingly diverse, global society goes one step beyond multiculturalism as it has been implemented in many

American schools. She further asserts that culturally responsible educators are not content to teach *about* ethnic groups, but that they are responsive to the cultural identity of the learner, as well (emphasis in original).

Culturally Responsive Teaching

Culturally responsive teaching may be a bridge between theory and practice and the implementation of multicultural education. Though *culturally responsive teaching* is referred to by scholars with a variety of terms including culturally *relevant, sensitive, centered, congruent, reflective, mediated, contextualized* and *synchronized* (emphasis in original), Gay (1997) suggests that the foundational purpose is the same: “the ideas about why it is important to make classroom instruction more consistent with the cultural orientations of ethnically diverse students, and how this can be done are virtually identical” (p. 29). Ladson-Billings (1995) in reference to the three terms she notes are most commonly used – *culturally appropriate, culturally congruent*, and *culturally compatible* – states that, “only the term *culturally responsive* (emphasis in original) appears to refer to a more dynamic or synergistic relationship between home/community culture and school culture” (p. 467).

Rationale

Noting that the cultural gap between children in schools and the primarily homogeneous (White, middle class) teaching force is growing, Sleeter (2001) reviewed eighty studies on teacher education strategies and found that “although there is a large quantity of research, very little of it actually examines which strategies prepare strong teachers” (p. 94).

Also, a significant body of research discusses preservice training for teachers in multicultural education (e.g. Adams, Banks, 2005; Bondy & Kuehl, 2005; Britzman, 1986, Gay, 2001; Nieto, 2000; Sleeter, 1992, 1997, 2001) there is little research that addresses how *professional development* (inservice learning) has specifically supported teachers in developing concepts of multicultural education and culturally responsive teaching practices to meet the needs of increasingly diverse students. Furthermore, though sound theoretical frameworks for *culturally responsive teaching* are proposed by Gay, (2001), Ladson-Billings (1995) and Villegas & Lucas (2002), again, the majority of the educational literature reflects a focus on preservice teacher education, while very little scholarship has addressed professional development regarding culturally responsive teaching in multicultural settings. For example, in a quantitative study investigating the relationship between student achievement and teacher efficacy, Ross (1992) suggests that coaching is a powerful strategy for school improvement, but he notes that a clear need for further research exists. Likewise, Killion & Harrison (2006) suggest that “the descriptive, explanatory, or empirical research on coaching and its impact is thin, almost non-existent” (p. 11-12).

A significant body of research literature on coaching focuses specifically on *literacy coaching* (Bean & Carroll, 2006; Dole & Donaldson, 2006; Gibson, 2002; Rainville & Jones, 2007; Smith, 2006; Toll, 2007). In addition, while there are a few texts written about coaching for practitioners (e.g. Kise, 2006; Knight, 2007; Lindsey, Martinez & Lindsey, 2007; Sweeney, 2003), little empirical research on the efficacy of

instructional coaching and the significance of the coach-teacher relationship in implementation of culturally responsive teaching has been published.

This case study will focus on the theoretical frameworks of culturally responsive teaching of Geneva Gay, Ana Maria Villegas & Tamara Lucas, and Gloria Ladson-Billings and the implementation of culturally responsive teaching in multicultural K-12 classrooms. The term *culturally responsive teaching* (CRT) was used comprehensively to refer to these theoretical frameworks. Particular emphasis was placed on Gay's (2001) theoretical framework of culturally responsive teaching because of the three researchers listed, I considered her framework of culturally responsive teaching to be the most pragmatic – with practical applications for K-12 classroom teachers – as she describes explicit instructional practices with the greatest specificity of these three.

If teachers are to meet the needs of their increasingly diverse students, they must continue to have learning opportunities throughout their professional careers that enable them to put into practice culturally responsive instruction as they embrace and *celebrate* student diversity. The purpose of this study is to explore the instructional coaching professional development model and the support coaches provide for implementation of culturally responsive teaching in K-12 classrooms.

CHAPTER II. REVIEW OF LITERATURE

The focus of this review of literature is to gain insights into issues relevant to instructional coaching model of professional development, and culturally responsive teaching in multicultural K-12 classrooms.

Individual researchers face the task of deciding which studies to include and which studies to exclude from a literature review. Kennedy (2007) suggests that “the literature review is a widely recognized genre of scholarly writing though there is no clear understanding of what constitutes a body of literature” (p. 139). I have been purposeful in establishing the boundaries of this literature review:

- (1) Each text must refer to the context of K-12 schools in the United States.
- (2) Each text must have been published no earlier than 1960.
- (3) Both journal articles and books were reviewed.

The phrase, *the demographic imperative* (Banks, 1995) has been utilized to support the belief that the educational community must take action to address disparities in academic success among student groups that vary from one another racially, culturally, and socioeconomically. Gay & Howard (2000) define the *demographic divide* as the disparities in educational opportunities, resources, and achievement among student groups and Ladson-Billings (1995) suggests that [culturally relevant teaching] is essential for teachers who do not share the cultural knowledge, experiences, and understandings of their students.

Undoubtedly, a significant challenge faced by many classroom teachers in contemporary K-12 multicultural classrooms is meeting the needs of the increasingly

diverse students (Texas Education Agency, 2009) who are not members of the racial and language mainstream. While there is a significant amount of educational literature on multicultural education spanning over three decades (Banks, 2004) and the term multicultural education is appropriated by many (including textbook publishers and companies selling “quick-fix” programs), understandings of multicultural education vary widely throughout the K-12 educational community. Similarly, understandings of culturally responsive teaching (Gay, 2001; Ladson-Billings, 1995; Villegas & Lucas, 2002) vary and K-12 teachers may experience challenges in bridging the divide between theory and practice (Gay, 1992) and the “knowing / doing” gap.

Professional Development

While there is substantial educational research that discusses *preservice* training for teachers in multicultural education (e.g. Adams, Banks, 2005; Bondy & Kuehl, 2005; Britzman, 1986, Gay, 2001; Nieto, 2000; Sleeter, 1992, 1997, 2001) there is little research that has specifically addressed how *inservice* learning – professional development – has supported teachers in developing culturally responsive teaching practices. For example, Nieto (2000), writing from a social-justice perspective, suggests a sound framework for teacher education programs and argues that teaching should be promoted as a “life-long journey of transformation” (p. 184), yet she restricts her focus to teacher education (preparation) programs and fails to address professional development that promotes ongoing learning of teachers. If teachers are to meet the needs of their diverse students and ensure high levels of achievement for all, it is essential that they continue to have learning opportunities throughout their teaching

careers that enable them to teach in culturally responsive ways in multicultural classrooms.

During the late 1970s and early 1980s, a number of major studies contributed to our understanding of the key features of effective practices of professional development (Sparks, 1989). The resulting list of effective practices included:

- (1) Programs conducted in school settings and linked to schoolwide efforts;
- (2) Teachers participating as helpers to each other and as planners with administrators, or inservice activity;
- (3) Emphasis on self instruction, with differentiated training opportunities;
- (4) Emphasis on demonstration, supervised trials, and feedback, training that is concrete and ongoing over time; and
- (5) Ongoing assistance and support available on request.

Sparks (1989) posits that staff [professional] development came of age in the 1980s and further notes that it was the focus of numerous conferences, workshops, articles, books, and research reports. Yet in spite of this intense interest in professional development beginning at least 25 years ago, much remains to be discovered about professional learning experience for teachers. Professional development may also be defined as those processes and procedures that improve the job-related knowledge, skills, beliefs, and attitudes of educators employed in schools. While teachers are most often the focus of professional development, school board members, central office administrators, principals and non-certified staff may also participate in professional development. Not only educators, but students also should benefit from high quality

professional development (Mizell, 1994). I begin with the foundational belief that the purpose of professional development is to assist educators in developing the beliefs, knowledge, and skills they need to be effective classroom teachers and school leaders, who are better able to support high levels of achievement of each and every student. In addition to the *content* of professional development, equally important is how professional development is delivered, or the *context* of adult learning experiences.

The term *model* is often used to describe professional development via a variety of practices that are currently used in K-12 settings. To use Ingvarson's (1987) definition of the term, a model can be seen as a design for learning which includes a set of assumptions about where knowledge about teaching practice comes from, and how teachers acquire or extend their knowledge. A second use of the term *model* by Joyce & Well (1972) suggests that a professional development model is a pattern or plan which can be used to guide the design of a professional development program.

Five models of professional development proposed by Sparks (1989) are:

- (1) *individually-guided* professional development (self-promotion of learning),
- (2) *observation/assessment* (feedback to teachers regarding their classroom performance),
- (3) *involvement in a development/improvement process* (teachers engaged in a school improvement process to solve problems (e.g. curriculum),
- (4) *training* (traditional approach which involves teaches acquiring knowledge or skills through individual or group involvement), and

(5) *inquiry* (an action research approach that allows teachers to identify areas of interest, collect data, and make adjustments in their classrooms based on their findings).

The *observation/assessment* model of professional development is most closely aligned to the instructional coaching model of professional development. Sparks (1989) proposes that observation/assessment may take the form of peer coaching or clinical supervision. It may also include teacher evaluation – which is contrary to the instructional coaching model of professional development as discussed in this literature review. Loucks-Horsley et al. (1987) identify four assumptions that are foundational for the observation/assessment model: reflection and analysis are central to professional growth; another's observations and feedback enhance teacher's self-reflection; both teachers and observers benefit from the experience; and when teachers see positive results from their efforts to improve instruction, they are more inclined to continue to engage in improvement.

It has been further suggested by Glickman (1986) that the type of feedback teachers receive should be based on their cognitive levels which he identifies as *low abstract*, *moderate-abstract*, and *high-abstract*. Through these categories, Glickman suggests that teachers with a low-abstract cognitive style should receive directive conferences that identify problems and solutions – which come directly from the coach or supervisor. Teachers with moderate-abstract cognitive styles should receive collaborative conferences in which there is an exchange of perceptions about problems and solutions are negotiated. Finally, teachers with high-abstract cognitive styles should receive a nondirective approach wherein the coach assists the teacher in

clarifying problems and choosing a course of action. Finally, Joyce and Showers (1988) found that powerful improvements have been made to student learning when the professional development model for teachers in effective instructional practices is followed by observations and coaching in their classrooms.

To many educators, *training* is synonymous with professional development and most teachers are accustomed to attending workshop-type sessions which establish the presenter as the *expert* who plans and delivers the content of the training. An assumption that is foundational to the training model of professional development is that there are behaviors and techniques that are worthy of replication by teachers in the classroom (Sparks, 1983). Further, it is assumed that teachers can change their behaviors and learn to replicate newly learned practices in their classroom. Noting that “teachers can be wonderful learners,” Joyce and Showers (1988) found in a quantitative study that when all training components are present – theory, demonstration, practice, feedback, and coaching – an effect size of 2.71 exists for knowledge-level objectives, 1.25 for skill-level objectives, and 1.68 for transfer of training to the classroom (p. 72).

Professional development is a relatively young science within education (Sparks, 1989) and with the exception of the research on training, much of the professional development literature is theoretical and descriptive rather than experimental. Sparks further notes that of these five models of professional development, the research on training is the most *robust* and he posits that the research on coaching has demonstrated the importance of in-classroom assistance to teachers (by an “expert” or a peer) for the transfer of training to the classroom.

Finally, when discussing teacher education and professional development, it is important to explore Britzman's (1986) notions of the teacher as a "rugged individualist" which she asserts is the dominant cultural view of the teacher, noting that universities provide theories, methods and skills; schools provide the classroom, curriculum, and students; and the student teacher provides the individual effort. However, this model "ignores the role of the social and political context of teacher education while emphasizing the individual's effort" (p.442). In *Cultural Myths in the Making of a Teacher: Biography and Social Structure in Teacher Education*, Britzman discusses training of new teachers and the "complex process of learning to become a teacher [which] requires a qualitatively different perspective on the context within which learning to teach occurs" (p. 442). Britzman further posits that "teachers need to understand how the interaction between time, place, people, ideas, and personal growth contributes to the process of professional development" (p. 442-443).

Instructional Coaching

Teaching teachers (teacher preparation and professional development) may be the illusive missing piece to closing existing gaps in opportunities to learn between White students and students of color. While there is a significant body of literature regarding multicultural education and preservice learning, there is little research that has been conducted regarding professional development (inservice learning) – in particular the *instructional coaching* professional development model – and its impact on student achievement in multicultural K-12 classrooms (Killion & Harrison, 2006; Ross, 1992).

Instructional coaches often have complex, multifaceted roles, and they often fill multiple roles simultaneously. Killion & Harrison (2006) suggest the following 10 roles of instructional coaches: (1) resource provider, (2) data coach, (3) instructional specialist, (4) curriculum specialist, (5) classroom supporter, (6) learning facilitator, (7) mentor, (8) school leader, (9) catalyst for change, and (10) learner. Killion & Harrison argue that considering the distinction among the roles of coaches is important for four reasons:

First, the distinction among the roles helps district personnel and principals clarify expectations for coaches. Second, for those responsible for preparing coaches for their new roles, the distinction among the roles frames the knowledge and skills that become the content of professional development for novice coaches. Third, coaches might use the descriptions of the various roles to consider how best to serve teachers. Last, the roles provide a way to measure the effectiveness of coaches and hold them accountable for their work (p.28).

Coaching is conceptualized in varied ways and researchers have described several distinctive coaching approaches with unique goals and methods, e.g. *peer coaching* (Showers, 1984), *classroom management coaching* (Sprick, Knight, Reinke,

& McKale, 2006), *content-focused coaching* (West & Staub, 2003), and *blended coaching* (Bloom, Castagna, Moir, & Warren, 2005), *challenge coaching* (Garmston, 1987), *cognitive coaching* (Costa & Garmston, 2002), *collegial coaching* (Poglinco et al, 2003), and *technical coaching* (Poglinco et al, 2003). In contemporary K-12 school settings, there are three approaches that appear to be most common: *literacy coaching* (Moran, 2007 and Toll, 2005); *instructional coaching* (Knight, 2007) and *culturally proficient coaching* (Lindsey, Martinez & Lindsey, 2007). The role of the literacy coach is to improve teaching and learning related specifically to literacy and cognitive coaches engage in dialogue with teachers, observe classroom instruction, and use questioning strategies to build rapport and communication skills to empower those coached to reflect deeply on their instructional practices. “Instructional coaches partner with teachers to help them incorporate research-based instructional practices into their teaching so that students will learn more effectively” (Knight, 2009, p. 18). Lindsey, Martinez & Lindsey (2007) suggest that the intention of culturally proficient coaching is “for the person being coached to be educationally responsive to diverse populations of students” (p. 5).

Perhaps one of the most well-known models of instructional coaching is Cognitive Coaching. Initially developed in the mid-1980s, Cognitive Coaching is a framework proposed by developers, Art Costa and Bob Garmston (1994) that is “nonjudgmental, developmental, reflective model derived from a blend of the psychological orientations of cognitive theorists and the interpersonal bonding of humanists” and Costa & Garmston suggest that Cognitive Coaching “strengthens

professional performance by enhancing one's ability to examine familiar patterns of practice and reconsider underlying assumptions that guide and direct action" (p. 5). It is further stated that "Cognitive Coaching comprises a set of skills capabilities, mental maps, beliefs, values, and commitments, and...Cognitive Coaches are skilled at constructing and posing questions with the intention of engaging and transforming thought (p. 6). In the second edition of *Cognitive Coaching: A Foundation for Renaissance Schools* (2002), Costa & Garmston state that "the major purpose of this book, therefore, is to rejuvenate our focus on developing teachers and students as self-directed leaders capable of coping with and living productively and harmoniously in an ambiguous, technological, and global future" (p. xx) and the encourage readers to contact the Center for Cognitive Coaching to gather additional information about training seminars.

Sleeter (2001) notes that the cultural gap between children in schools and the primarily homogeneous (White, middle class) teaching force is growing. As stated previously, she reviewed eighty studies on preservice teacher education strategies and found that, "although there is a large quantity of research, very little of it actually examines which strategies prepare strong teachers" (Sleeter 2001, p. 94). In addressing professional development (inservice teacher learning) in multicultural education in public school settings, Sleeter (1992) suggests that [inservice learning] can bring about some change, however, by itself, "it barely scratches the surface of the kinds of changes that ought to take place for schools to work more actively toward social justice for oppressed groups" (p. 222).

With this in mind, it is important to recognize that just as good teaching must meet diverse needs in a classroom; effective professional development must meet the needs of individual teachers. To reiterate, it is important to note that successful, professional development must be seen as a process, not an event (Loucks-Horsley, 1987). Instructional coaching is an ongoing, job-embedded professional development model that advocates propose to support the implementation of proven teaching methods (Bloom, Castagna, Moir, & Warren, 2005; Knight, 2007; Showers, 1984; West & Staub, 2003). Contrary to centralized training and workshops that may be described as “one-shot” or “drive-by” professional development (Sleeter, 1997) through the instructional coaching model, coaches develop partnerships with individual teachers and teacher teams to examine teaching and learning in *their* classrooms with *their* students on *their* home campuses and coaches provide guidance to reach common goals (Knight & Cornett, 2008). Russo (2004) argues that one of the most compelling rationales for school-based coaching

is that many of the more conventional forms of professional development – such as conferences, lectures, and mass teacher-institute days – are unpopular with educators because they are often led by outside experts who tell teachers what to do and are never heard from again. To be effective, scores of researchers say, professional development must be ongoing, deeply embedded

into teachers' classroom work with children,
specific to grade-level or academic content and
focused on research-based approaches. It must
also help to open classroom doors and create more
collaboration and sense of community among
teachers in a school (p. 2).

Instructional coaching researcher, Jim Knight, proposes that “the key to translating research into practice lies in continuous, job-embedded learning with ongoing support” and suggests that the instructional coaching model has a significant impact on teachers implementing identified initiatives (2009, p. 18). Supporting this assertion, in a review of 200 articles, presentations, reports, and books, Knight & Cornett (2008) noted in particular that one researcher, R.N. Bush, (1984) conducted a five-year study of professional development in California in which he investigated the impact of various approaches of professional development and whether or not teachers used new teaching practices. Bush (1984) found that when teachers were given only a description of new instructional skills, 10% used the skill in the classroom. However, when the ongoing, job-embedded support of instructional coaches was added to the training, approximately 95% of the teachers implemented the new skills in their classrooms.

If K-12 educators are to close the existing gaps in opportunities to learn between White students and students of color, one common goal of professional development must be to meet the needs of diverse learners and to ensure high levels of achievement

of each and every student regardless of race, class, or gender. Reddell (2004) found that coaching can benefit children who have “a higher hill to climb” (p. 20). In a year-long study of the impact of instructional coaching on student achievement, Reddell found that standardized test scores on the three campuses (two elementary and one middle school) in the study increased significantly. However, beyond a singular focus on test scores, if each and every student in contemporary K-12 classrooms is to achieve his/her full potential and be adequately prepared for the 21st century, it is essential that teachers adjust their instructional practices to meet the needs of increasingly diverse students. Ultimately, the goal of teacher educators and professional developers must be to design, implement, and monitor the success of learning opportunities for teachers that empower them to improve the academic success of ethnically diverse students regardless of race, class, or gender. Instructional coaching is a model of professional development that may support implementation of culturally responsive teaching in multicultural classroom settings.

Noddings’ Conceptions of Caring

When discussing the potential impact of Noddings’ work on relationships between instructional coaches and classroom teachers, three aspects of Noddings’ work are germane to the discussion – caring relations, aims-talk, and curriculum.

Caring Relations

Noddings (1992) asserts that while many teachers care about their students in the virtuous sense, teachers may not adopt the relational sense of caring. Noddings explains *caring relation* as a reciprocal relationship between the *one-caring* and the

cared for. In a relation of caring the one-caring is attentive – Noddings uses the term *engrossment* – recognizing what the cared-for is feeling and trying to express. This relationship between one-caring and cared for is not measurable or diagnostic, but results in *motivational displacement* as the one-caring is receptive to the wants and needs of the cared-for in a non-judgmental manner. Noddings explains that to complete the relation of caring, the cared-for must recognize and respond in some way to the caring relation. Noddings also notes that the reciprocity of a caring relation is missing when teachers practice *aesthetic* caring – attention to things and ideas – rather than *natural* or *authentic* caring – which involves developing trust through dialogue – listening and learning about students’ needs, interests, and talents.

While dismissing the idea that caring relations will accomplish all educational goals, Noddings suggests the following steps as foundational for student success.

First, as we listen to our students, we gain their trust and, in an on-going relation of care and trust, it is more likely that students will accept what we try to teach. [Students] will see our efforts not as “interference” but, rather, as cooperative work proceeding from the integrity of the relation. Second, as we engage our students in dialogue, we learn about their needs, working habits, interests, and talents. We gain important ideas from them about how to build our lessons and plan for the individual progress. Finally, as we acquire knowledge about our students’

needs and realize how much more than the standard curriculum is needed, we are inspired to increase our own competence. (Noddings, 1999, p. 210)

With the emphasis in K-12 public schools today on standards-based curriculum, assessment and accountability (Martinez, Lindsey & Martinez, 2007; McNeil & Valenzuela, 2001), it is important for educators to think beyond high-stakes testing to meet the needs of diverse learners. Instructional coaches may provide guidance and support for teachers as they move to Noddings' notion of *authentic* caring for their students to support high levels of student achievement. And we may extrapolate on Noddings' notions of caring between teachers and students to extend to notions of caring between instructional coaches and the teachers with whom they work.

Aims -Talk

Noddings (2003, 2005c, 2006) clearly prioritizes education of the whole child and proposes reviving aims-talk to discuss the purpose of education. Noddings (2004) contrasts between the aims of education and a singular focus on state-mandated standards curriculum. To support her notions of teaching the whole child, she cites the National Education Association's report by Clarence Kingsley (1918), and the Cardinal Principles of Secondary Education: (1) health; (2) command of the fundamental processes; (3) worthy home membership; (4) vocation; (5) citizenship; (6) worthy use of leisure; and (7) ethical character (Noddings, 2004). To this list Noddings (2004, 2005c) proposes that *happiness* be added. Noddings suggests that students today are told that the key to success is doing well in school, going to college, and getting a high-paying

job, and she questions how often students hear that the happiest, most successful people are doing what they love and may not have been successful in a traditional sense in school.

Noddings (2005c) further notes that “we know that healthy families do much more than feed and clothe their children. Similarly, schools must be concerned with the total development of the child” (p. 11). Suggesting a more holistic approach to teaching and learning, Noddings (2005a, 2005c) believes that students can learn requisite skills in academic subjects and that teachers should be asked to address moral, social, emotional (e.g. happiness), and aesthetic questions with respect and sensitivity and to meet the needs and interests of the whole child.

Curriculum

Noddings (2005c) questions the practice – in the name of equity – of forcing all students into academic courses that do not respect their interests or aptitudes, and proposes a more holistic approach:

...we can and should ask teachers to stretch their subjects to meet the needs and interests of the whole child.

Working within the present subject-centered curriculum, we can ask math and science teachers as well as English and social studies teachers to address moral, social, emotional, and aesthetic questions with respect and sensitivity when they arise (Simon, 2001, as cited in Noddings, 2005c).

Teaching the state-mandated standards-based curriculum (Texas Essential Knowledge and Skills) is non-negotiable for K-12 teachers. However, as Noddings suggests above, teachers may indeed be able to *stretch their subjects* to address the development of the whole child. Noddings' proposition above is an approach that is aligned to culturally responsive teaching frameworks though teachers may need support to achieve the goal of meeting the needs of diverse learners as they achieve high levels of success – and instructional coaches may be able to provide this support.

Instructional Coaches & Classroom Teachers – Building Relationships

Jim Knight (2007), author of *Instructional Coaching: A Partnership Approach to Improving Instruction* suggests that instructional coaching can help schools respond to the pressure to improve instruction. Describing the teacher-coach relationship, Knight further posits that strong communication skills (especially listening skills on the part of the coach), making emotional connections, and taking a partnership approach are key to the development of effective teacher-coach relationships. Additional components of the instructional coaching model include: focus on professional practice, job-embedded professional learning experiences, intensive and on-going support, dialogical interaction, nonevaluative support, confidentiality, and respectful communication (Knight, 2007).

Coaching is all about relationships (Lindsey, Martinez, & Lindsey, 2007). In the central Texas school district in which this study was conducted, teachers had the opportunity to request the support of a district instructional coach, or the instructional coach may have been *assigned* to a teacher by a campus administrator, so it is especially

important for coaches to understand how to build collaborative relationships and Noddings' notions of caring relation – especially authentic vs. aesthetic caring – may be beneficial to coaches making emotional connections and developing partnerships with teachers (Knight, 2007; Lindsey, Martinez & Lindsey, 2007).

The Need for Story

As previously noted, “qualitative interview attempts to understand the world from the subjects’ points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific experiences” (Kvale & Brinkmann, 2009, p. 1). Kvale & Brinkman define the semi-structured interview as “an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena” (p. 2). With this in mind, it is important to consider that story may be a means for study participants to share their lived experiences.

In the introduction to *The Need for Story: Cultural Diversity in Classroom and Community* (Dyson & Genishi, 1994), the editors highlight the text’s third theme as: weaving communities through story: who are we? While Dyson and Genishi applied this notion to relationships between teachers and students, it seems that this theme is equally applicable to the relationships between educators including the instructional coach-teacher relationship. Dyson & Genishi suggest that “individual lives are woven together through the stuff of stories” (p. 5), and further posit that through sharing stories we have the ability for building new relationships which may be envisioned beyond the individual classroom and extended to the campus culture and beyond that to the district

culture as well. Finally, it is important to note that through story we may bring new life experiences and points of view to the setting which may support new ways of imagining multicultural education and the success of each and every student.

Conclusion

To ensure high levels of success for each and every student, it is essential for coaches and teachers to work collaboratively to meet the needs of diverse learners. Noddings' notions of caring have the potential to positively impact teaching and learning through understanding of the differences between aesthetic caring and natural/authentic caring in the classroom. It seems likely that student-teacher as well as teacher-coach relationships would benefit from developing an understanding of Noddings' notions of a relation of caring.

It is also important to consider that Noddings' notions of an ethic of caring and aims-talk may support improved teaching and learning in classrooms by considering the purposes of education (beyond a singular focus on standards-based curriculum and high-stakes assessment) that include support for educating students holistically (including academic learning and development of sociocultural knowledge). It is essential, however, to also consider that while caring may support more nurturing environments, caring alone cannot ensure meeting the needs of diverse learners. While caring is a component of culturally responsive teaching, (Gay, 2001; Ladson-Billings, 1995; Villegas & Lucas, 2002) an *ethic of justice* (Ladson-Billings, 1994) is an integral component of teaching necessary to meet the needs of diverse learners in contemporary K-12 school settings (see also Schutz, 1998).

Finally, Noddings (2005a) suggests that “the caring teacher strives first to establish and maintain caring relations, and these relations exhibit an integrity that provides a foundation for everything teacher and student do together” (p. 3). These notions of the ethic of caring are applicable not only to teacher-student relationships but to the work and relationships of coaches and teachers as they endeavor collaboratively to meet the needs of diverse learners and to teach in culturally responsive ways.

Multicultural Education

“A major goal of multicultural education, as stated by specialists in the field, is to reform the schools, and other educational institutions so that students from diverse racial, ethnic, and social-class groups will experience educational equity” (Banks, 2004, p. 3), and Takaki (1993) argues that if we intend for multiculturalism to be more inclusive, it is essential to note that “one crucial way would be for us to learn more about each other – not only whites about peoples of color, but also blacks about Koreans, and Hispanics about blacks” (p.112).

Banks (2004) proposes a typology of five dimensions of multicultural education to conceptualize, organize, and select the literature review in the introductory chapter of the second edition of the *Handbook of Research on Multicultural Education*:

- (1) *Content integration* – deals with the extent to which teachers use examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area

or discipline; (2) *knowledge construction* – describes the procedures by which social, behavioral, and natural scientists create knowledge, and the manner in which they implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence how knowledge is constructed within it; (3) *prejudice reduction* – describes the characteristics of children’s racial attitudes and suggests strategies that can be used to help students develop more democratic attitudes and values; (4) *equity pedagogy* – exists when teachers use techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups; and (5) *empowering school culture* –describes the process of restructuring the culture and organization of the school so that students from diverse racial, ethnic, language, and social-class groups will experience educational equality and cultural empowerment (p. 4-6).

Content Integration

Banks (2004) historicizes multicultural education, tracing its roots from the early *ethnic studies* or *Black studies movement* which emerged in the 1960s and 1970s through the *intergroup education movement* (linked to the work of early African American scholars such as Woodson, Wesley, DuBois, and Logan) which emerged after World War II (when demands for jobs in the North and the West far exceeded those in the South, causing migrations to northern and western cities) to the evolution of contemporary notions of multicultural education. According to Banks, the first phase of multicultural education emerged when teachers of history undertook individual and institutional steps to embed the concepts, information, and theories from ethnic studies into the teacher-education curriculum. The second phase came about when educators realized that merely embedding ethnic studies content into the curriculum was insufficient to promote the type of school reform that would ensure that all students developed democratic concepts of race and ethnicity. The third phase of multicultural education according to Banks emerged when disenfranchised *others* (including women and people with disabilities) advocated to be included in the curriculum and structure of education. Finally, Banks states that the fourth and current phase of multicultural education is continuing to expand theory, educational research, and practice that integrate race, social class, and gender.

Knowledge Construction Process

A number of conceptual models have been developed that are created to assist teachers as they develop the pedagogy necessary to teach students how knowledge is

constructed and Banks (2003) suggests that there are four approaches to curriculum reform that include:

Level 1 – The *contributions approach* (focus on heroes & holidays); Level 2 – the *additive approach* (additions to the curriculum without changing its structure); Level 3 – the *transformative approach* (curriculum reform that promotes change to students’ views through the lens of diverse ethnic and cultural groups); and Level 4 – the *social action approach* (students are empowered as decision-makers on social issues that results in taking action) (p. 15).

Prejudice Reduction

Banks (2004) suggests that “the prejudice reduction dimension of multicultural education is designed to help students develop democratic attitudes, values and behaviors” (p. 16). Challenging the notion common among elementary school teachers that young children are unaware of racial distinctions, Banks notes that by the age of three children are aware of racial difference and he proposes four types of modification studies: (1) *curricular intervention* (to help children develop positive racial attitudes); (2) *reinforcement* (designed to reduce white bias in young children); (3) *perceptual differentiation* (differentiation of in-group and out-group members), and (4) *cooperative*

learning (group tasks designed to promote increased academic achievement as well as cross-racial friendships).

Equity Pedagogy

Arising from the civil rights movement of the 1960s, educational concepts and theories developed that addressed the nation's concern for low-income citizens. These concepts and theories were created to support teachers and other educators in the development of instructional practices that would improve the academic achievement of low-income students. Challenging the cultural deprivation theorists who espouse the thinking that *disadvantaged* students are capable of high levels of academic achievement, but that their home experiences prevent them from attaining the knowledge, skills, and attitudes that middle-class children acquire that are essential for success" Banks, (2004) notes that the focus on perceived student deficits causes cultural deprivation theorists to ignore the strengths of low-income students and prevents them from "seriously consider[ing] structural changes that are needed in schools and society" (p. 18). It's important to note that the cultural deprivation paradigm (focusing primarily on social class and the culture of poverty) continues to be prominent in schools today as evidenced by the wide-spread use of terms such as *at-risk* and *economically disadvantaged*. Cultural difference theorists (e.g. Boykin, 2000; Gay, 2000; Hale, 2001; Heath, 1983), however, are more likely to focus on ethnic culture and to devote little attention to class, and they argue that students do not experience academic success because they are subjected to serious cultural conflicts at school.

Empowering School Culture and Social Structure

In discussing school reform, Banks (2004) posits that many reform efforts are unsuccessful because the school culture doesn't change in ways that make systematic reform impossible. On the other hand, Brookover & Erickson as cited in Banks (2004) suggest that when school educators have high expectations and explicitly identify and teach the knowledge and skills they wish students to master, student academic achievement will increase.

Based on an extensive review of literature of multicultural education, Sleeter & Grant (1987) argue that the phrase "multicultural education is used by a wide variety of educators and researchers in an equally wide variety of ways" and – citing Dolce, 1973; Hioraoka, 1977 and Tesconi, 1984 – Sleeter & Grant suggest that "[multicultural education] means different things to different people" (p. 422). Sleeter and Grant further argue that while Gibson (1976) and Pratte (1983) developed typologies of multicultural education approaches, these typologies "failed to distinguish between related but different approaches" and they refined the typologies to distinguish between five approaches – all of which are called multicultural education:

(1) *Teaching the Culturally Different* – Sleeter and Grant (1987) found this body of literature "strong in its commitment to and interest in the welfare and educational achievement of children of color, but weak in its development of recommendations for practice" (p. 424).

(2) *Human Relations* – emphasis on improving communication between people of different cultural backgrounds. Sleeter and Grant (1987) criticize this approach for a

lack of theoretical foundation and they found that the human relations approach has produced little literature that makes the connection between application theoretically and conceptually, and they further note that long term goals are also lacking.

(3) *Single Group Studies* – involves a focus on the experiences and cultures of a specific group (e.g. ethnic group) through lessons or units. Sleeter & Grant (1987) identify the lack of attention to goals and social stratification in this approach as seriously problematic and they note that “the tendency to ignore multiple forms of human diversity” is an additional problem (p. 429).

(4) *Multicultural Education* – emphasizes education that “is truly multicultural and that focuses on common goals” (i.e., value of culturally diversity, human rights, alternative life choices, social justice, and equity distribution of power) (Sleeter & Grant, 1987, p. 429). Identifying the multicultural education models created by a number of educators including Baker, 1978; Baker, 1983; Banks, 1981; Cross, Long, & Ziajka, 1978; and Kendall, 1983, Sleeter & Grant (1987) note that the models appear to be useful but they “fail to expand work on curriculum and instruction or on teaching guides” (p. 432).

(5) *Education That is Multicultural and Social Reconstructionist* –is a social action approach which emphasizes the preparation of students to actively challenge social structural inequality. Sleeter & Grant (1987) suggest this approach is the least developed of all.

Finally, it has been argued that “the only common meaning is that [multicultural education] refers to changes in education that are supposed to benefit people of color”

and Sleeter & Grant (1987) encourage educators to decide for themselves what the aims of multicultural education are (p. 436). In addition they caution the reader to be aware that a focus solely on the classroom teacher implies that schools are okay as they are except for classroom teaching, and they suggest that issues (e.g. tracking of students and a lack of staff diversity) outside the classroom must also be addressed.

Addressing both teacher preparation and teacher education, Cochran-Smith (1995) suggests guiding teachers to uncover and develop “theories of practice” or “theories in practice” (p. 499) and notes that

although the American educational system is dysfunctional for large numbers of children who are not part of the racial and language mainstream, there are no universal strategies for teaching children who are culturally and linguistically different from one another, from their teachers, or from students whose interests are already well served by the system (p. 493).

Suggesting that educators must move beyond “color blindness,” Cochran-Smith (1995) calls for teachers to “teach against the grain” and proposes the following perspectives to support this endeavor: (1) reconsidering personal knowledge and experience, (2) locating teaching within the culture of the school and the community, (3) analyzing children’s learning opportunities, (4) understanding children’s understanding, and (5) constructing reconstructionist pedagogy (p. 500).

Gay (2004) suggests that multicultural education “may be the solution to problems that currently appear insolvable: closing the achievement gap; not leaving any children behind academically; building education systems that reflect the diverse cultural, ethnic, racial, and social contributions that forge society; and providing better opportunities for all students” (p. 34). Unlike Sleeter & Grant’s (1987) suggestion (as noted in the previous paragraph) that multicultural education is used in a wide variety of ways, Gay (1992) and Banks (2003) suggest there is a “high level of consensus” by theorists in the field about aims and scope in the multicultural literature. Gay argues however that there is a significant gap between theory and practice in the field and suggests that theory development has surpassed development in instructional practices.

Culturally Responsive Teaching

In an article resulting from a four-year investigation about education and diversity by the Multicultural Consensus Panel, Banks et al. (2001) suggest that culturally responsive teaching “involves strategies such as constructing and designing relevant cultural metaphors and multicultural representations to bridge the gap between what students already know and appreciate what they are to be taught” and they further posit that “effective teachers use knowledge of their students’ culture and ethnicity as a framework for inquiry” and that they “use culturally responsive activities, resources, and strategies to organize and implement instruction” (p. 198).

Similar to the culturally responsive teaching construct, Diversity Pedagogy Theory (DPT) is described as “a set of principles that point out the natural and inseparable connection between culture and cognition (Sheets, 2005). Investigating the

relationship among culture, cognition, teaching, and learning, Sheets (2009) further suggests that “DPT maintains that culturally inclusive teachers (a) observe children’s cultural behavioral patterns to identify individual and group cultural competencies and skills, and (b) use this knowledge to guide their teaching decisions” (p. 11). While there are a number of related theories like DPT that seek to explicate teaching and learning in multicultural settings, this study utilizes theories of culturally responsive teaching as described by Gay (2001), Ladson-Billings (1995), and Villegas & Lucas (2002).

Perhaps one of the primary goals of educators in K-12 school settings is (and has been for many years) to define *good teaching*. The underlying belief may be that if good teaching could be clearly defined, it could more easily be replicated (teacher-proofed) in a variety of educational settings by *all* teachers to meet the needs of *all* students. However, I believe that good teaching is contextual and temporal and efficacious teachers vary their instructional practices in response to their increasingly diverse classroom communities of learners. In considering definitions of “good teaching,” Popkewitz (1998) posits that one of the reasons that a specific definition of good teaching is difficult is that “students reward teachers by complying. They punish by resisting. In this way students mislead teachers into believing that some things ‘work’ while others do not” (p. 244). Thus, *what works* may merely be what is tolerable to students in classroom settings – minimal expectations for academic achievement and behavior. This may be especially true for students of color who have historically been marginalized and disenfranchised. Likewise, Freire (2007) encourages educators to consider the larger purpose of education and challenges notions of a

“banking concept of education” which he explicates as “knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing” (p. 53). Through this banking approach to education, marginalized students of color may be more readily assimilated into society. Freire argues that “the solution is not to integrate [students] into the structure of oppression, but to transform that structure so that they can become ‘beings for themselves’” (p. 55).

Theoretical frameworks of culturally responsive teaching are proposed by Gay (2001), Ladson-Billings (1995) and Villegas & Lucas (2002).

Gay (2001) suggests five essential elements of culturally responsive teaching:

- (1) developing a knowledge base about cultural diversity,
- (2) including ethnic and cultural diversity content in the curriculum
- (3) demonstrating caring and building learning communities;
- (4) communicating with ethnically diverse students, and
- (5) responding to ethnic diversity in the delivery of instruction (p. 106).

To “move the field of teacher education”, Villegas & Lucas (2002) propose the following attributes of culturally responsive teachers who:

- (1) are socioculturally conscious,
- (2) have affirming views of students from diverse backgrounds,
- (3) see themselves as responsible for

and capable of bringing about change to make schools more equitable, (4) understand how learners construct knowledge and are capable of promoting knowledge construction, (5) know about the lives of their students, and (6) design instruction that builds on what their students already know while stretching them beyond the familiar (p. 20).

While both of the frameworks described above include attention to teachers' sociocultural knowledge and notions of caring, Gay's (2001) framework may be considered more pragmatic with the inclusion of a focus on curriculum, communication, and the creation of learning communities, while the theoretical framework of Villegas & Lucas (2002) includes a more prominent focus on the social construction of knowledge, teachers' acceptance of their responsibility for bringing about change to promote more equitable schools, and challenging students beyond their comfort zones.

Ladson-Billings' (1995) theory of culturally relevant teaching shares commonalities with Gay (2001) and Villegas & Lucas (2002) (e.g. notions of caring and cultural competence). Like Gay (2001) and Villegas & Lucas (2002) Ladson-Billings' (1995) scholarship on culturally relevant teaching includes a focus on teacher education and she notes the importance of "helping prospective teachers understand culture (their own and others) and the ways it functions in education" and posits that "a culturally relevant pedagogy is designed to problematize teaching and encourage teachers to ask

about the nature of the student-teacher relationship, the curriculum, schooling, and society” (p. 483).

Geneva Gay (2000) further notes that students of color are often taught from a Eurocentric framework and that this framework is based on the following concepts:

(1) There is the notion that education has nothing to do with cultures and heritages. It is about teaching intellectual, vocational, and civic skills. Students, especially underachieving ones, need to learn knowledge and skills that they can apply in life and how to meet high standards of academic excellence, rather than wasting time on fanciful notions about cultural diversity. (2) Too few teachers have a knowledge and awareness of how teaching practices reflect European American cultural values. They are also not sufficiently informed about the cultures of different ethnic groups. (3) Most teachers want to do the best for all students but mistakenly believe that to treat students differently because of their cultural orientation is racial discrimination. They believe that to be fair to all students they must ignore racial and cultural differences.

- (4) There is a belief that good teaching is transcendent; it is identical for all students and under all circumstances.
- (5) There is a claim that education is an effective doorway of assimilation into mainstream society... students need to forget about being different and learn to adapt to U.S. society. The best way to facilitate this process is for all students to have the same experiences in school (p. 21).

Conclusion

I believe that the purpose of professional development is to support educators as they develop the beliefs, knowledge, and skills necessary to promote effective classroom instruction. I believe that it is ultimately students who must benefit from professional development. Too often in K-12 settings, professional development lacks a focus on meeting the needs of increasingly diverse students through promotion of efficacious instructional approaches that result in high levels of academic achievement of each and every student. If professional development is to strengthen the teaching profession and improve schools, new approaches are needed to ensure school improvement. Instructional coaching is a model of professional development that can lead to higher levels of teacher efficacy and ultimately high levels of academic achievement for all students.

Instructional coaches utilizing the core components of coaching – enroll, identify, explain, model, observe, explore, support and reflect – have the ability to provide professional learning opportunities for teachers in a job-embedded, campus-based model of professional development. Teachers must be able to meet the needs of increasingly diverse students in K-12 settings and it has been suggested that when instructional coaching is implemented effectively, most (probably nearly all) teachers will begin to transfer the new model into their active repertoire (Joyce & Showers, 1982).

CHAPTER III. RESEARCH DESIGN

In the fall of 1995, White student enrollment in the U.S. public schools was 64.8% and Hispanic student enrollment was 13.5%. In the same year in Texas public schools, White student enrollment was 46.4% and Hispanic student enrollment was 36.7%. By fall 2005, White student enrollment in U.S. public schools had decreased to 57.1% and Hispanic student enrollment had increased to 19.8%. In the same period, White student enrollment in Texas public schools declined to 36.5% while Hispanic student enrollment rose to 45.3% (NCES, 2007).

Between the 1997-98 and 2007-08 school years, enrollment increased for all ethnic groups except Whites. The enrollment of White students declined by 7.3% (Texas Education Agency, 2009). Hispanic enrollment had the largest numerical increase, rising by 49% over the last decade. The number of students receiving bilingual or English as a Second Language (ESL) instructional services increased by 56.1% over the same period, and the number of students identified as limited English proficient grew by 49.1% (Texas Education Agency, 2009).

While student minority populations across the United States have increased significantly over the past 10 years, the National Center of Educational Statistics noted that in 2008, 41% of all students were minorities; however, only 5% of teachers were minorities, and 42% of all public schools had no minority teachers (Ritter et al., 2000). Based on the changing student demographic data, as well as the lack of diversity of the K-12 teaching force as noted above, I believe that educators in public school settings must continue to develop pedagogy – content knowledge and instructional practices – to

meet the needs of increasingly diverse students in multicultural classrooms. Culturally responsive teaching was a viable framework to promote high levels of achievement of each and every K-12 student.

The purpose of this case study was to explore how understandings of instructional coaching and instructional practices aligned to the culturally responsive teaching (CRT) framework impacted the guidance and support instructional coaches provided for classroom teachers. By conducting this study through questions investigating the instructional coaching professional development model and culturally responsive teaching, I intended to use this study as an opportunity to examine the impact of the support coaches provide for teachers in implementation of instructional practices to meet the needs of their diverse students in multicultural K-12 classrooms.

Coaching has been suggested as a professional development model that has the potential to positively impact teaching and learning in K-12 classrooms (Bloom, Castagna, Moir, & Warren, 2005; Kise, 2006; Knight, 2007; Lindsey, Martinez, Lindsey, 2007; Showers, 1984; West & Staub, 2003). To reiterate, the purpose of this qualitative case study was to explore instructional coaches' understandings of culturally responsive teaching (Gay, 2000, 2001 2004; Ladson-Billings, 1995; Villegas & Lucas, 2002) and to consider the impact of understandings of culturally responsive teaching on the teacher-coach relationship and ultimately on implementation of CRT in K-12 classrooms.

This chapter addresses the research design used to investigate the following research questions:

1. How do instructional coaches understand their role as professional developers in providing support for classroom teachers in multicultural classrooms?
2. What learning experiences do instructional coaches identify as having prepared them for their role as instructional coaches?
3. How do instructional coaches understand culturally responsive teaching and multicultural education?

Due to the nature of these multi-faceted research questions and the complexity of studying the instructional coaching professional development model and culturally responsive teaching, the interpretivist research paradigm framed this study.

I planned to explore answers to the questions listed above by collaborating with six instructional coaches in a central Texas school district of approximately 45,000 students and explored their understandings of their role as instructional coaches as well as the support and guidance they provided for classroom teachers.

Qualitative Research

In social science research qualitative researchers believe that reality is constructed by individuals interacting with their social worlds. One of the differences between qualitative and quantitative research is that qualitative research allows the researcher to *understand* (rather than to explain) and to *construct knowledge* (rather than to discover knowledge).

Another distinction between quantitative and qualitative research is that in qualitative research the researcher functions in a personal role rather than the impersonal role of a quantitative researcher (Stake, 1995). Qualitative research

attempts to understand a picture holistically and allows the researcher to search for happenings and understandings of complex relationships. In contrast, quantitative researchers search for causes, explanations, and control (Stake, 1995). Rather than relying on statistical portrayals to explain (as does the quantitative researcher), qualitative research allows the researcher to provide thick, rich description (Mertens, 2005) to illuminate understanding of the phenomenon under study. The choice of qualitative research methods to conduct this study is aligned to the research questions regarding the understandings of the instructional coaching professional development model and culturally responsive teaching and the teacher-coach relationship.

Research Paradigm

An interpretivist research paradigm framed this study and it was important that the researcher's paradigmatic stance be discussed. According to Crotty (1998), interpretivism is "overwhelming oriented towards an uncritical exploration of cultural meaning" (p. 60). Crotty further explains that "the interpretivist approach... looks for culturally derived and historically situated interpretations of the social life-world" (p. 67). Interpretivism is built on an ontology of multiple, socially constructed realities, and is rooted in constructionist epistemology. Constructionism is the view that "all knowledge, and therefore all meaningful reality as such is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essential social context" (Crotty, 1998, p. 42).

Crotty further notes that,

The long journey we are embarking upon arises out of an awareness on our part that, at every point in our research – in our observing, our interpreting, our reporting, and everything else we do as researchers – we inject a host of assumptions... assumptions that shape for us the meaning of research questions, the purposiveness of research methodologies, and the interpretability of research findings. Without unpacking those assumptions and clarifying them, no one (including ourselves!) can really divine what our research has been or what it is now saying (p. 17).

To summarize, in the constructionist view, meaning is not discovered (as with the positivist stance), but is constructed. The purpose of this case study was to develop understandings of the topic of study which was aligned to the interpretivist paradigm and the constructionist view.

Case Study Design

Aligned to the interpretivist paradigm, qualitative case study methodology (Merriam, 1998; Mertens, 2005; Stake, 1995; Yin, 2009) provided the framework for the research design of this study. Yin (2009) notes that as a research method, case study “contributes to our knowledge of individual, group, organizational, social, political, and related phenomena” and that “the case study method allows investigators to retain the

holistic and meaningful characteristics of real-life events” (p. 4). Yin further notes that “the case study’s unique strength is its ability to deal with a full variety of evidence – documents, artifacts, interviews, and observations – beyond what might be available in a conventional historical study.” (p. 11). Case study methodology was selected for this investigation due to its descriptive and interpretive nature.

Stake (1995) posits that, “we do not study a case primarily to understand other cases. Our first obligation is to understand this one case” (p. 4). An emphasis on the uniqueness of the case study in a particular context, allows the researcher to analyze and investigate the unique, multi-faceted nature of the characteristics of the case under investigation. Likewise, Yin (2003) notes that “you would use case study methods because you deliberately wanted to study contextual conditions – believing that they might be highly pertinent to your phenomenon of study” (p. 13). As has been previously noted, in the context of K-12 public schools, meeting the needs of increasingly diverse students is a challenge for educators who are predominantly White middle class women (Banks, 2005; Nieto, 2000; Sleeter 2001). The manner in which instructional coaches built relationships with teachers and provided support for implementation of culturally responsive teaching was the nexus of investigation of this case study.

Though Yin (2009) notes that differences exist between single-case and multiple-case designs, he considers both to be “variants within the same methodological framework” and he makes no broad distinction between so-called ‘classic’ (that is single) case study and multiple-case studies. The choice is one of research design” (p.

53). Yin further suggests that the evidence from multiple cases is often considered more compelling and the overall study is therefore regarded as being more robust. The multiple-case study approach was selected for this study to enable me to investigate the work of six instructional coaches and therefore multiple implementations of culturally responsive teaching via the professional development model of instructional coaching in this central Texas school district – to gain deeper understanding of the role of this approach in providing support for K-12 teachers in multicultural classrooms.

Case study methodology supports empirical inquiry in contemporary, real-life contexts and enables the researcher to ask *how* and *why* questions that are explanatory in nature (Yin, 2009). The case study method does not require the researcher to control events under study but to co-construct meaning through the emic (insider's) perspective (Merriam, 2005). The strength of the case study approach is its ability to consider a variety of evidence – documents, artifacts, and interviews. Case study allows the social science researcher to investigate many variables of interest simultaneously. Finally, the case study method allows researchers to investigate the holistic and meaningful characteristics of real life events.

The Context of the Study

Merriam (1998) suggests that there are two basic types of sampling – *probability* (e.g. random sampling) and *nonprobability*, also known as *purposeful sampling* (Patton, 1990). Probability sampling is more closely aligned to quantitative research which allows the investigator to generalize results of the study. On the other hand, nonprobability sampling is the research method of choice for most qualitative

researchers as it allows the researcher to “discover, understand, and gain insight” (Merriam, 1998, p. 61). Further, Patton (1990) posits that

the logic and power of purposeful sampling lies in selecting information-rich cases for study in depth... and information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling (p. 169).

Participants (cases)

The unit of analysis (Stake, 1995) for this case study was the instructional coaching cadre in a central Texas school district of approximately 42,000 students and nearly 3,000 teachers. From this bounded system (Merriam, 1998; Stake, 1995) a sample was purposely selected (Patton, 1990) for this study.

The district’s instructional coaches were presented with a brief overview of this case study during their monthly curriculum & coaching connection meeting and they were invited to contact the researcher if they were interested in participating. This study was designed to include six district coaches; however, if more than six coaches had responded to this request, ethnicity, gender, number of years of experience as a teacher and years of experience as an instructional coach would have been considered to promote diversity of the study participants. Seven educators in Bass Creek School District volunteered to participate – six instructional coaches/academic deans and one

curriculum specialist. The curriculum specialist who volunteered could not be considered as she was directly supervised by the researcher.

The central Texas school district in which this case study was conducted employed approximately 70 instructional coaches. The coaches were specialists in one of the following areas: bilingual, English as Second Language (ESL), Special Education, Gifted and Talented, secondary math, secondary science, secondary language arts, secondary social studies or they were elementary generalists (who supported all four core content areas). The district also employed seven academic deans who were campus-based on four elementary campuses and on three middle school campuses. These schools were identified as being *at-risk* based on district criteria that projected Texas Education Agency's accountability ratings. These campuses were considered at risk for being rated *academically unacceptable*. It was important to note that the work of the academic deans was essentially identical to the work of the instruction coaches, though there may have been a slightly greater emphasis on campus data analysis.

As a participant-observer in this case study, it was essential for me to be mindful of the contextual variations of the work of the participants – e.g. some instructional coaches worked exclusively on elementary or secondary (middle and high school campuses), while others (i.e. Special Education and ESL coaches) worked on elementary and secondary campuses (including middle school and high school). While all instructional coaches in this school district met monthly with their team leader, the elementary instructional coaches had greater structure to their work in the district, while

the secondary coaches had greater autonomy in planning and implementing their work with teachers. All instructional coaches were deployed by their team leader, or a campus principal or teachers could have requested support from an instructional coach. During the time this study was conducted, the work of the coaches took place more frequently on campuses that had a Texas Education Agency's accountability rating (based on 2009 scores on the Texas Assessment of Academic Skills) of *academically acceptable* rather than those campuses that had previously received a rating of *recognized* or *exemplary*.

Data Collection

Erlandson et al. (1993) note that:

[unlike traditional inquiry] from the very beginning the naturalistic researcher struggles to infer from the context an overall, though tentative, design that will provide direction for subsequent data collection and analysis. Though this initial design will be modified and refined many times over the course of the inquiry, its value as a guide for data collection, analysis, and retrieval cannot be overestimated (p. 39).

This case study relied on multiple sources of data including interview, artifact (document), and archived data. Document analysis included (but was not limited to) review of the following: district student assessment data (available through the Texas

Education Agency's Academic Excellence Indicator System), job descriptions of the instructional coaches, coaches' reflective journals, coaches' anecdotal notes (as available) from their work with teachers, and field notes of the investigator.

Data Analysis

Stake (1995) suggests that “there is no particular moment when data analysis begins. Analysis is a matter of giving meaning to first impressions as well as to final compilations. Analysis essentially means taking something apart. We take our impressions, our observations apart” p. 71).

Similarly, Merriam (1998) states that the data collection process and data analysis is recursive and dynamic, though the analysis is not finished when all data have been collected, but becomes more intensive as the study progresses. Merriam further argues that there is a right way and a wrong way to conduct data analysis, and posits that the right way to conduct data analysis in a qualitative study is to do it simultaneously during data collection. To support this approach, Bogdan and Biklen (1992) (as cited in Merriam, 1998) propose ten strategies to support data analysis:

- (1) force yourself to make decisions that narrow the
- study; (2) force yourself to make decisions concerning the
- type of study you want to conduct; (3) develop analytic
- questions; (4) plan data collection sessions according to
- what you find in previous observations; (5) write many
- 'observer's comments' as you go; (6) write memos to
- yourself about what you are learning; (7) try out ideas and

themes on subjects; (8) begin exploring literature while you are in the field; (9) play with metaphors, analogies, and concepts; and (10) use visual devices (p. 162-163).

Likewise, Creswell (2002; 2003) supports the simultaneous and iterative process of data collection and analysis, noting that the iterative process is when the researcher alternates between data collection and analysis and reflects on the data multiple times. Through a three-phase process, the researcher first scans the data to get an overview, then codes the data during the second review, and finally, the researcher generates themes during the third review.

As per the above recommendations, data analysis occurred throughout the course of this case study due to the ongoing nature of data collection (Glesne, 1999). The researcher manually coded transcripts of interviews (or “living conversations,” Kvale & Brinkmann, 2009, p. 192) and analyzed them as Miles and Huberman (1984) suggest by noting patterns and themes, arriving at comparisons and contrasts, and determining conceptual explanations of the case study.

In a discussion of data management, Merriam (1998) posits that coding is a term that is nothing more than assigning “some sort of short hand designation” to various aspects of your data” to promote easy retrieval of pieces of the data. Merriam further suggests that there are two levels of coding – “identifying information about the data and interpretive constructs related to analysis” (p. 164). Using a coding process, the researcher assigned names to various pieces of the data and organized the data to promote insight and understanding of the phenomenon being studied. Coding can be

simple or complex (Strauss, 1987; Strauss & Corbin, 1990) and Merriam cautions the researcher to employ a “first level of coding for each interview, set of field notes and document” (p. 165) and to use notations to promote greater accessibility during the analysis and write up of findings. The patterns, themes and comparisons of interview and artifact data led to the findings to be included in this dissertation.

I drew conclusions from the interview data and confirmed this data via analysis of artifact data. This case study was designed to include a variety of data collection practices that, when analyzed as a case, yielded compelling conclusions supported by multiple sources including interview data, coaches’ journals.

Trustworthiness

Trustworthiness is promoted when the researcher conducts the study in an ethical manner which includes ensuring that the *researched* are both informed and protected. It is also essential for the researcher of a qualitative case study to provide the reader with a description “in sufficient detail to show that the author’s conclusion makes sense” (Firestone, 1987, as cited in Merriam, 1998, p. 199).

I endeavored to establish the trustworthiness of my conclusions throughout this study’s duration, through the use of multiple data sources, member-checking, peer debriefing, utilization of a researcher’s reflexive journal during the data collection phase and authenticating the results through use of an audit trail – which Yin (2009) describes as the “chain of evidence” (p. 3). I made every effort to support my findings with evidence from the data, and maintained an *audit trail* which enabled me to authenticate the findings of the study via detailed description of how data were collected, how

categories were derived, and how decisions were made throughout the inquiry (Merriam, 1998). Peer debriefing and researcher reflection continued into the data analysis and interpretation.

Triangulation

Triangulation of data was conducted via analysis of interview data, documents and artifacts, and field notes. Data triangulation supported internal validity and reliability was also supported by triangulation and an audit trail (Merriam, 1998). Stake (1995) defines data source triangulation as “an effort to see if what we are observing and reporting carries the same meaning when found under different circumstances” (p. 113). Further noting that “triangulation regularly sends us back to the drawing board,” Stake (1995) utilizes the metaphor of an actor in a theatrical play, suggesting that “the actor is asked to review the materials for accuracy and palatability” and that “regularly, some of that feedback is worthy of inclusion” (p. 114-115). It was my role as a researcher, therefore, to triangulate the data to support the results and findings of this case study.

Member Checking

In discussing member checking, Merriam (1998) suggests that “member checks – taking the data and tentative interpretations back to the people from whom they were derived and asking them if the results are plausible – should be conducted throughout the study” (p. 204).

Erlanson et al. (1993) also suggest that: (1) member checking may be conducted at the end of an interview through summarization of the data and providing

the participant with the opportunity to immediately make corrections or changes and that (2) member checking may also be conducted in subsequent interviews by verifying interpretations and data gathered in earlier interviews. I conducted member checking at the end of each interview, as well as in subsequent interviews to support accuracy of this interview data.

Peer debriefing

Another tool for the researcher engaged in case study research is inviting a peer who is a professional outside the context of the study and who has some general understanding of the study to discuss working hypotheses, emerging designs, and to listen to the researcher's ideas and concerns. Peer debriefing allows the researcher to "think aloud" and consider various hypotheses while the peer debriefer asks probing questions and provides alternate explanations. Lincoln & Guba (1985) suggest that it is important that the debriefer is a peer of the researcher, noting that if this is not the case, "dangers exist, such as that the debriefer's inputs may be discarded or considered mandates" (as cited in Erlandson et al, 1993, p. 141). Accordingly, I met periodically with a fellow doctoral student (who also was employed in the central Texas school district where this study took place) to participate in peer debriefing.

The Reflexive Journal

The researcher's journal is a kind of diary that becomes a part of the audit trail and allows the researcher to record information regarding the study while it progresses. Some suggest (e.g. Lincoln & Guba, 1985) that researchers should keep a daily journal, though it was more realistic for me to make entries in such a journal on a weekly basis

(Erlandson et al., 1993). I created journal entries as often as possible but at a minimum, once per week.

Research plan

Participation-Observation

In listing the “six sources of evidence” Yin (2009) suggests that strengths of participant-observation include “insight into interpersonal behavior,” but the weaknesses include “bias due to the participant-observer’s manipulation of events” (p. 102). Yin further posits that “for case studies the most important use of documents is to corroborate and augment evidence from other sources” (p. 103). Therefore, for purposes of this case study, I was especially mindful of issues related to my role as participant-observer and triangulated data by including analysis of documents and artifacts, as well as interview data analysis to support the findings of this case study.

Interviewing

It has been suggested that the “qualitative interview attempts to understand the world from the subjects’ points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific experiences” (Kvale & Brinkmann, 2009, p. 1). Kvale & Brinkman further suggest that “different types of interviews serve different purposes,” and they define the semi-structured interview as “an interview with the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena” (p. 2).

Merriam (1998) posits that “interviewing is a common means of collecting qualitative data” and that the “main purpose of an interview is to obtain a special kind

of information” (p. 71) and further proposes an Interview Structure Continuum with *highly structured/standardized* at one end and *unstructured/information* at the opposite end with *semistructured* located at the mid-point of the continuum (p. 73). This case study design was aligned to Merriam’s (1998) notions of semistructured interviews that also include the view that

this type of interview [semistructured] is guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time. This format allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic (p. 74).

While an interview may be defined as a conversation, it is important to note that it is a “conversation with a purpose” (Dexter, 1970, p. 136). Similarly, Kvale & Brinkmann (2009) state that “the research interview is based on the conversations of daily life and is a professional conversation; it is an inter-view, where knowledge is construction in the inter-action between the interviewer and the interviewee” (p. 2).

The semi-structured interview format enables the researcher to address the situation at hand, the views of the participants, and the ideas that develop on the topic during the interview. To investigate what is “in and on someone else’s mind” (Patton, 1990, p. 278), two semi-structured interviews were conducted with each of the six instructional coaches. Mindful that interviewers are not merely “tape recording

sociologies” (Bordieu, 1999), the researcher sought to actively follow up on interviewee’s answers and strived to clarify and extend the interview. I was attentive to the fact that although two sets of interview questions (Appendix A) were scripted in advance, in the semi-structured interview the researcher must be flexible with the specific wording of interview questions as well as the order in which questions are asked. To extend my understanding, during interviews, I manually recorded questions for extension within each interview. I listened to each interview as soon as possible after it took place and recorded my thoughts and impressions in my reflexive journal, which included pertinent contextual information regarding the participant’s behavior, mood, etc.

Ethical Considerations

It was essential during this case study for the researcher to consider positionality and notions of insider-outsider (Banks, 1998). Banks (1998) provides a typology of cross-cultural research of the following types: indigenous-insider, indigenous-outsider, external-insider, and external-outsider. As an employee in the same district where this study was conducted, I might have been considered an indigenous-insider; however, as a member of the district leadership team rather than the instructional coach cadre, I might also have been in contrast considered an indigenous-outsider. Patton (as cited in Merriam, 1998) emphasizes the balance necessary between insider and outsider in participant-observer qualitative research as previously discussed and suggests:

Experiencing the program as an insider is what
necessitates the participant part of the participant

observation. At the same time, however, there is clearly an observer side to this process. The challenge is to combine participation and observation so as to become capable of understanding the program as an insider while describing the program for outsiders (p. 102).

In addition, Yin (2009) identifies the importance of “avoiding bias” and cautions the researcher to be mindful of the selection of case study research “to enable you to wrongly pursue or advocate for particular issues” (p. 72). With this in mind, I was thoughtful during data collection and analysis in determining the findings of this case study.

It was also important to note that I had over 20 years of experience in public education and had various roles in the central Texas school district in which this case study was conducted during the previous 13 years including classroom teacher, K-12 Language Arts Specialist, and Professional Development Assistant Director. At the time of the study, I had been the Director of Curriculum for approximately two years and at the time had recently accepted the position of Director of Curriculum and Professional Development as these two departments merged in March 2010. It was essential throughout the study, to constantly consider positionality as described above.

Participant Confidentiality

Stake (1995) suggests that, “almost always, data gathering is done on somebody’s ‘home grounds’” (p. 57). It is an ethical responsibility to protect confidentiality of study participants (coaches as well as schools, and the school district)

who grant permission to participate in the case study. Even though the topic of this case study may not have been considered particularly sensitive, confidentiality of participants continued to be an important component of the research design.

Pseudonyms were used in place of the names of all participants, schools, school districts, and universities, to protect the identities of all those involved in the study. The overview (Appendix B) and the consent form reminded participants of the voluntary nature of their participation, the details of data collection, and the purpose of this study was “explicitly stated” (Stake, 1995) in these documents. Consent for participation in this case study was obtained in accordance with the Institutional Review Board (IRB) requirements.

Conclusion

Instructional coaching is a job-embedded professional development model which is gaining increasing attention in K-12 settings (Bloom, Castagna, Moir, & Warren, 2005; Kise, 2006; Knight, 2007; Lindsey, Martinez, Lindsey, 2007; Showers, 1984; West & Staub, 2003). Proponents of instructional coaching suggest that coaching is a way to support the reflective practice of educators through a coaching cycle of planning, observation, and reflection. More specifically, Lindsey, Martinez & Lindsey (2007) propose a *culturally proficient coaching* model focused on teachers being responsive to diverse populations of students, and they assert that “coaching and cultural proficiency are integrated sets of tools for guiding individuals and groups to meet cross-cultural issues as opportunities and assets rather than as challenges and deficits” (p. 4). This study investigated the relationship between the professional

development instructional coaching model and subsequent support for implementation of culturally responsive teaching in multicultural K-12 classrooms.

CHAPTER IV: PRESENTATION AND ANALYSIS OF DATA

Introduction

In the previous chapter, I described the methods used to investigate the instructional coaching model of professional development and support for implementation of culturally responsive teaching in multicultural K-12 classrooms. Utilizing the previously described methods, I have explored the following research questions:

1. How do instructional coaches understand their role as professional developers in providing support for teachers in multicultural classrooms?
2. What professional learning experiences do instructional coaches identify as having prepared them for their role as instructional coaches?
3. How do instructional coaches understand culturally responsive teaching and multicultural education?

The purpose of this chapter is to present the results of this case study research. First, an overview of the case is presented, followed by the findings of each research question.

Case Studied

The Instructional Coach cadre in a central Texas school district was selected for analysis for this study. With input from the research study participants (six instructional coaches) and one former (retired) Assistant Superintendent for Elementary Education in Bass Creek School District, as well as district documents, archived data, and the researcher's journal, this research study explored understandings of the instructional

coaching professional development model and support for culturally responsive teaching.

In an effort to better comprehend the context of the instructional coaching cadre under examination, it was important to look closely at the context of the surrounding community and school district, as well as at the student and staff composition, demographics, and student achievement.

Surrounding Community

Located fifteen miles north of a metropolitan area of 1.7 million residents, the suburban city in the central Texas hill country in which the school district was located had a population of approximately 104,000 residents at the time of this study. Bass Creek, Texas, (pseudonym) was recognized as the fourth safest city in the country with a population of at least 100,000 and the 2009 US Census Bureau identified Bass Creek as the eighth-fastest growing city in the nation. The demographics of Bass Creek at the time of this study consisted of a population that was 57% White, 10.1% African American, 27.2% Hispanic, 3.8% Asian and 1.1% Other (U.S. Census Bureau, 2008).

School District

Bass Creek School District (pseudonym) had an enrollment of approximately 43,010 students at the time of this study. The district had a diverse ethnic base with a student population that was 30% Hispanic, 46.2% White, 8.7% African American, 10.7% Asian, and 0.5% Native American. The number of languages spoken in the district was 73. The annual dropout rate for students in grades 7-12 was 1.1%.

Bass Creek School District (BCSD) covered an area of approximately 110 square miles and encompassed high-tech manufacturing and urban retail centers, suburban neighborhoods and farm and ranch land. Information retrieved (June 29, 2010) from the Bass Creek School District website indicated that campuses in this central Texas school district were designed according to a neighborhood school concept that sought to insert smaller than typical schools into community neighborhoods. The average student-teacher ratio in the school district was 14.7:1. At the time this study was conducted, there were four high schools, one ninth grade center, nine middle schools and 30 elementary schools. The district also had two alternative education centers. The annual Bass Creek School District budget was \$323,352,340 during SY 2009-2010 with an average per pupil expenditure of \$7,490. The district was steadily growing and was scheduled to open its fifth high school in SY 2010-2011.

Student Demographics

As was evident across the state of Texas as well as across the nation, the student demographics in Bass Creek School District were changing (NCES, 2007; Texas Education Agency, 2009). Table 1 portrays a five-year span of student demographic data for the district. As is indicated, student enrollment increased by approximately 5,000 students between SY 2004-05 and SY 2008-09. While African American student enrollment increased by 1% and Hispanic student enrollment increased by 3%, enrollment of White students had the most significant change with a decrease of 6%. The Economically Disadvantaged and Bilingual/ESL student percentages increased by approximately 2% each (AEIS, 2009).

Table 1
 District Detail
 5-Year AEIS Snapshot: 2004-05 – 2008-09
 Student Demographics
 Bass Creek School District

	2004-05	2005-06	2006-07	2007-08	2008-09	Change 2005-2009
TOTAL STUDENTS	36,567	37,767	39,092	40,398	41,461	+ 4,894
% African American	10	10	10	10	11	+ 1%
% Hispanic	23	23	24	25	26	+ 3%
% White	58	56	55	53	52	- 6%
% Other	10	10	11	11	12	+ 2%
% Economically Disadvantaged	22.9	24.9	24.8	23.6	25.0	+ 2.1%
% Limited English Proficient	7	7	8	8	8	+ 1%
% Bilingual/ESL Education	6	7	7	8	8	+ 2%

Staff

The district had approximately 5,770 employees and approximately 2,900 of them were teachers. Beginning teacher salaries ranged from \$41,825 (B.A.) to \$43,825 for teachers with a Ph.D. Approximately 25.7% of teachers had master's or doctoral degrees, and the average number of years of teaching experience was 10.6 years. During the aforementioned 5-year time span (2004-05 – 2008-09), roughly one-fourth

of teachers in Bass Creek School District were categorized as “minority” with the following specific percentages: 2004-05 – 24%, 2005-06 – 24%, 2006-07 – 25%, 2007-08 – 26, and 2008-09 – 27% (AEIS, 2009).

Culture of Excellence

The Bass Creek School District had received an accountability rating of “Recognized” by the Texas Education Agency for SY 2008-2009. The 2009-2010 Bass Creek School District’s Strategic Plan (district website, retrieved May 2010) identified the district’s mission to “provide exemplary education, guidance, and encouragement to empower all students to reach their individual potential and become contributing members of a diverse community.” In turn, the district’s Graduate Profile listed the following student characteristics: Seeks knowledge and understanding, thinks critically and solves problems, uses technology as a tool, listens and communicates effectively, interacts effectively with others and exhibits strong personal qualities.

Effective in SY 2010-2011, all of the district’s five high schools implemented an academy within a high school approach that was designed “to serve students based on their interests and talents” (district website, retrieved May 2010). All high schools in Bass Creek School District offered the following academies to students beginning in 9th grade: the Academy of Science, Technology, Engineering, and Math (STEM), the Academy of International Business and Economics, the Academy of Professional Studies, the Academy of Health Science, and The Academy of Visual and performing Arts. In addition, two high schools offered the International Baccalaureate (IB) Diploma Programme.

As described in Table 2 below, the Bass Creek School District’s college entrance exams of the graduating class of 2009 were significantly higher than both state and national averages.

Table 2
 Bass Creek School District
 Class of 2009 College Entrance Exam Results

	Bass Creek School District	State	Nation
SAT	1621	1467	1509
ACT	24.0	20.8	21.1

While a look at the “all student” data in Table 2 above is encouraging, as indicated in Table 3, between SY 2004-05 and SY 2008-09 gaps in opportunities to learn between White students and African-American and Hispanic students were closing, yet there continued to be a disparity of 21% between White students passing all TAKS tests in SY 2008-09 and African American students, and the disparity between White students and Hispanic students was 17%. It is also important to note that the percentage of students labeled Economically Disadvantaged passing all TAKS tests in was 55% in SY 2004-05 and had risen in SY 2008-09 to 69%. While educators in the Bass Creek School District likely were celebrating the gains during the 5-year period as described in Table 2, clearly gaps in opportunities to learn between White students and students of color continued to be evident.

Table 3
District Detail
5-Year AEIS Snapshot: 2004-05 – 2008-09
Texas Assessment of Knowledge & Skills (TAKS)
% All Students Passing – All Grades
Bass Creek School District

	2004-05	2005-06	2006-07	2007-08	2008-09	% Increase
District Accountability Rating	Academically Acceptable	Academically Acceptable	Academically Acceptable	Academically Acceptable	Recognized	
African American	57	62	65	66	70	13
Hispanic	62	68	69	69	74	12
White	84	88	89	89	91	7
Other	89	93	93	95	96	7
Economically Disadvantaged	55	61	63	63	69	14

As listed below, four of seven of Bass Creek School District’s goals for SY 2009-2010 (Retrieved from Bass Creek School District website, June 2010) addressed the academic achievement of their increasingly diverse student population:

- Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap.

- Increase the percentage of underrepresented minority students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra I (middle school).
- Increase the graduation rate for economically disadvantaged, African American and Hispanic students.
- Fully implement diversity training plan.

School Improvement Initiative

During SY 2009-2010, Bass Creek School District had created the School Improvement Department under the leadership of the former Director of Secondary Education who assumed the role of Director of School Improvement that year. The newly formed department targeted seven schools that were considered to be “at risk” for receiving an “academically unacceptable” rating from the Texas Education Agency due to low TAKS scores. The targeted campuses included three middle schools and four elementary schools. This School Improvement initiative included hiring a campus-based Academic Dean for each of the identified campuses. The student populations on these campuses were more diverse than on other district campuses, and high percentages of students on these two campuses were identified as “low socio-economic” (qualified for free or reduced lunches). Two of the study participants, Belinda Baker (pseudonym) and Josey Jones (pseudonym) were hired during SY 2009-2010 as Academic Deans on two elementary campuses receiving support through the School Improvement Department. In addition to having support of Academic Deans, the identified campuses received additional funding for resources and for tutoring students.

The Curriculum Department's Curriculum Coordinators and Curriculum Specialists also provided additional support for unit design and lesson planning, as they met regularly with the Academic Deans throughout SY 2009-2010.

Historicizing the Instructional Coaching Model in Bass Creek School District

Former Assistant Superintendent and Vertical Team Leader, Dr. Adelle Weaver (pseudonym), shared an historical perspective of the instructional coaching model in Bass Creek School District:

The idea of teacher support through a peer coach model started in the district in 1995 when three elementary campuses participated in the Teacher Leader model of school improvement training which was provided by Richard Owens, Inc. and funded through grants. One of the original participating elementary campuses, Wood Glen Elementary School (pseudonym) where Dr. Weaver was then the principal continued with the model (INT 1: RP: 7-10).

In SY 2000-01, after Dr. Weaver left Wood Glen Elementary School and accepted the position of Assistant Superintendent/Vertical Team Leader, she stated that she continued to dialogue with other central office leaders about the strength of the teacher leader model. Initially, the effort was made to use the cadre of Technology Specialists (TS) to provide campus-based instructional support. At that time, each elementary school, middle school, and high school had at least one TS. Dr. Weaver

noted, however, that “strong tech[nology] skills did not equate to strong curriculum skills” (INT 1: RP: 15-16), and the initial efforts to provide on-going, campus-based instructional support did not yield the anticipated results – greater teacher efficacy and higher student achievement. Implementation of the teacher leader/instructional coach initiative was delayed due to budget constraints until the spring of SY 2002-03.

In the spring of SY 2002-03, the idea of teacher leadership/instructional coaching support developed further and distinct job descriptions were written for the following positions: Lead Curriculum Integration Specialist (Appendix C), Curriculum Integration Specialist (Appendix D), and Technology Specialist (See Appendix E). Aligned to the instructional coaching model, according to Dr. Weaver, “the basic function and responsibility of the Curriculum Integration Specialists (CIS) was to ‘provide support to teachers, campus and district administrators in implementing best instructional practices and using technology, and to promote positive change and commitment for engaged learning environments’” (INT 1: RP: 21-24). See Appendix F to review the CIS Framework which outlined the work and expectations which continued through SY 2005-06.

At the beginning of SY 2006-07, district leaders in Bass Creek School District changed the job title of the Curriculum Integration Specialists (CIS) to Instructional Coaches (IC). (See Appendix G job description.) With the change in title also came greater emphasis on the coaching aspect of the work and less emphasis on cross-curricular integration (as was previously the CIS focus). At that time the current CIS were designated Instructional Coaches without having to reapply for the positions.

At the time of this study, during SY 2009-1010, the district employed approximately seventy instructional coaches in the following areas: English as a Second Language (4), Bilingual (9), elementary (11), secondary – a total of ten coaches in the four core content areas (math – 4, science – 3, ELA/R – 2 and Social Studies – 1), School Improvement (14), Special Education (4), Talented and Gifted (4), and Literacy Specialists (14). The updated 2009-2010 job description overview of the Instructional Coaches described the responsibilities:

Through the effective and efficient performance of the characteristic duties and responsibilities outlined in this job description, the incumbent actively participates in supporting an exemplary education, which prepares each student to perform successfully in an ever-changing world. The incumbent supports and actively participates in processes designed to deliver the district’s strategic plan, the *Blueprint for Excellence* (district website, retrieved June 2010).

The Instructional Coach job description also included a section entitled *Basic Function and Responsibility* and described the work as: “ to provide support to teachers, campus, and district staff members in implementing best instructional practices and using technology; promote positive change and commitment for engaged learning environments and leading to improved student performance” (District website, retrieved June, 2010). In particular, the duties and responsibilities are further specified as to:

- Work collaboratively with assigned campuses to establish exemplary learning environments;
- Respond in a timely and positive manner to all requests for support from campus and district administrators;
- Exhibit a high degree of initiative in response to the requests for instructional support;
- Model/demonstrate exemplary instructional strategies in the classroom;
- Analyze and respond to school data and educational trends;
- Facilitate district staff in understanding the need for continuous change in education to meet the every-changing need of society;
- Facilitate development of collaborative cultures at the campus and district level;
- Share leadership responsibility with campus and district administrators for creating change-adept learning communities; and
- Serve as instructional coaches through classroom observation cycles.

In addition, according to the job description, instructional coaches in Bass Creek School District were required to have the following knowledge, skills, abilities:

- Knowledge of Texas Essential Knowledge and Skills (TEKS);
- Knowledge of curriculum design, implementation, evaluation, and refinement;
- Knowledge of current school restructuring and reform ideology;
- Knowledge of effective instruction and evaluation methodologies;

- Knowledge of the Baldrige principles for integrated management systems continuous improvement;
- Knowledge and understanding of the complexities of building collaborative structures in the educational environment;
- Highly skilled in using technology as a learning tool in all content areas;
- Ability to locate and obtain instructional materials to support the aligned curriculum;
- Ability to employ a systems-perspective to maximize attainment of learning goals;
- Ability to engage others in collective inquiry and problem solving;
- Skilled in collecting, analyzing, and using data to support student learning;
- Ability to build collaborative teams to transform instructional practices; and
- Ability to communicate effectively with various stakeholders.

Finally, the job description identified Entry Qualifications: a Bachelor's degree, a valid Texas Teacher Certificate, and a minimum of three years of teaching experience. Experience in facilitating technology solutions in schools was preferred for the instructional coaching position. Instructional coaches earned a teacher's salary though their yearly contract included 14 additional days than the teacher contract so the coaches earned a slightly more money than classroom teachers.

Professional Learning Opportunities for Instructional Coaches

As the former Professional Development Supervisor in Bass Creek School District from October 2004 through January 2008, I had contracted with Jim Knight

during SY 20005-06 and SY 2006-07 to provide ongoing training for the district's instructional coaches. Dr. Knight visited the district three times during SY 2006-07 and SY 2007-08 to provide support for the instructional coaching professional development model. After I left that position and became the Director of Curriculum (January 2008 – June 2010), this training was discontinued by the next Professional Development Supervisor and it is important to note that for SY 2008-09 and SY 2009-2010 it was left to the various department directors who supervised the instructional coaches to seek out professional learning opportunities for the coaches. It also is important to explain that the instructional coaches were supervised by seven different directors within the organization, i.e. the Director of Bilingual/ESL supervised the Bilingual & ESL coaches, the Director of Elementary Education supervised the elementary coaches (K-5 generalists), the Director of Secondary Education supervised the secondary coaches (content specific), the Director of School Improvement supervised the campus-based school improvement instructional coaches/academic deans (K-5 generalists), the Director Special Education supervised the special education coaches (K-12 generalists), the Director of Talented and Gifted (TAG) Services supervised the TAG coaches (K-5 generalists and finally, the two secondary ELA/R coaches (both of whom were first year instructional coaches) were assigned (by the Director of Secondary Education) to supervise the secondary Literacy Specialists – one per campus on the district's four high school campuses and nine middle school campuses. The elementary coaches attended on a rotating basis (so as to minimize their time off campuses) and a few of the secondary coaches also attended a series of workshops offered by the regional

Educational Service Center (ESC) throughout the course of SY 2008-09, the majority of the coaches (a number of them new to that position) did not participate in professional learning specific to instructional coaching.

In the spring of SY 2009-2010, the three supervisors of the elementary, secondary, and Bilingual/ESL instructional coaches provided Cognitive Coaching training (see Costa & Garmston, 2002) for their coaches. This training was designed to take place over eight days and was scheduled in Bass Creek School District according to the following schedule: two days in the spring of 2010, two days in the summer of 2010, two days in the fall of 2010, and two days in the spring of 2011. The Special Education, School Improvement, and Talented & Gifted instructional coaches were not invited to participate in this training. This may have been due to the fact that the number of participants was limited and there weren't enough slots for additional instructional coaches however, the impact of excluding some of the instructional coaches must be considered with regard to the systemic implementation of the instructional coaching professional development model in Bass Creek School District. Archived data from October 2009 (Appendix I) indicated that some of the instructional coaches felt that they worked in isolation from one another and recognized the need for greater collaboration between the instructional coaches in different departments. With only a portion of the instructional coaches receiving Cognitive Coaching training, it seemed likely that the Bass Creek School District instructional coaches would continue to face challenges working collaboratively with one another.

Study Participants

Marc Jacobs (pseudonym) was a former high school English teacher in New Orleans who had relocated to Bass Creek after the Hurricane Katrina disaster. Marc's Bachelor's degree was in English with a minor in Philosophy, and his M.Ed. was in Secondary Education/English. Marc is a White male, 35 years old, who had eight years of experience as a high school English teacher. He was finishing his first year as an instructional coach in Bass Creek School District at the time of this study. Describing himself as a "junior coach" (INT 2: MJ: 681), at the time of this study, Marc was enrolled in the Ph.D. program of Curriculum Studies in the College of Education at a nearby state university and his responses to interview questions were often grounded in his theoretical understandings related to his course work, as well as self-directed study (INT 1: MJ: 589-590). He described himself as a critical theorist and stated that his interest was in

performing a Foucaultian analysis of power as it plays out through the institution of public education in America.

Very specifically southern public education, perhaps even very specifically in New Orleans and the effects of the Katrina diaspora and the laboratory that New Orleans has become for a variety of different educational experiments – charters, public, private. I'm really very interested in how power flows and is transmitted and recycled throughout institutional discourse, and I use the term

Foucaultian very consciously because as much as his work focused on the prison, on the clinic, and on human sexuality, I think some of that same work could and needs to be done with public education in America (INT 1: MJ: 690-701).

Lucy Lu (pseudonym) was a 50-year-old White woman with 19 years of teaching experience in the district where the study was conducted. She had a B.S. in Education (1983) and a M.Ed. in Education (2005). In addition, she held certifications in Special Education (K-12), Reading Specialization (K-12), Elementary Education (gr. 1-6), English (gr. 1-8) and English as a Second Language (K-12). At the time this study was conducted, she was enrolled in a Ph.D. program and was enrolled in her last class as she completed her course work prior to taking qualifying exams and was contemplating writing her dissertation proposal.

She had been an ESL coach in Bass Creek School District for the past five years. Lucy laughed often during our conversations and she was sometimes jokingly sardonic though always optimistic. Her responses to interview questions provided evidence that she was passionate about her role as an instructional coach and for providing support for second language learners of *all* languages other than English.

I wanted to learn more about how to meet the needs of my students that speak a language other than English. And so I took everything I could to learn how to be a better teacher for all students, actually, but specifically my

students that were English language learners (INT 1: LL: 185-197); and I think that the role for me is to support the teacher in her endeavor to teach the content along with the language (INT 1: LL: 218-220).

Belinda Baker (pseudonym) had seven years experience as a classroom teacher in two different school districts in central Texas and was completing her first year as a campus-based Academic Dean on a K-5 campus of approximately 675 students. As previously stated, the role of the academic dean was nearly identical to that of an instructional coach. Belinda was one of seven academic deans assigned to a specific campus to support teaching and learning and increased student achievement through support from the newly created School Improvement Department (as was previously described)..

A 29-year-old African American woman, Belinda had a B.A. in education (2004) and a M.Ed. in Educational Leadership (2009) and was a first year academic dean. In discussing the Academic Dean vs. Instructional Coach role, Belinda stated that at the beginning of the year [SY 2009-2010] there might have been a greater emphasis on looking at student assessment data, though she also noted that she began to take on the role of the instructional coach when working with teachers,

... getting teachers to look at data, but then also helping them to respond to the data. I did a lot of co-teaching, modeling, and gathering resources for teachers, things of that nature (INT 1: BB: 23-26).

Belinda noted that her work teaching in an inner city school [in a large nearby urban district] – with an enrollment of 50% Hispanic and 50% African American students, 99% of whom were living in poverty – had contributed greatly to her passion for culturally responsive teaching and meeting the needs of diverse students. Building relationships with teachers was essential to support her ability to provide classroom support, and Belinda noted that “the title academic dean is kind of intimidating” (INT 1: BB: 173) and reiterated that it was important for her to build personal relationships with teachers and stated, “we talked a lot about our families” (INT 2: BB: 392-394).

Belinda had recently completed a master’s degree in Educational Leadership which included a focus on multicultural education and review of student assessment data that illuminated the gaps in opportunities to learn between White students and students of color, and Belinda noted that

Data is going to be very important, especially when you look at multicultural classrooms because you want to look at how each group is doing within a classroom. The role of the instructional coach is really to help the teachers to begin to identify those students and different students’ needs in a classroom, especially in a multicultural setting when you have kids that are coming from lots of different places (INT 1: BB: 43-48).

Michelle Dolan (pseudonym) was a veteran teacher with 40 years of experience who had been a secondary math instructional coach for two years. A 64-year-old White

woman, she stated that she had stayed home for eight years when her own children were young, during which time she tutored adults and children in literacy programs and she also ran her own preschool for three years. She had earned a B.S. in Education in 1968 with a specialty in elementary education and math.

Michelle clearly saw herself as a learner, and noted that she had “learned so much from going into different classrooms, especially different grade levels so that she could look vertically as well as horizontally” at what the needs were and what needed to be addressed (INT 1: MD: 37-39). Michelle had taught every grade, pre-K through seventh, and began her career in inner city schools in Detroit as a fourth and fifth grade teacher. She stated that her passion at the time was working with inner-city kids “because I couldn’t understand why there were so many dropouts and so many children on the streets” (INT 1: MD: 9-12).

She got married and moved to Texas where she taught in self-contained elementary school classrooms (grades 3, 4, and 5) in a large urban district before teaching sixth grade math for twelve years in Bass Creek School District. As previously noted, Michelle had been an instructional coach in Bass Creek School District for two years and prior to becoming an instructional coach, Michelle was employed by a nearby university as a full-time mentor for a small cohort of four to five teacher/interns who were in their first year of teaching in Bass Creek School District and were simultaneously earning a master’s degree in education in an intensive, accelerated one-year program.

Josey Jones, was a first-year, campus-based instructional coach (academic dean) who was new to the district in SY 2009-10. Like Belinda, Josey was hired as a campus-based academic dean by the School Improvement Department and was assigned to one elementary campus to support teaching and learning and improved student academic achievement. Josey had a B.S. in Advertising/Public Relations and a M.Ed. in Educational Leadership. At the time of this study, she was a Ph.D. student in Educational Administration Leadership for Teaching and Learning and was projected to graduate in 2012.

Josey was a 38-year-old African-American woman who had seven years of teaching experience at the same elementary school (with predominantly African-American students and teachers) in a nearby urban school district where she had been an informal teacher leader providing resources, helping plan lessons, and modeling lessons for other teachers (INT 2: JJ: 455). She was good-humored, laughed often, and peppered her responses to interview questions about multicultural education with phrases such as “judging books by their covers” (INT 2: JJ: 297) and “so if that pig decides that mud is nasty, then he’ll move on” when discussing the necessity of self-reflection on personal bias, and the choices that individual’s make (INT 2: JJ: 208). Josey’s interest as a Ph.D. student included investigation of Diversity Pedagogy Theory (Sheets, 2009). She had recently presented on that topic to an education sorority (INT 2: JJ 139-140) and she shared a copy of her PowerPoint presentation with me. She spoke passionately about her relationships with students and teachers and shared a

number of stories to illustrate her point. On the use of story to explicate her point,

Josey stated that:

My analogies might be a little bit different. It just kind of depends, because sometimes you can look at your audience and know... You know what? I really need to make them understand this, and that's what you do. If I know that I really need to, I need to break this down so that there's no question as to what I'm talking about, then this is what I need to do now. I need to draw that picture. They need to see it. I need to put the watercolors on it. I need to make it really plain for them (INT 2: JJ: 390-398).

Also like Belinda, Josey was committed to building respectful relationships with teachers and she illustrated how she communicated with teachers with whom she worked:

Look, I'm not telling you I have all the answers, but this is what I do know, and this is how I know this, and they [teachers] respect that. Same thing in a family of teachers, I don't have... I'm not trying to tell you I know everything. This is what I do know, and then I've found that they are responsive and they respect that.

As noted above, Josey came from a family of educators, "...my mother-in-law, my sister, and my husband was too, at one time [a teacher]" and she indicated when

discussing the experiences that students bring to school, that her own children had experiences that undoubtedly helped them in school settings because of their home culture (INT 1: JJ: 132-137).

Javier Estevez had been teaching for 14 years and like Marc, Belinda, and Josey, he was a first year instructional coach in Bass Creek School District. Javier had a B.S. in Interdisciplinary Studies (1993) and a M.Ed. in Curriculum and Instruction (2006). Javier had experience as an elementary bilingual teacher, a reading teacher, and was previously a middle school assistant principal. A 52-year-old Hispanic male, Javier had experience as a car salesman whose self-study during that period included a book study of *How to Win Friends and Influence People* by Dale Carnegie, that greatly influenced his thinking both at that time and in his current role as an ESL instructional coach. His study of this text led him “to begin to see events and daily occurrences from other people’s point of view” and he indicated that he began “to understand that it was important to ask questions and to then sit back and listen for the answers” (INT 2: JM: 15-16, 21 – 24). Javier further shared that he read a lot of self help books including *Seven Habits of Highly Effective People* by Steven Covey, and that in his younger years, when he was employed in a “multi-level marketing organization” he often listened to books and speeches on tape and noted that he also read the book of the month series for his own personal growth. All of these experiences led him to reflect on “how to converse with people and how to really bring them out” (INT 2: JM: 52-53). He further indicated that his professional sales training with various automobile companies “taught me very well how to relate to people” and further that “it increased my ability to relate

to people, to find the core of the conversation and to take action with it” (INT 2: JM: 53-60).

Javier also candidly shared his experiences as a young boy who grew up in South Texas and migrated frequently. He described his family as “isolated in the Mexican American culture” in which “everybody around us looked like us, spoke the same language” (INT 2: JM: 139-140). Additionally, Javier noted that he was given a lens (which he attributed to his father) of negatively stereotyping others – particularly Anglos and African Americans. He shared a story about when he was a boy of about four or five years old and was “made to do horrible things.” For example, “We lived in a camp and there was a family of African Americans who lived down the road, and dad would say, ‘Here they come’ and me and my sisters, we’d all run out and we’d flip them off and we’d yell at them and cuss at them, you know?” (INT 2: JM, 145-153). Then one day his mother said they needed some milk, and Javier’s father grabbed the bucket and said “Let’s go.” Javier indicated that he just knew that they were going to get milk from the African American people who “we had been flipping off.” He remembered distinctly at that young age how scared he was and how he thought at the time that “they’re going to know to who I am... though I don’t remember anything else except that fear, and it was interesting that I was conscious of that fear. Even though my dad was telling me to do those things, when it came to *meeting* that at a distance, it was different. That was a really powerful lesson for me” (INT 2: JM: 154-165). Javier concluded the retelling of this story by noting that his father left the family when he was eight years old and that he knew “at this point in time, that [his father] still has that, that

hatred very much, and it's... there's no foundation for it except that this is the way he grew up" (INT 2: JM: 185-187).

After relating this story, Javier indicated that as a result of his experiences he became interested in investigating stereotyping and that part of his master's work was "about the relations between the African American community and newly arrived immigrants, the Chicanos, in an established community" (INT 2: JM: 198-201).

A data table is provided below to depict key information about study participants.

Table 4
Study Participants

Study Participant	Instructional Coaching Assignment	Years of Experience Teaching	Years of Experience Coaching	Background Information
Marc Jacobs	High School ELA/R	8	.5	Taught in New Orleans; graduate student interested in power dynamics in public education
Lucy Lu	K-12 ESL	19	5	Graduate student interested in cultural proficiency and curricular inequity
Belinda Baker	K-5 Campus-Based Academic Dean	7	.5	Teaching experience primarily in a large urban school district on a campus with 99% of students living in poverty
Michelle Dolan	Middle School Math	40	2	Began teaching career in inner city schools in Detroit; concerned about over-emphasis on assessments and neglect of the whole child

Josey Jones	K-5 Campus-Based Academic Dean	7	.5	Teaching experience primarily in a large urban school district on a campus with majority of African-American students living in poverty; graduate student interested in Diversity Pedagogy Theory
Javier Estevez	K-12 ESL	14	.5	Teaching was second career; grew up “isolated in the Mexican American culture”; was interested in issues of stereotyping

Research Question #1 – How do instructional coaches understand their role as professional developers in providing support for teachers in multicultural classrooms?

Building Relationships, Looking at Data, and Addressing the Elephant in the Room

In discussing their role as instructional coaches, interview data indicated that the participants recognized that building relationships with the teachers they worked with was essential; that it was necessary to look at assessment data to identify academic gaps in opportunities to learn between students; and finally, that it was imperative that they engage in dialogue with teachers about instructional practices and expectations for student achievement.

Building Relationships

According to study participants, building relationships with teachers was essential to the success of the instructional coaching model. When discussing his role as an instructional coach, Javier suggested that:

...the only way that you're, to me, that you're going to cause any growth to happen is going to be when people trust you, when teachers trust you, when you've shown that you yourself are willing to get in there, roll up your sleeves and do the work. You don't just talk about it, but you're also out there... always helping, always looking to find ways that you can help (INT 1: JE: 62-70).

Also discussing building relationships, Josey stated that she did a lot of listening and was attentive to the feelings of teachers, stating that she asked herself, "How would I feel if somebody came in and said, well you have to do..." (INT 1: JJ: 334-335) and further noted that she didn't want to offend teachers "because then the door will shut on me, and how effective would I be?" (INT 1: JJ: 342-343).

Similarly, Belinda described her concerns that the newly adopted position of academic dean might be intimidating to some teachers and she indicated that she attempted to establish rapport with teachers to

more personally understand the teachers by understanding them outside of the work environment, by asking questions like 'Are you married? Do you have kids?' so that we have something to talk about other than just always work and then people can see you as being more human than you just being a title (INT 1: BB: 230-232).

At the time of this study Marc was completing his first year as a coach in Bass Creek School District. In describing the role of instructional coaches, Marc stated that:

Coaching is not about forcing alignment or even driving alignment, or driving anything. You know, they [teachers] kind of have to come to you, and you have to be a little more reactive, which is different from how I composed myself as an educational leader [department chair] coming into it (INT 1: MJ: 59-62).

Likewise, Michelle suggested that “[instructional coaches] can’t legislate, but what we can do is raise awareness. We can give [teachers] as many different tools as possible, as many “have you thought of... [suggestions]” (INT 1: MD: 194-195).

Michelle took a somewhat maternal approach to building relationships. Grounded in notions of caring for teachers (as well as for students), Michelle noted that sometimes when she conducted classroom observations, she noted areas of concern about the instructional practices of the teacher and related a typical conversation:

‘Well, you know, we need to have a conversation about that.’ I try to be gentle the first time. I always tell them, ‘I’m going to be your grandmother at first. Then I’m going to be your mother!’ because I think, you know, that we can’t lose any more children (INT 1: MD: 76-79).

Looking at data – How well is each group doing?

Campus-based instructional coach/academic dean, Belinda, worked on a K-5 campus of approximately 675 students and had joined Bass Creek School District that year. She noted that the instructional coaches' role included getting teachers to look at data and helping them respond to data (INT 1: BB: 23-29). When further discussing data analysis, Belinda remarked about the importance (especially when looking at multicultural classrooms) of knowing how well each group is doing within the classroom. She also suggested that the role of the instructional coach is really to help teachers to begin to identify different students' needs because "we have students coming from lots of different places" (INT 1: BB: 47-48).

Addressing the elephant in the room

As previously noted, four of seven of Bass Creek School District's 2009-2010 goals (Retrieved from Bass Creek School District website, June 2010) addressed the academic achievement of their increasingly diverse student population:

- Accelerate TAKS gains for economically disadvantaged, African American, and Hispanic students to reduce the achievement gap.
- Increase the percentage of underrepresented minority students enrolled in Advanced Placement, Dual Credit, International Baccalaureate, and Algebra I (middle school).
- Increase the graduation rate for economically disadvantaged, African American and Hispanic students.
- Fully implement diversity training plan.

Bass Creek School District's instructional coaches (both district level and campus-based) were expected to provide support for district teachers to achieve the district's goals.

The two bilingual/ESL coaches (Javier & Lucy) who participated in this study recognized the importance of supporting multicultural education. Javier noted that:

I'm going to say the elephant's in the room. Maybe the issues of culture, the issues of language, the issues of, equity in, in the classroom, in the curriculum, in the teaching strategies, in all of those areas. It's a journey, and it's something that you have to definitely have with the end in mind, but knowing that people don't change overnight. Things aren't going to change rapidly (INT 1: JE: 72-78).

Similarly, K-12 ESL instructional coach, Lucy noted her role is to "support the teacher in her endeavor to teach the content along with the language" (INT 1: LL: 18-20) and she went on to explain that in the multicultural classrooms where she is deployed, "a lot of times, the teachers are not culturally proficient" (INT 1: LL: 222-223) and further suggested that there is a "little bit of deficient thinking" (INT 1: LL: 244). While addressing the reality she often encountered, however, Lucy Lu was explicit in stating her belief that:

When I walk into a classroom my first thought is, before I open the door, is that this is the most well-intentioned

teacher in the world and this teacher is coming into that classroom with years and years and years of her own beliefs and assumptions about how education should be (INT 1: LL: 268-279).

Lucy further addressed the issue of “not identifying culture... because that’s huge... denying and really imposing our culture on students that come from a whole other culture” (INT 1: LL: 300-304) and related the following experience:

And I do remember... I do have to tell you... I was one of those teachers until I started to really reflect on my own culture and look at my proficiencies and think, oh, my goodness gracious... I had a parent from India and he... I was teaching 3rd grade at the time. This was my first time as an ESL teacher and he would say, ‘Ms. Lu, I need to know what the ranking is of my son,’ because in his culture, students are ranked. And I was just stunned that he would ask me. Now I would like to replay that whole scene again because I don’t remember how I handled it, but I’m sure it wasn’t with sensitivity. And I’m sure I said, well, in the United States, here’s how we do things, you know... it’s a journey (INT 1: LL: 335-356).

Belinda recognized the challenges of closely examining student data by ethnicity and reported that campus teachers felt they were being “prejudiced” or “racist” when

not looking at this child as being a child, but looking at them as being Hispanic or African American:

So, I think the role of an instructional coach in that classroom is to try to guide the teachers' thinking into how it does benefit for you to look at each child's individual needs and look at them as that individual person, and to respond to their needs in that way... I see a lot of resistance, and I think it takes time. Being able to open people's eyes is a strength [of the instructional coaching model]. Getting them to actually look at it because I think that a lot of times when you've been forced to look at research on how our kids are truly performing and where they end up, you see things a little bit differently and not everybody has that and not everybody is looking for that. You know a lot of people are coming to work. They teach and they don't look beyond the teaching or haven't been forced to see beyond the teaching (INT 1: BB: 52-111).

Similarly, Josey, a campus-based instructional coach, who worked on a K-5 campus of approximately 520 students, had joined Bass Creek School District during SY 2009-10 and was in her first year as a coach in Bass Creek School District. While both Belinda and Josey indicated that they modeled lessons and provided resources for

teachers, Josey further stated that her role was to help teachers to see that “you can’t have one prescription because all of these children are different... and I’ve found that I’ve had to have the conversations with a few people because the comment is often made, well I’d like to do that, but these kids can’t do it” (INT 1: JJ: 103-108). Clearly maintaining high standards for all students, Josey remarked that she asked the following questions of these teachers in response: “What do you mean they can’t do it? Why can’t they do it? Have *you* decided that they can’t do it, or have they shown you that they can’t do it?” (INT 1: JJ: 109-121).

Josey further described the role of instructional coaches:

So my role is to express to the teachers and help them to really understand that their reaction to those students, their response to those students’ cultures, behaviors, the... what’s the word I’m looking for? The *strategies* that they bring with them because you know, all our kids come with [different] strategies (INT 1: CJ: 122-125).

It’s important to note that both Belinda and Josey were instructional coaches (academic deans) on campuses supported by the new School Improvement Department that was implemented for the first time during SY 2009-2010. As previously noted, the School Improvement Department was created to focus on providing support for four elementary schools and three middle schools that were perceived by the district leadership team to be at risk of receiving an Academically Unacceptable state accountability rating from the Texas Education Agency. As such both Belinda and

Josey were hired as Academic Deans though as stated earlier, the role of the Academic Dean and the Instructional Coach was essentially identical; however, they were campus-based rather than deployed at the district level as were the other four participants in this study. Both of the campuses where Belinda and Josey worked received additional support during SY 2009-10 in addition to having the support of a full-time campus-based instructional coach/academic dean that also included regular meetings throughout the school year with the district math and science curriculum coordinators and specialists to collaboratively plan instruction, additional instructional materials, and additional funding for TAKS tutors for students. Finally, it is interesting to note that both campuses earned a Recognized rating from TEA for SY 2009-10. Not only were they not rated Academically Unacceptable, or even Acceptable, both of these identified “at-risk” campuses received a Recognized rating!

Like Belinda and Josey, who described the importance of challenging teachers’ deficit thinking and nudging them out of their comfort zones, other participants recognized the need to address gaps in opportunities to learn between White students and students of color. First-year secondary ELA/R coach, Marc noted that his developing understandings of the role of instructional coaches came in part from the SY 2009-10 Curriculum Coaching Connections district meetings and the book study of *Culturally Proficient Coaching* (Lindsey, Martinez, & Lindsey, 2007) (INT 1: MJ: 96-104). Additionally, his experiences in New Orleans pre- and post- Hurricane Katrina as well as his participation in the International Literacy Coaching Summit sponsored by a nearby state university impacted his definition of the role of instructional coaches. He

and the other first-year Bass Creek School District secondary ELA/R instructional coach facilitated a round table discussion using Margaret Wheatley's (2009) notions of *conversation* from her book, *Turning to One Another: Simple Conversations to Restore Hope to the Future*, asking the following guiding questions: What do you choose to see? What do you choose to pay attention to? What do you do about it? Marc noted that "I think that the coach is in a really unique position to advocate for social equity and for educational access when they see it and if they choose to engage it" (INT 1: MJ: 105-111). Finally, Marc indicated as a graduate student in Curriculum and Instruction in another nearby state university, his interest in critical theory and how "power plays out through the institution of public education in America" influenced his thinking regarding the role of instructional coaches (INT 1: MJ: 690-692).

Finally, it was interesting to note that although the question posed to participants asked about the professional development role of instructional coaches, only Michelle talked specifically about professional development and she did so in the context of reflecting on her own coaching practices:

I was doing a sit-and-get type of thing. 'Now you all sit down and Granny is here and she's going to tell you exactly what to do.' And then I realized that, you know, that just isn't working. So I really... I think the weakness of our professional development at times, and we're getting much better at it, is it can't... we have to model exactly what we expect no matter what we're teaching,

and if we don't do that then... as learners, they're not going to sit and get any more than our children are (INT 1: MD: 215-230).

Michelle went on to explain that as a former full-time mentor employed by a nearby state university, she remembered working with her interns and expecting when she visited their classrooms to see everything she had told them, and she laughingly said, "I mean I gave them all these pearls of wisdom!" and I said 'I think we've talked about this a lot' and then I was thinking to myself, 'no, Michelle, *you've* talked about it a lot'" (INT 1: MD: 234-241).

Research Question #2 – What professional learning experiences do instructional coaches identify as having prepared them for their role as instructional coaches?

The study participants indicated that a variety of professional learning experiences had prepared them for the instructional coaching role including: training, individual or group book studies, self-directed study, and personal experiences.

A Lot of Times You Want to Walk in and Fix Things

Two of the participants (Lucy and Michelle) stated that they had participated in Jim Knight's instructional coaching training in Bass Creek School District in 2005. And Marc indicated that he had "read an article here and there [by Dr. Knight] to kind of try to get up to speed on where that was" (INT 2: MJ: 81-82) though he had not personally attended the training.

It seemed that Dr. Knight's instructional coaching workshops had provided a basic foundation for the instructional coaching model for those participants who had had the opportunity to participate and Lucy noted that:

The Jim Knight [instructional coaching] training, which was I thought phenomenal training because it helped me frame what I had to do with the teachers that I worked with, because a lot of times, you want to walk in and fix things, but you're trying to build capacity, and what that does is that just pretty much slams the doors. So it helped me quite a bit" (INT 2: LL: 12-16).

Both Marc and Lucy had participated in a multi-day diversity training offered in the district by Changes, Inc. (pseudonym), designed and presented by two university professors. Lucy stated that she participated in the training "for the whole year [SY 2008-09], every month learning the things," and noted that

Even though I had some understanding of diversity and culturally responsive teaching, when I took that, I had an even deeper understanding of how we're socialized and how, you know... understanding that collectivist societies are... function differently than this individualistic society, that we're promoting... so that really made a difference for me (INT 2: LL: 151-154).

Marc stated that his “main professional development was working with Changes, Inc.” (INT 2: MJ: 41). While he participated initially as a classroom teacher during the previous year (SY 2007-08) his commitment to promoting culturally responsive teaching was evident as Marc ultimately became a trainer for Changes, Inc. He noted the importance of that experience:

I started getting my theoretical grounding under me at that point beyond what I had even in grad school or through my own reading. I felt pretty comfortable at that point, but seeing how Dr. Hernandez and Dr. Wilson (pseudonyms) were able to field questions and refer back on their own research and their own experience as principals, as professors, as leaders of cohorts, it really lit a fire under me to make sure that I had my i's dotted and my t's crossed as much as possible (INT 2: MJ: 56-60).

Marc went on to note that as an English department chairperson at that time, he felt that he was able to promote culturally responsive teaching with other teachers on his campus and later with teachers across the district as a trainer for Changes, Inc.

As previously described, three of the study participants – Marc, Lucy, and Javier – were engaged in eight days of Cognitive Coaching training which began in the spring of 2010 and was scheduled to continue through the summer and into the fall of SY 2010-11. At the time of the second interview, these three participants had participated in the first two days of training and were clearly excited about it. With regard to

Cognitive Coaching, Lucy stated, “I absolutely love it because it’s helping me develop my skills as a listener, in particular with emphasis on rephrasing what the teacher is saying” (INT 2: LL: 17-19). Lucy elaborated on her description of the Cognitive Coaching model and described the three distinct roles – the coaching role, the consultant role, and the professional developer role. She stated: “you have to negotiate those three roles. I need to learn when to switch hats” and that “if we want to be good professional developers with our teachers that we coach, we’re going to have to learn how to listen and lead them to their own conclusions” (INT 2: LL: 510-523).

Javier indicated that he was very interested in Cognitive Coaching as well and that it was one of the reasons that he was “looking a a position as a campus administrator with a critical eye [reconsidering applying for a position]because he didn’t want to lose the opportunity to complete the Cognitive Coaching training, and noted that,

I feel that it’s going to add a piece to me as a leader and as an administrator, when I come back to that, or even as a director or whatever role I move into. That coaching... you’re always working with people and that’s going to give me a very good foundation, I think, that’s up to date in research to work from. So I like that. (INT 2: JM: 79-86).

Finally, Belinda indicated that the mentor training (Texas Beginning Teacher Support System – TxBESS) that she had previously participated in (in another school district) had been beneficial to her work with teachers.

Experiential Learning

Marc indicated that he had not participated in “Jim Knight training that a lot of my colleagues had had...” but that “I do think that coaching in particular benefits from experience, a more experiential learning” (INT 2: MJ: 81-83). To support this notion, Josey also indicated that her experience as a teacher leader on her previous campus was similar to the role of instructional coaching.

It’s My Nature to Do That

Clearly for several of the participants in this study, their student-centered perspectives and a focus on meeting the needs of diverse students led them to become instructional coaches and further that this “caring” transferred to their work with teachers. Josey stated that she didn’t identify a particular professional development training that supported her work as an instructional coach, but said that,

I think a lot of what I do comes from my background being raised in the church like I was; there was a lot of that constant coaching. Well, ‘we’re going to want you to do this, so we’re going to show you how to do that.’ And they kind of bring you along. Well, then when it was my turn, I then turned around and did the same thing (INT 2: JJ: 29-34).

Describing her experience in working with diverse students, Belinda stated (as previously noted) that her experience in an inner city school on a campus with the following student demographics: 50% Hispanic, 50% African American, 99% low socio-economic status, as well as her later experience in a suburban district with changing demographics [more diverse student population] helped her to realize that it was important to talk about “where the students are coming from because the students, they want to learn, and it’s just about finding the best way to help them” (INT 2: B: 14-46).

Curriculum & Coaching Connection (CCC)

All six of the participants in this study had attended some of the regular CCC meetings scheduled throughout SY 2009-2010 (September 25, October 30, January 29, February 26, March 26 and April 30) under the guidance of the Director of Curriculum, the Director of Elementary Education, the Director of Secondary Education, the Director of School Improvement, the Director of Advanced Academic Services, the Director of Bilingual/ESL and a Special Education Specialist.

The directors listed above came together in August 2009 to plan for collaborative opportunities to bring the coaches together for the purpose of creating opportunities for increased collaboration and the development of a shared vision of the instructional coaches especially with regard to eliminating the academic gaps in opportunities to learn between White students and students of color. The Curriculum & Coaching Connection meetings were originally scheduled monthly throughout SY 2009-2010, however, the meetings for March 2010 and April 2010 were cancelled after

the September meeting due to concerns about the overlap with the spring assessment windows for administration of the Texas Assessment of Knowledge and Skills (state mandated assessment for various subjects – reading, writing, math, science, and social studies for various grade levels), Advanced Placement (AP) Exams and field testing for End of Course Exams. By October attendance was negatively impacted because a number of the Instructional Coaches were assigned as interventionists to meet with students daily to provide remedial instruction. The Curriculum & Coaching Connection group was scheduled for final meeting in May 2010 to celebrate their achievements during SY 2009-2010.

The agenda for the first meeting on September 25, 2009 (Appendix H) included a team-building activity, time for self-reflection and collegial dialogue about the instructional coaching role, and examination and dialogue on Bass Creek School District data in relation to the district’s stated goals to reduce achievement gaps, increase the number of minority students enrolled in advanced courses, and to increase the graduation rate for minority students.

The agreed upon goal for these meetings was to eliminate achievement gaps by capitalizing on what works for students. Data analysis during that first CCC meeting included TAKS student achievement data by ethnicity (See Appendix I), as well as student discretionary placement data (by ethnicity) in the district’s alternative education center (where students were sent for disciplinary reasons) (See Appendix J). Finally, participants were introduced via a book walk to the *Culturally Proficient Coaching* text and discussed the authors’ stated purpose “to provide educators with a personal

guidebook for conducting Culturally Proficient Coaching conversations that shift thinking in support of all students achieving at levels higher than ever before” (Lindsey, Martinez, Lindsey, 2007, p. ix).

Reflecting on the CCC meetings, Lucy noted that, “I was excited when we had the – what was it? – the coaching connection meetings and we could meet and network and pick the brains of the other coaches, the secondary coaches and the elementary coaches, and then they [could] identify us as the ESL coaches” (INT 1: LL: 389-397). When asked if she thought those meetings should continue in SY 2010-2011, Lucy replied, “I think that it has to continue because right now we have these silos” (INT 1: LL: 400).

By contrast, Marc expressed concerns about the size of the instructional coach cadre (70 participants) attending the Curriculum & Coaching Connection meetings and unlike Lucy, suggested that, “I think [the meetings] could be more effective if it were maybe a little more focused on particular, on the needs of particular groups of coaches” (INT 2: MJ: 105-106).

To reflect on positionality, it should be noted that at the time I was (as participant-observer) the Director of Curriculum (January 2008 – June 2010) in Bass Creek School district and can provide the perspective of the planning committee that the vision for the CCC meetings was to develop stronger connections between the instructional coaches from various departments, and to promote greater collegiality and a shared framework and focus for their work – especially with regard to closing existing academic gaps in opportunities to learn. We were focused on supporting the

instructional coaches in developing a shared framework and recognized that it was important to challenge the thinking that there wasn't a need for closer collaboration between elementary and secondary, ESL, advanced academics, Special Education and the four core content areas – math, science, social studies and language arts. The planning committee went so far as to randomly assign seats so to promote cross-functionality amongst various instructional coaching groups while being well-aware that there would be resistance from some of the instructional coaches.

Lucy and Marc had different perspectives of the purpose of the CCC meetings and archived data confirmed the widely varied reactions to this initiative. Responses from the instructional coaches included the following (anonymous) comments posted on a plus/delta chart and transcribed into October 30, 2010 Meeting Notes (see Meeting Agenda, Appendix K and Feedback, Appendix L):

Plus – “Thank you for reaffirming our vision – providing an opportunity to inspire and remember the need to create equitable opportunities for rigor and relevance;” “I love that you are showing, not just telling;” “great job of connecting us;” and “fantastic leadership-guided discussions, communication with the cohort, loved being assigned a seat!”

Delta – Responses varied drastically from, “I think we needed all day,” to “Nice to meet others, but not sure that it was worth one-half of my day.” Particularly negative feedback included: “purpose – this had no purpose for me!” (emphasis in original) and “seriously, why are we doing this? Shouldn't the people in the room

supporting science already know this? The rest of us – don't need it!” (emphasis in original).

By the January 29, 2010 meeting, attendance had dwindled to 56 participants; however, the instructional coaches who attended were actively engaged in the topics of the day including differentiation, tiered lesson design, and the book study of *Culturally Proficient Coaching* (Lindsey, Martinez, Lindsey, 2007). Attendees participated in a Cultural Proficiency Continuum activity wherein instructional coaches used sticky notes to post examples from their experiences on campuses on a large graphic representation of the continuum on butcher paper posted on the wall. The numbers of examples of each stage on the continuum were: cultural destructiveness (16 examples) → cultural incapacity (13 examples) → cultural blindness (14 examples) → cultural precompetence → (5 examples) → cultural competence (4 examples) → cultural proficiency (2 examples). (See Appendix M.)

This archived data provided insight into a perceived lack of cultural responsiveness as the examples were heavily weighted at the “destructiveness” and “incapacity” stages of the continuum than at the “competence” and “proficient” end of the continuum. As participant-observer in those meetings, I can confirm that the activities and dialogue exploring culturally proficiency and culturally responsive teaching were often tense as the instructional coaches shared their beliefs and values. Occasionally coaches challenged each other’s deficit thinking, for example when one coach stated “why don’t these kids come to school with any experiences?” another

coach responded, “they do, they’re just *different* experiences than what we expect in school” (emphasis in original) (archived data).

In conclusion, with regard to the CCC meetings, Marc indicated that it was beneficial for the instructional coaching cadre to participate in the *Culturally Proficient Coaching* (Lindsey, Martinez, Lindsey, 2007) book study and stated that:

I still think that people need a little bit of guidance towards the culturally responsive piece because they... it’s not the first thing that people think of and I think the big positive there is that anything that keeps your eye on the ball in that regard is of inherent value (INT 2: MJ: 117-124).

Self-Directed Learning

Another form of professional learning by the study participants was self-directed or individually guided as described by Sparks, 1989. Though Marc talked about his individual learning (in particular in grad school) Josey placed the greatest emphasis on individual study as supporting her understandings of instructional coaching as a professional development model.

Josey stated, “I don’t know that I can name one specific professional development that I’ve had, but I do know that some of the book studies that I’ve done have really helped me understand my role” (INT 2: JJ: 12-14). Josey identified Killion & Harrison’s (2006) text, *Taking the Lead: New Roles for Teachers and School-Based Coaches*, as a book that she really found useful. In addition, a text she had been given

by her campus principal: *Three-Minute Walkthrough*, (Downey, Steffy, English, Frase, & Poston, 2004). According to Josey, *Three-Minute Walkthrough* “explained how you don’t necessarily have to just be in someone’s room for a long period of time to gather the information you need to then be able to talk to them and lead them constructively” (INT 2: JJ: 23-29). Further, the leadership team on Josey's campus engaged during SY 2009-10 in a book study on *Teaching with Intention* (Miller, 2008). Though it wasn’t specifically a book on instructional coaching, Josey found that some of suggestions in the text for supporting students were applicable to her work with teachers as she explained that:

In my role, however, I do a lot of things from that book [*Teaching with Intention*] that were expressed on what to do in your classroom to help do this and different ways you could set things up and how to lead children into questioning and that release of responsibility for the children... and I took some of those things that I read in that book and I used it with some of my teachers (INT 2: JJ: 63-69).

Another example of self-directed learning is Lucy’s pursuit of deeper understandings of the needs of English Language Learners. Lucy related her experience as a third grade classroom teacher after she was asked by her principal to get her certification in ESL. She remembered thinking “Oh my God, here’s what’s going to happen; I’m going to be a general ed. teacher [with] inclusion students and students that

speak a language other than English. I don't know if I can do this" (INT 1: LL: 84-89). To prepare herself, Lucy went to a three-day ESL certification workshop at the regional Educational Service Center and passed the subsequent examination, but found herself asking "but what do I *really* do in the classroom?" (INT 1: LL: 99-101). She posed the question to her principal at that time and was told "it's just best practice" to which Lucy posed (the unanswered question) "can you define 'best practice' for me?" Highlighting the divide between theory and practice, Lucy described the workshop as "drive-through theory on English language acquisition" (INT 1: LL: 174) and noted that her principal would brag about having all of the teachers on that campus ESL certified though Lucy recalled thinking at the time, "whoopy-do!" (INT 1: LL: 163).

Her first year as an ESL-certified teacher, Lucy had five ELL students. Lucy's understandings that first year came primarily through just-in-time learning through her participation in Language Proficiency Assessment Committee (LPAC) meetings and subsequent Texas English Language Proficiency Assessment System (TELPAS) training. Lucy decided for herself that,

I want to learn more about how to meet the needs of my students that speak a language other than English. And so I took everything I could to learn how to be a better teacher for all students, actually, but specifically my students that were English language learners. That's when I decided to do more along those lines.

The discussion of professional development included more types of adult learning than the traditional workshop format. Professional learning included most prominently self-directed learning and experiential learning.

Research Question #3 – How do instructional coaches understand culturally responsive teaching and multicultural education?

The final research question explored the participants' understandings of multicultural education and culturally responsive teaching, though it was anticipated that participants would be more familiar with the term multicultural education and might have little knowledge of the specificities of a culturally responsive teaching framework.

I Didn't Give Them the Option to Fail

Josey explained her role in multicultural classrooms as to “help those teachers see you can't have one prescription because all of these children are different” (INT 1: JJ: 103-104). Josey described in detail her interactions with particular teachers:

I haven't seen the need to have this conversation with everyone, but there are a few people I've found that I've had to have this conversation with, because the comment is often made, 'Well, I'd like to do that, but these kids can't do it.' Then my first thought is, 'Well, who are 'these kids?' 'Well, you know, you know.' 'No, I don't know. Who are these kids and then why can't they do it?' And so it has been my journey this year, and really when I

was still in the classroom kind of as a teacher leader on my previous campus, I kind of took on that role, too.

‘What do you mean, they can't do it? Why can't they do it? Have you decided that they can't do it or have they shown you that they couldn't do it? I'm not understanding.’ ‘Well, I mean I don't know.’ ‘Okay, well then I'll take that same child and do whatever the particular concept might be, and then that child [will be] successful.’ ‘Well, how did you do that?’ ‘Well, I didn't give them the option to fail. This is what we're doing,’ and I tell the children, ‘This is what we're doing. This is our goal.’ So my role is to express to the teachers and help them to really understand that their reaction to *those* students, their response to those students' cultures, behaviors, the – what's the word I'm looking for? – the strategies that they bring with them because you know, all our kids come with whatever strategies. They have different ones.

I Never Knew He Knew I Cared – Effects TAKS Testing: Beyond Academics

When discussing multicultural education, Michelle shared a story from her past that she identified as having greatly influenced her beliefs as an educator:

It reminds me of a boy I had in Houston, and I will never forget him. He's at Huntsville right now. My best friend is from Houston and she told me that Travis (pseudonym) eventually went... [to jail]. And I can remember his mother... now I was a second-year teacher... and his mother begging me. I would go home to Michigan for Christmas and in the summers... and she would beg me to take him with me, and I was newly married and my mother was fighting cancer at the time, and I didn't take him and I think, what if I had taken him? You know, so I feel so bad about that, but I also think... test scores... I mean in his life, test scores were meaningless (INT 1: MD: 98-110).

Also with regard to the impact of state-mandated assessments, Belinda noted that teachers sometimes responded to efforts to have them reflect on multicultural education and meeting the needs of diverse students by saying "It makes me feel like I am being prejudiced or that I am being racist because I do have to look at... I don't look at this child as being a child, but I have to look at them as being Hispanic or African American or male or female" (INT 1: BB: 47-54).

Michelle also shared poignant story about another student:

At Wellspring Middle School (pseudonym) I had a little boy who gave me a Golden Apple Award. He submitted

my name for the Golden Apple and he talked about [how] he knew I really cared, and he was such a little pickle! I never knew he knew I cared, you know! And he had difficulty reading. I had him in math his second time in 6th grade... I kind of kept tabs with his mother and he was a dropout and he joined the gangs in Bass Creek High School (pseudonym) and I thought, we lost him. He was an African-American boy – a doll! I loved him. No daddy, you know. Had a momma who worked hard at Dell, and we lost him. So I just think we cannot keep losing these children (INT 1: MD: 114-126).

Noting that nine instructional coaches were reassigned to the same elementary campus to work with small groups of students to provide remedial instruction, Lucy described the situation:

Because we [campus and district leaders] were so worried about the accountability piece... [it was] bothersome because if we're truly about, in my [instructional coaching] position, building capacity and working together to develop skills and using best practice so that we can reach more kids, then pulling nine coaches to one campus isn't doing that. And what happens when you do that is that teachers then [feel] that it's off their shoulders

and I did notice that there was one teacher during intervention time, she had *one* kid and the coaches had the rest of [her] kids. So basically, what does that say to a teacher? I don't believe you can do it. She was making great gains, but then her kids were spread out to other interventionists. Her attitude started to tank. (INT 2: LL: 284-306).

Josey also discussed how important it was for her as a former teacher to teach students how to talk to each other, "you guys need to talk [and] have this conversation to handle this yourselves" (INT 1: JJ: 443-445) and she stated that "it was just as important for me to teach [students] how to be people as it was for me to give them the academics" (INT 1: JJ: 457-458). Though not using Nodding's (1992, 1999) "aims-talk" or notions of "aesthetic" and "authentic caring" specifically, clearly Josey practiced authentic caring with her former students as she noted that "probably one of the best questions you can ask a child is 'well, what's going on today?' Along with a little hug" (INT 1: JJ: 497-506). "It is an awesome responsibility, and I try very hard to take that very seriously because some of these kids, I'm all they have" (INT 1: JJ: 465-466).

Similarly, Michelle suggested that

Sometimes I think we get so caught up in the data and the test and everything... and this is a child who's going to go on and need to be resilient and productive and successful

and feel good about himself or herself, so I think that sometimes the younger teachers are so caught up in the data and the tests that they forget about, you know, [that] we make or break a child's life.

With a slightly different lens, Belinda indicated that “looking at data is very important – especially when you look at multicultural classrooms because you want to look at how, you know, how each group is doing within a classroom” (INT 1: BB: 43-45). She noted that she “saw a lot of resistance” and suggested that “it takes time” to guide teachers to understand that “it does benefit for you to look at each child's individual needs and look at them as that individual person and respond to their needs in that way” (INT 1: BB: 52-84). Belinda felt that a benefit of the instructional coaching model was

being able to open people's eyes is a strength. Getting people to actually look at it because I think that a lot of times when you, when you've been forced to look at research on how our kids are truly performing and where they end up, you see things a little bit differently and not everybody has that and not everybody is looking at that. You know, a lot of people are coming to work. They teach and they don't look beyond the teaching or haven't been forced to see beyond the teaching (INT 1: BB: 107-113).

Similarly, Michelle explained her frustration when she overheard examples of deficit thinking expressed by teachers when reviewing TAKS data, for example, “‘Well, I’m not surprised about that child’ and I would think, ‘well you should be – have you looked in the mirror lately? You are the teacher’” (INT 1: MD: 358-361).

Finally, in discussing multicultural education and culturally responsive teaching, Lucy suggested that teachers who have been teaching for a long time want to hang on to how it used to be, and she confessed that she was one of those teachers (even though she cared about her students) who wanted her students to learn the language and the content at the same time and lamented that [we] are imposing our culture on students who come from an entirely different culture. To explicate, Lucy shared the following:

I was looking in the LPAC folders, at the end of the year LPACs, and this Korean student who was new to the country, already had some proficiencies in English. So he was rocking and rolling. I mean he was rocking it! He was getting ready to go to high school, so they were thinking about exiting him from the ESL program because he was going to be in Pre-AP and things like that. Well in the deliberations in the LPAC folder it said, ‘and he’s starting to dress more like the other students.’ And so, so basically, that... that just screamed to me that [all] we’re trying [to do] is assimilate these students, not celebrate their culture (INT 1: LL: 308-324).

Conclusion

This chapter presented the findings on how the instructional coaching professional development model was utilized to support culturally responsive teaching in a central Texas school district with an increasingly diverse student population. The following research questions were presented:

1. How do instructional coaches understand their role as professional developers in providing support for teachers in multicultural classrooms?
2. What professional learning experiences do instructional coaches identify as having prepared them for their role as instructional coaches?
3. How do instructional coaches understand culturally responsive teaching and multicultural education?

Chapter Five consists of concluding remarks regarding Bass Creek School District's utilization of the instructional coaching professional development model. The chapter reflects how the district defined, designed, and communicated its vision of instructional coaching, the fidelity with which this professional development model was implemented (especially with regard to the impact of high-stakes state testing), how training to become an instructional coach varied, and finally, evidence of the need for developing deeper understandings of multicultural education to support implementation of culturally responsive teaching.

CHAPTER IV: CONCLUDING DISCUSSION

Introduction and Purpose

In contemporary K-12 classrooms for all students to achieve at high levels academically, teachers must be prepared to teach an increasingly diverse population of students (Banks et al., 2005; Cochran-Smith, 1995). It is therefore, essential that teachers continually deepen their content knowledge and learn new instructional methods through on-going professional development throughout their teaching careers.

The purpose of this case study was to investigate the instructional coaching professional development model as a framework to support implementation of culturally responsive teaching (as described by Gay, 2001; Ladson-Billings, 1995; and Villegas & Lucas, 2002) in multicultural K-12 classrooms.

The research questions guiding this case study were:

1. How do instructional coaches understand their role as professional developers in providing support for teachers in multicultural classrooms?
2. What learning experiences do instructional coaches identify as having prepared them for their role as instructional coaches?
3. How do instructional coaches understand culturally responsive teaching and multicultural education?

Methodology

A qualitative methodology and case study approach was used to support understanding and the construction of knowledge in this bounded system. The district was purposively selected as the setting for this interpretivist case study because at the

time it was conducted, I had been employed in the district for thirteen years – as a classroom teacher, as a K-12 Language Arts Specialist, as the Professional Development Supervisor, and finally, as the Director of Curriculum & Professional Development. A participant-observer role, in the district afforded an historical perspective of the district’s practices with regard to the unit of study – the instructional coaching cadre – and support for meeting the needs of diverse learners in multicultural settings.

Members of the district’s instructional coaching cadre received an overview of the study and were invited to volunteer to participate. Six instructional coaches volunteered and all six were included in the study. Participants included four women and two men of varying ethnicities and years of teaching and coaching experience.

In addition, while an interview may be defined as a conversation, it was important to note that it is a “conversation with a purpose” (Dexter, 1970, p. 136). Originally three sets of interviews were planned, but unexpectedly, access to the participants became problematic, so questions from interviews #2 and #3 were combined. Interview questions were written to align with Merriam’s notions of semi-structured interviews.

Data collection included archived document, artifacts, and interview. Data collected was analyzed as Miles and Huberman (1984) suggest by noting patterns and themes, arriving at comparisons and contrasts, and determining conceptual explanations of the case study. To enhance trustworthiness a number of techniques were utilized including triangulation of data, peer review, and member checking (Merriam, 1998;

Glesne, 1999; Yin, 2003). Finally, the use of multiple methods, a variety of data sources, the creation of an audit trail, as well as the use of thick, rich description support the dependability of the results (Merriam, 1998; Yin, 2003, Lincoln & Guba, 1985).

Insights about the implementation of instructional coaching as a professional development model to support culturally responsive teaching were arrived at by analyzing the effect of these practices on the organizational culture of the district. The insights gained from this study should expand the knowledge base regarding instructional coaching and culturally responsive teaching and can be useful for educators, policymakers, and researchers to assist them in understanding the instructional coaching framework and support for implementation of culturally responsive teaching.

The strengths of participant-observation include “insight into interpersonal behavior,” but the weaknesses include “bias due to the participant-observer’s manipulation of events” (Yin, 2009, p. 102). As such, data (interview, artifact, and archived) was analyzed “to corroborate and augment evidence from other sources” as Yin (2009, p. 103) suggests. It was essential as participant-observer to be mindful of the role within the organizational culture of the school district and to be especially attentive to ethical considerations to guard against preconceived notions. It was important to endeavor to avoid bias by not *advocating* for a particular position, but by *describing* this case study based on the data. I did not directly supervise any of the case study participants and was further mindful of Banks (1998) notions of insider-outsider. It was clear that it was possible to be considered an indigenous-insider

(employed in the same school district at the time this study was conducted) as well as an indigenous-outsider (as a member of the district leadership team rather than the instructional coach cadre).

Finally, to further address positionality, it may also be important to share my journey as an educator. Prior to being approached by an assistant superintendent in Bass Creek School District about eight years ago to apply for a K-12 language arts curriculum specialist position, I had no intention of leaving the classroom. I was teaching third grade at that time and was content to serve as an inclusion teacher on a K-5 campus of approximately 400 students. It was, however, intriguing to imagine having a broader scope of influence to support increased teacher efficacy – especially in meeting the needs of “struggling students” – those students who were described as “at-risk” for academic failure. It seemed probable that changing positions in public education would afford a more systemic perspective of contemporary schooling. It should also be noted that I have felt that just as educators should not succumb to deficit thinking about diverse students, it is also essential not to succumb to deficit thinking about teachers. Rather, investigation of approaches to support teachers through professional learning opportunities in multicultural settings is essential as they progress along the development continuum from novice to master teachers.

Major Findings

Through triangulated analysis of interview, document/artifact, and archived data, four themes emerged in the study of the instructional coaching professional development model to support culturally responsive teaching. First, the district had a

broad definition of an instructional coaching framework which was negatively impacted by perceived demands related to state-mandated high stakes assessments and was therefore, inconsistently implemented. Second, the district was in the very initial stages of taking action to develop educators' understandings of multicultural education and culturally responsive teaching and there was much work to be accomplished in this area. Third, instructional coaches who volunteered to participate in this study perceived themselves as "learners" and described professional development more broadly than the traditional workshop format – to include self-study as well as experiential learning. Finally, building relationships with the teachers with whom the coaches worked was recognized as crucial to their work in supporting teachers and ultimately to promote increased academic achievement of students.

Finding One: The Impact of High-Stakes Testing

The Texas accountability system has been criticized "for reducing the quality and quantity of education offered to the children of Texas" (McNeil & Valenzuela, 2001, p. 128). Examining state accountability, McNeil & Valenzuela further suggested that TAAS provokes instruction that is aimed at the lowest level of skills and information; TAAS-based teaching and test preparation violate what is known about how children learn; TAAS is divorced from children's experiences and cultures; TAAS imposes exit measures that are particularly inappropriate for students with limited English proficiency (LEP); and finally that TAAS is widening the gap between the education of children in Texas's poorest (historically low-performing) schools and that available to more privileged children. Though McNeil and Valenzuela were discussing

TAAS (Texas Assessment of Academic Skills) it could be argued that little changed when the state accountability system transitioned to TAKS (Texas Assessment of Knowledge and Skills) or that much *will change* with STAAR (State of Texas Assessment of Academic Readiness) when this new accountability system is implemented in SY 2011-2012.

For purposes of investigating the efficacy of the professional development model of instructional coaching, it is imperative to note that instructional coaches in the school district were often assigned as interventionists to work with small groups of students to ensure that the district and individual campuses would not drop from a “recognized” to an “academically acceptable” (or even an “academically unacceptable”) rating by the Texas Education Agency (based on state mandated testing in grades 3 through high school in reading, math, science, and social studies). Though several study participants were reluctant to overtly criticize the fact that they were expected to stop their work as instructional coaches to provide interventions for students (for three months or more), it was equally evident that other study participants were frustrated that they were not able to continue to provide instructional coaching to support teacher growth and they felt that they were perpetually caught in a reactive state versus a proactive state to improve teaching and learning. For example, it was reported that a total of nine coaches were assigned to one elementary campus thought by district leaders to be in danger of earning an “academically unacceptable” rating due to potentially low scores in math and science Texas Assessment of Knowledge and Skills (TAKS). One participant who was assigned as an interventionist asked, pointedly “how

am I building capacity? How am I building this so that when I leave, I'm not just leaving a hole there, a vacuum, but there's actually something that's going to take up there?"

The participants' understandings of skills for working with adult learners as well as their heightened awareness of the need to address inequities in schools were evident as they discussed power dynamics in schools and their frustration about "quick fixes" (e.g. working as interventionists) rather than focusing on instructional coaching to systemically improve teaching and learning. In particular, one ESL coach noted that she had been making great progress with high school teachers right before she was assigned as an interventionist on an elementary campus – which stymied her progress and forced her (at least temporarily) to abandon that important work.

Regrettably, the coaches were not consulted about their reassignment and that exacerbated their frustration. It was unlikely to support improvements in teaching and learning in multicultural classrooms when the instructional coaching model of professional development was (at least temporarily) abandoned due to pressures to high-stakes accountability. As will be discussed subsequently with regard to finding four – building relationships was essential to the work of the instructional coaches, and being reassigned was problematic since pulling students from their assigned teachers' classrooms communicated that: (1) the teacher was incapable, and (2) that the instructional coach was superior to the classroom teacher. Both of these unspoken messages would undoubtedly inhibit the instructional coaches' ability to build relationships with teachers.

It is important also to note that in the state of Texas, the broad scope of the Texas Essential Knowledge and Skills (TEKS) were likely problematic for educators. Teachers often stated that there is so much content in each course/content area and it was challenging for them to ensure student mastery of this expansive curriculum as it alternately lacks specificity or identifies mere facts for students to memorize. While policy makers profess a desire for students become critical thinkers and problem-solvers, are students given the opportunity to develop these skills via the state-mandated curriculum? Finally, another question to be considered is, is there tight alignment between the state's standards (TEKS) and the high-stakes assessments in grades three through twelve?

Though it would have been easy to criticize district leaders for assigning instructional coaches as interventionists rather than allowing them to continue their work as instructional coaches, the true culprit in this instance was in all actuality the anxiety of anticipated consequences surrounding current campus and district ratings associated with both state and national accountability models that pressure educators to narrow the focus of teaching and learning to ensure that students pass the state-mandated tests.

McNeil & Valenzuela (2001) appropriately place the responsibility for adverse effects of the state's standardized tests on policy-makers, and they note that there is a vast divide between the principles of teachers and the principles of policy-makers, and they further posit that governance of schools "should not depend on forms of assessing children that undermine the very learning schools are intended to foster" (p. 149). Until

there are substantial changes in state and national accountability systems, it is unlikely that district leaders will alter their practices – which may be narrowly focused on student achievement on state-mandated tests. It is, unfortunately, the reality in public schools today.

Finding Two: A Vision of Cultural Responsive Teaching – A Multifaceted Journey

Banks (2004) suggests there is increasing agreement among multicultural educational theorists on the “nature, aims, and scope of the field” (p. 3) though Gay (1992) notes that there continues to be a significant gap between theory and practice in the field. While it was expected that the instructional coaches participating in this study would have developed understandings of multicultural education, it was not an expectation that they would all share a particular framework (e.g. culturally responsive teaching or diversity pedagogy theory). Using terms like *culture*, *diversity*, *proficiency*, *social equity*, *social justice*, *educational access*, *dysconsciousness*, *power dynamics*, *multiculturalism*, *us-them thinking*, and *challenging stereotypes*, the participants attempted to explicate their understandings of multicultural education and culturally responsive teaching. It was evident that it was a struggle to explicitly articulate a framework for multicultural education, and it appeared to be easier for them to describe what multicultural education was *not*. For example, it was stated that it was *not* merely celebrations and holidays like Christmas and Cinco de Mayo. It was *not* merely having a collection of books in the classroom library about various countries like China, Japan, and Mexico, though teachers may think that merely having a collection of books on the shelves suffices to address multicultural education, or that by attending a workshop or

two on diversity, that they have met the requirements for multicultural education. For example, teachers often criticize parents for their lack of involvement, though undoubtedly, there is a difference between parent involvement and parent engagement. In order to promote academic success for diverse students in multicultural education settings, it is key that teachers and campus administrators bridge the divide that often exists between home and school.

It was noted that teachers are often most comfortable within the school culture of their own personal culture and never veer outside of it. Because conversations about race, equity, and bias are uncomfortable discussions for many, people often try to exit from conversations about multicultural education because of their discomfort. It was difficult for the coaches to describe, and it was suggested that cultural responsiveness is a *multi-faceted journey* or a path, and that it *just takes time*.

To summarize, the participants were better able to describe what multicultural education and culturally responsive teaching *were not* (e.g. 3 Fs: food, flags, festivals,) but there was a developing awareness about respecting and celebrating student diversity as opposed to the assimilation construct that is so often prevalent in K-12 classrooms. Finally, there was a belief of several participants (most notably Michelle and Josey) that an over-emphasis on assessment was detrimental to the “whole child.”

An initial step on this journey to promote cultural responsiveness in the district was the adoption during SY 2009-10 by the School Board of a district goal to provide diversity training for each employee. Instructional staff was required to participate in face-to-face training. Some central administration staff members participated in the

face-to-face training along with the campus staff. Non-instructional staff participated in another training which was mainly offered online in a webinar format.

Though participants did not have a shared construct of multicultural education (Banks, 1993, 1998, 2003, 2004; Banks et al., 2005; Banks et al., 2001) or culturally responsive teaching (Gay, 1992, 1997, 2000, 2001, 2004; Ladson-Billings, 1994, 1995; Villegas & Lucas, 2002) interview data indicated their commitment to meeting the needs of diverse learners. Josey was knowledgeable about Diversity Pedagogy Theory (Hernandez-Sheets, 2009), Marc referenced Foucaultian notions of power dynamics in public schools, and Lucy had recently participated in a Culturally Proficient Coaching workshop by authors Lindsey, Martinez, & Lindsey (2007) at the time of this study. Likewise, Javier, Belinda, and Michelle all indicated their commitment to the academic success of all students. To summarize, participants had developing understandings of culturally responsive teaching in multicultural classrooms based on training they had attended and self-directed study.

Finding Three: Coaches as Learners

Data indicated that lifelong learning was a characteristic of the participants and they often described themselves as “learners,” identifying learning opportunities that they had experienced during their careers. Two of the participants had recently earned master’s degrees and three of the participants were enrolled in doctoral programs at the time of this study.

As self-proclaimed *learners*, it is likely that the instructional coaches who volunteered to participate in this study were more receptive to change and that they

recognized the necessity of new instructional practices to meet the needs of increasingly diverse students in contemporary multicultural classrooms. There was a belief by several study participants that at least some teachers were content to do what they'd always done, e.g. "treating my students all the same" which is reflective of notions of dysconsciousness as described by Ladson-Billings (1994) in *The Dreamkeepers* as the failure to challenge the status quo, and when they [teachers] accept the given as inevitable.

It is important to note that the study participants had held a number of leadership roles prior to becoming instructional coaches in the district. They had served as mentors to new teachers, department chairs, and team leaders. These experiences prepared the instructional coaches for their current roles. They shared a passion for meeting the needs of diverse learners and the opportunity to effect change presented itself one classroom teacher at a time.

Professional Development

While professional development was crucial to the role of instructional coaches, the participants had little opportunity in the district between SY 2007-08 and SY 2009-10 to participate in professional learning opportunities that expressly prepared them for their work in the district to differentiate professional development "to assist educators who desire to improve their craft, and in so doing, positively impact student achievement irrespective of their ethnicity or social circumstances" (Lindsey, Martinez, & Lindsey, 2007, p.6).

An attempt was made to provide opportunities for professional learning of the instructional coaches, when the six directors who supervised the BCSD's instructional coaches to create Curriculum & Coaching Connection meetings to take place during SY 2009-10. One of the key purposes of these meetings was to promote shared understandings and practices especially with regard to meeting the needs of diverse learners through culturally responsive teaching and addressing district goals to close existing academic achievement gaps. Attendance of the Curriculum & Coaching Connection meetings declined steadily (September – 75 attendees, October – 62 attendees, January – 56 attendees, February – 28 attendees and finally, May – 37 attendees) though the majority of the feedback was positive. It is essential to note that the director of school improvement indicated soon after the September meeting that the instructional coaches in her department were needed on campuses and would not be allowed to continue to participate until after state-mandated testing in the spring and this reason for not attending subsequent meetings was reported by other instructional coaches (archived email data).

In addition to the declining attendance of the coaches, the attendance of the directors declined as well and only two of the original seven directors who designed the Curriculum Coaching Connection framework attended all five meetings. Archived data provided evidence that the following reasons were noted for absences of the directors: doctor's appointments, campus issues that required immediate attention, other district meetings scheduled for the same time, and site visits/walkthroughs required to monitor

instruction in preparation of the Texas Essential Knowledge and Skills (TAKS) tests in the spring.

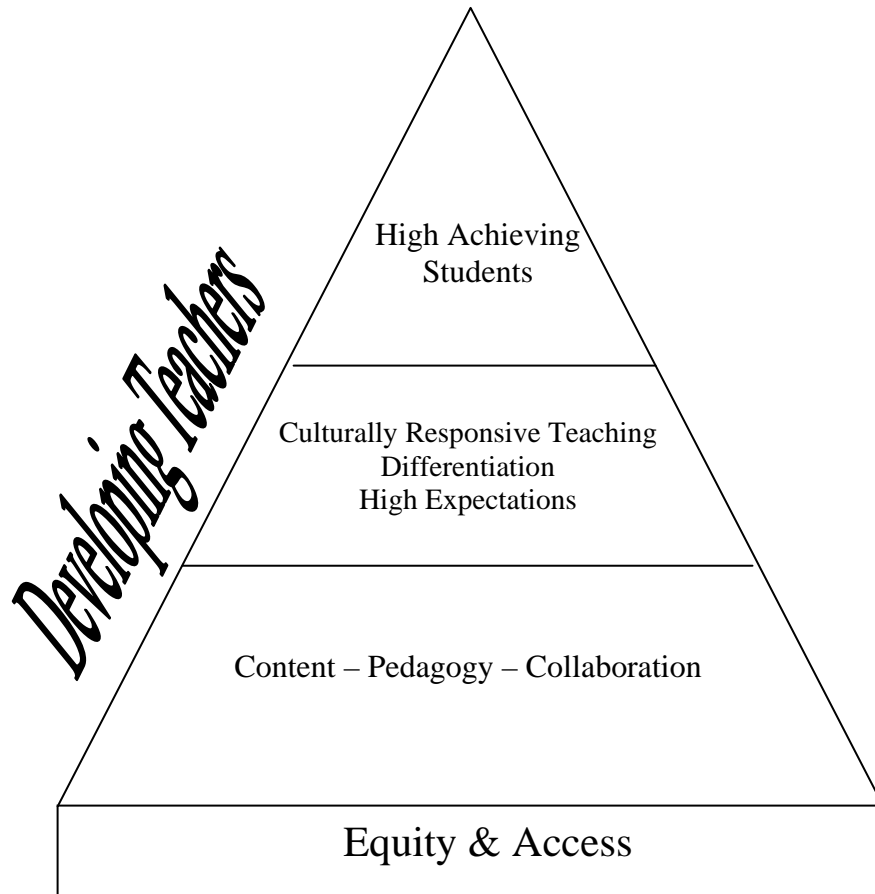
Though Jim Knight's Instructional Coaching workshops were offered during SY 2005-06 and SY 2006-07, this training was discontinued when a new Professional Development Supervisor assumed that position during SY 2007-08. Instead, the new Professional Development Supervisor offered multiple sessions of a workshop entitled "Tips, Tools, and Techniques" (facilitated by presenters of the state chapter of the Staff Development Council). This workshop was engaging and well-received by instructional coaches and other district educators who provided professional development for teachers, though it should be noted that it was not a workshop specifically about instructional coaching, but was focused on engaging professional development that was *not* of the "sit and get" variety. The workshop was beneficial in preparing deliverers of professional development to offer traditionally formatted workshops.

Only one of the directors supervising instructional coaches prioritized professional development focused on preparing them for their work with adult learners. From the time she assumed a supervisory role for the elementary coaches in SY 2008-09, the Director of Elementary Education sought to identify professional learning opportunities for the instructional coaches whom she supervised. In addition to book studies on instructional coaching, a number of the elementary instructional coaches participated in monthly Instructional Coaching Network meetings at the regional Educational Service Center. Finally, while it was encouraging that three of the directors

supervising instructional coaches collaborated to bring Cognitive Coaching training to the district in the spring of 2010, it was unfortunate that the Special Education and School Improvement Department instructional coaches weren't invited to participate in that training. This would seem to exacerbate the problem of a lack of shared understandings and practices of instructional coaching in the district.

Frameworks for differentiating professional development for teachers are often problematic in K-12 settings. With a focus on equity and access, Figure 1 provides a construct to conceptualize professional development wherein teachers begin their professional careers by developing understandings of content, pedagogy (efficacious instructional practices) and the ability to collaborate with their peers and continue to grow as educators to develop skills in culturally responsive teaching, differentiation, and having high expectations for all students that can ultimately result in the pinnacle of high academic achievement of all students when district leaders and policy-makers commit to such a construct.

Figure 1



Self-Directed Learning

Some of the participants shared their experiences with self-directed learning, for example, reading professional texts (individually or in book studies with others) and pursuit of graduate degrees.

Experience as Professional Development

While it was not originally conceptualized as a component of the professional development construct (Sparks, 1983, 1989), it was clear that participants' life experiences had a significant impact on who they were as educators. Britzman (1986)

suggests that the dominant model of teacher education does not address the hidden significance of biography in the making of a teacher (p.443), and it was clear that personal experiences shaped the study participants as educators and likely provided the impetus for them to seek to promote culturally responsive teaching. Sharing stories of their lives (Dyson & Genishi, 1994), the participants discussed “learning” experiences: as a young child negotiating racism; a young teacher in inner city schools rampant with high dropout rates and gangs; an experienced teacher choosing to teach in schools with high poverty rates and majority minority students; a member of a strong family of educators; and an actively involved church member. These were among the events that shaped the study participants as passionate educators striving to support teachers to teach in culturally responsive ways.

Finding Four: Building Relationships is Crucial

It was found that when teachers were simply given a description of new instructional practices, only 10% implemented these practices in their classrooms (Bush, 1984). However, Bush found that when the on-going, job-embedded support of instructional coaches supported the training, approximately 95% of teachers put into practice the new skills in their classrooms. To support this instructional coaching professional development model, it is essential that coaches build relationships and develop partnerships with teachers to collaboratively examine teaching and learning to meet the needs of diverse learners and to ensure high expectations for academic achievement of each and every student.

Knight (2007) posits that instructional coaches must adopt a partnership approach built on the core principles of equality, choice, voice, dialogue, reflection, praxis, and reciprocity. It is further suggested that three key components of instructional coaching are (1) enroll – strategies for getting teachers on board, (2) identify – methods for finding the most appropriate teaching practices to share during instructional coaching, and (3) explain – tactics for insuring that teachers fully understand the materials shared with them (Knight, 2007). Similarly, Killion & Harrison (2006) propose that instructional coaches and teachers should enter into partnership agreements as boundaries of the work are defined and support and resourced needed for success are identified.

Implications

The illusive missing component to closing existing gaps in opportunities to learn between White students and Hispanic and African American students may be *teaching teachers*. Instructional coaching is a professional development model that can provide on-going, job-embedded support to improve teaching and learning in multicultural classrooms. Just as good teaching must meet the diverse needs of students, effective professional development must meet the diverse needs of educators. As portrayed in Figure 1, a tiered approach to professional development is necessary. Though instructional coaches provide support for professional learning for classroom teachers, it is crucial that they, too, have opportunities to continue to develop their craft. Providing professional development opportunities for instructional coaches should not be neglected.

Three implications identified for further investigation surfaced during this case study of implementation of an instructional coaching professional development model in multicultural settings.

- First, the roles and responsibilities of the instructional coaches were defined conceptually but lacked specificity and further, the focus of the instructional coaches varied by department across the district.
- Second, when the work of the *Curriculum Integration Specialists* was amended to an *Instructional Coaching* model there was little systemic communication throughout the district regarding this change.
- Third, mobility (turn-over) of instructional coaches as well as district leaders adversely affected the implementation of an instructional coaching professional development model.
- Fourth, the district lacked a long-term strategic plan for professional learning opportunities to support the work of the instructional coaches.

Roles and Responsibilities

When instructional coaches have little direction regarding their work, teachers may be resistant to investing time in developing the important teacher-coach relationship (Knight, 2007). The current job descriptions of instructional coaches was insufficient to provide a framework for this professional development model. There may be the notion that most instructional coaches were master teachers and as such that their content and pedagogical knowledge were sufficient to prepare them to assume their new role of coaching adult learners. District leaders must clearly define what the

roles and responsibilities are in practical settings – the day-to-day work – of the coaches. For example, if coaches are expected to serve as interventionists with struggling students, it would be beneficial to include them in the discussion to assist with strategic planning. It might be beneficial and to consider a model wherein classroom teachers are invited to observe the coaches providing interventions for small groups of students as another facet of this professional development model.

There are no quick fixes – we’re all leaders

It has been suggested that “leadership is not mobilizing others to solve problems we already know how to solve, but to help them confront problems that have never yet been successfully address” (Fullan, 2001, p. 3). It is unlikely that state and national accountability systems will change drastically in the near future. It is incumbent upon district leaders to resist focusing so narrowly on state-mandated tests, that best practice instruction is neglected.

Multicultural education can be thought of as a broad policy that involves institutional change (Sleeter, 1992). To promote institution change, strategic planning must include the adoption of constructs to guide the work as well as both short-term and long-term goals for improving teaching and learning. There are a variety of instructional coaching frameworks (e.g. Knight, 2007; Costa & Garmston, 2002; Lindsey, Martinez, & Lindsey, 2007), just as there are a number of frameworks of multicultural education (e.g. Banks, 2004; Sleeter & Grant, 1987) and culturally responsive teaching (e.g. Gay, 2001; Ladson-Billings, 1995; Villegas & Lucas, 2002). It is less imperative to identify the *right* framework as it is to thoughtfully,

collaboratively, and systemically adopt *a* framework to provide structures for the instructional coaches to support deeper understandings of culturally responsive teaching.

In conclusion, instructional coaching and culturally responsive teaching are integrated collections of tools and approaches for guiding educators to meet cross-cultural issues as opportunities and assets rather than as challenges and deficits. It must be noted that all educators (depending on the context) are sometimes *leaders* and sometimes *followers*. Though power dynamics in schools and districts have to be considered, individual educators (teachers and instructional coaches) should examine their personal beliefs and values to determine when to express their concerns and when to suggest alternate ideas to meet the needs of teachers and students in multicultural classrooms.

Limitations and Future Research

Qualitative case studies explore how and why questions to heuristically illuminate the reader's understanding of the phenomenon under study. There are many variables of interest in case study research and there are multiple realities grounded in each "bounded system" (Merriam, 1998; Yin, 2003, Stake, 1995). Limitations to this study included the timeframe in which it was conducted and including instructional coaches only.

It was very important to consider bias in this study as the participants volunteered to participate and discussed "lifelong learning." One participant had recently completed her master's degree and three additional participants were enrolled

in graduate school and working towards Ph.D. degrees in education. Only one of the participants had not earned a master's degree. Their interview responses may not have necessarily reflected the views of all or even most of the eighty instructional coaches in Bass Creek School District.

It was also important to consider power dynamics between the researcher and the participants. Though I did not directly supervise any of the participants, as previously noted being mindful of insider-outsider notions (Banks, 1998), interview data had to be analyzed with an awareness of my leadership role in the Bass Creek School District at the time this study was conducted. Were participants telling me exclusively what they believed or were they saying (even part of the time) what they anticipated I wanted to hear?

Future research should be conducted over a more substantial period of time and should include a more representative sample of the instructional coaching cadre's perspectives, e.g., in particular, instructional coaches who were not self-described "learners" and who provided negative feedback about the Curriculum & Coaching Connection collaborative meetings (see Appendix L), teachers who collaborate with instructional coaches, and directors who supervise instructional coaches. Questions for future research include: How do educators define multicultural education and culturally responsive teaching? Why were instructional coaches more likely to be assigned as interventionists on elementary campuses but not on secondary campuses? What are the effects of mobility (teachers, campus administrators, and district administrators) on the instructional coaching professional development model? How can teacher education

programs and professional development models incorporate self-reflection of beliefs and values of teachers that impact their support for students in multicultural classrooms?

Conclusion

To implement culturally responsive teaching in multicultural classrooms, teachers must develop many skills including the ability to analyze the curriculum-in-use and the ability to implement instructional practices that are efficacious in diverse cultural settings. To support this work, it is further essential that teachers examine their own beliefs, values, and perspectives regarding cultural diversity to enhance their ability to meet the needs of increasingly diverse students.

While there is strong evidence (Payne & Allen, 2006; Neufeld & Roper, 2003) that instructional coaching contributes to improved teaching and student learning, it should be noted that instructional coaching must also be accompanied by rigorous curriculum, on-going formative assessment and feedback for students, strategic planning, and strong leadership of local, state and national policy-makers if educators are to eliminate existing academic gaps in opportunities to learn between White students and students of color.

Appendix A

Interview One Questions:

1. Describe the role of instructional coaches in contemporary multicultural classrooms.
2. What do you view as the greatest strengths of instructional coaching as a professional development model?
3. What do you view as the greatest weaknesses of instructional coaching as a professional development model?
4. What personal assumptions, beliefs, experiences, and expectations affect your work as an instructional coach with classroom teachers?
5. How do you establish rapport and build relationships with teachers with whom you work?

Interview Two Questions:

1. What professional learning opportunities (PD) have you had to prepare you for being an instructional coach?
2. How would you describe or explain your understandings of multicultural education (ME)?
3. Are you familiar with the term Culturally Responsive Teaching (CRT)? How would you describe or explain your understandings of CRT?
4. How do you understand ME and CRT in light of high-stakes testing (i.e. TAKS, STAAR)?
5. Describe the support you provide for teachers focused on targeting the needs of diverse learners.
6. What have you done or will you do differently in the future as a result of your experiences as an instructional coach (IC)?
7. What advice would you give to a new IC with respect to providing support for teachers whose aim is to meet the needs of increasingly diverse students?

Appendix B

Overview of study for instructional coaches

My name is Suzanne Burke and I am a doctoral candidate at The University of Texas at Austin. I am conducting a research study in Bass Creek School District.

The purpose of this qualitative case study was to explore the role of professional development, instructional coaching, culturally responsive teaching, and multicultural education and to consider the impact of understandings of culturally responsive teaching practices on the teacher-coach relationship and classroom practice. In particular, this case study will explore how understandings of instructional coaching and of the theoretical frameworks of culturally responsive teaching may impact the guidance and support instructional coaches provide for classroom teachers in K-12 public school settings.

Participation in this study is entirely voluntary, confidential and separate from normal work duties. Participation involves three interviews of approximately 30 minutes each to discuss the instructional coaching model of professional development, teacher-coach relationships, culturally responsive teaching, and multicultural education.

This study is designed to include a total of six participants. Should more than six coaches volunteer to participate, the researcher will consider the following criteria to promote diversity of the participant group: ethnicity, gender, and number of years of experience as an instructional coach.

If you are interested in participating and would like additional information, please contact Suzanne Burke, via email: swbtx@austin.rr.com or by phone: 512-554.3629.

Thank you,
Suzanne Burke, Doctoral Candidate, The University of Texas at Austin

Appendix C

Lead Curriculum Integration Specialist

Job Title Lead Curriculum Integration Specialist		Organizational Level Coordinator	Department Assigned Learning Community
Pay Grade 12	FLSA Exempt	Date Revised 4/2003	Supervisor Executive Team Leader, Assigned Learning Community

BASIC FUNCTION & RESPONSIBILITY: Provide leadership through collaborative processes to support teachers, campus and district administrators in promoting positive change and commitment for engaged learning environments.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein; however, this list represents **EXAMPLES ONLY**, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Work collaboratively with vertical teams and learning community campuses to establish exemplary learning environments.
- Respond in a timely and positive manner to all requests for support from campus and district administrators.
- Exhibit a high degree of initiative in response to requests for instructional support.
- Model/demonstrate exemplary instructional strategies in the classroom.
- Analyze and respond to school data and educational trends.
- Assist teachers/teacher teams in developing instructional units that integrate content and implement meaningful use of technology as a learning tool.
- Facilitate district staff in understanding the need for continuous change in education to meet the ever-changing needs of society.
- Facilitate the development of collaborative cultures at the campus and district level.
- Share leadership responsibility with campus and district administrators for creating change-adept learning communities.

- Network with out-of-district entities to ensure district practices stay current with state and national best practice trends.
- Assume leadership role to implement quality staff development aligned with the Blueprint for Excellence and district initiatives.
- Ensure continuous improvement in teacher and student performance.
- Facilitate development of benchmark assessments aligned to the depth and complexity of the TEKS.
- Assume a leadership role in the adoption and acquisition of aligned instructional resources.
- Design, implement, and monitor assigned programs.
- Establish integrated management systems to ensure quality program delivery.
- Perform other job-related duties as assigned.

SUPERVISION EXERCISED: None.

SKILLS & KNOWLEDGE:

- Knowledge of TEKS.
- Knowledge of curriculum design, implementation, evaluation, and refinement.
- Knowledge of current school restructuring and reform ideology.
- Knowledge of effective instruction and evaluation methodologies.
- Knowledge of the Baldrige principles for integrated management systems.
- Knowledge and understanding of the complexities of building collaborative structures in the educational environment.
- Highly skilled in using technology as a learning tool in all content areas.
- Ability to locate and obtain instructional materials to support the aligned curriculum.
- Ability to employ a systems-perspective to maximize attainment of learning goals.
- Ability to engage others in collective inquiry and problem solving.
- Skilled in collecting and interpreting data to adjust instruction and ensure student learning.
- Ability to build collaborative teams to transform instructional practices.
- Ability to communicate effectively with various stakeholders.
- Ability to analyze trends and lead improvement initiatives.
- Ability to plan, organize, and deliver quality professional development.

ENTRY QUALIFICATIONS: Master's degree; minimum of 3 years teaching experience or related work.

PHYSICAL DEMANDS:

- Work with frequent interruptions.
- Repetitive hand motions; prolonged use of computer.
- Ability to see within normal parameters.
- Ability to hear within normal range.
- No or very limited physical effort required.
- No or very limited exposure to physical risk.

ENVIRONMENTAL FACTORS: Work is normally performed in a typical interior/office work environment.

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Received by: _____ Date: _____

Employee

Appendix D

Job Description

Job Title Curriculum Integration Specialist			Department Assigned Learning Community
Pay Grade Teacher	FLSA Exempt	Date Revised 07/2003	Supervisor Executive Team Leader, Assigned Community or Designee

ROLE: Through the effective and efficient performance of the characteristic duties and responsibilities outlined in this job description, the incumbent actively participates in supporting an exemplary education, which prepares each student to perform successfully in an ever-changing world. The incumbent supports and actively participates in processes designed to deliver the district’s strategic plan, the Blueprint for Excellence.

BASIC FUNCTION & RESPONSIBILITY: Provide support to teachers, campus, and district administrators in implementing best instructional practices and using technology; and promote positive change and commitment for engaged learning environments.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein; however, this list represents **EXAMPLES ONLY**, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Work collaboratively with vertical team and learning community campuses to integrate and support technology usage and establish exemplary learning environments.
- Respond in a timely and positive manner to all requests for support from campus and district administrators.
- Exhibit a high degree of initiative in response to requests for technology and instructional support.
- Model/demonstrate exemplary instructional strategies in the classroom.
- Analyze and respond to school data and educational trends.
- Assist teachers/teacher teams in developing instructional units that integrate content and implement meaningful use of technology.
- Facilitate district staff in understanding the need for continuous change in education to meet the ever-changing needs of society.

- Facilitate the development of collaborative cultures at the campus and district level.
- Share leadership responsibility with campus and district administrators for creating change-adept learning communities.
- Provide training and support for campus and district technology initiatives including troubleshooting technology-related issues.

SUPERVISION EXERCISED: None.

SKILLS AND KNOWLEDGE:

- Knowledge of TEKS
- Knowledge of curriculum design, implementation, evaluation, and refinement
- Knowledge of current school restructuring and reform ideology
- Knowledge of effective instruction and evaluation methodologies
- Knowledge of the Baldrige principles for integrated management systems
- Knowledge and understanding of the complexities of building collaborative structures in the educational environment
- Highly skilled in using technology as a learning tool in all content areas
- Ability to locate and obtain instructional materials to support the aligned curriculum
- Ability to employ a systems-perspective to maximize attainment of learning goals
- Ability to engage others in collective inquiry and problem solving
- Skilled in collecting, analyzing, and using data to support student learning
- Ability to build collaborative teams to transform instructional practices
- Ability to communicate effectively with various stakeholders
- Ability to troubleshoot problems with technology

ENTRY QUALIFICATIONS: Bachelor’s degree and a valid Texas Teacher Certificate; minimum of 3 years teaching experience. Experience in facilitating technology solutions in schools preferred.

Working Conditions:

MENTAL DEMANDS/PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS:

- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling, and pushing.
- Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Received by: _____ Date: _____

Employee

Appendix E

Job Description

Job Title Technology Integration Specialist			Department Assigned Learning Community
Pay Grade Teacher	FLSA Exempt	Date Revised 4/30/2003	Supervisor Executive Team Leader, Assigned Community or Designee

ROLE: Through the effective and efficient performance of the characteristic duties and responsibilities outlined in this job description, the incumbent actively participates in supporting an exemplary education, which prepares each student to perform successfully in an ever-changing world. The incumbent supports and actively participates in processes designed to deliver the district’s strategic plan, the Blueprint for Excellence.

BASIC FUNCTION & RESPONSIBILITY: Provide support to teachers, campus, and district administrators in using technology and instructional best practices; and promote positive change and commitment for engaged learning environments.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein; however, this list represents **EXAMPLES ONLY**, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Work collaboratively with vertical team and learning community campuses to integrate and support technology usage and establish exemplary learning environments.
- Respond in a timely and positive manner to all requests for support from campus and district administrators.
- Exhibit a high degree of initiative in response to requests for technology and instructional support.
- Model/demonstrate exemplary instructional strategies in the classroom.
- Analyze and respond to school data and educational trends.
- Assist teachers/teacher teams in developing instructional units that integrate content and implement meaningful use of technology.
- Facilitate district staff in understanding the need for continuous change in education to meet the ever-changing needs of society.
- Facilitate the development of collaborative cultures at the campus and district level.

- Share leadership responsibility with campus and district administrators for creating change-adept learning communities.
- Work collaboratively with campus administrators, Vertical Team Leaders for the Learning Communities, the Director of Instructional Technology, and the Executive Director of Information Services to implement technology solutions and maximize the use of technology resources.
- Work with Curriculum Integration Specialists to provide training and support for campus/district technology initiatives, including troubleshooting technology-related issues.

SUPERVISION EXERCISED: None.

SKILLS AND KNOWLEDGE:

- Knowledge of TEKS
- Knowledge of curriculum design, implementation, evaluation, and refinement
- Knowledge of current school restructuring and reform ideology
- Knowledge of effective instruction and evaluation methodologies
- Knowledge of the Baldrige principles for integrated management systems
- Knowledge and understanding of the complexities of building collaborative structures in the educational environment
- Highly skilled in using technology as a learning tool in all content areas
- Ability to locate and obtain instructional materials to support the aligned curriculum
- Ability to employ a systems-perspective to maximize attainment of learning goals
- Ability to engage others in collective inquiry and problem solving
- Skilled in collecting, analyzing, and using data to support student learning
- Ability to build collaborative teams to transform instructional practices
- Ability to communicate effectively with various stakeholders
- Ability to troubleshoot problems with technology

ENTRY QUALIFICATIONS: Bachelor's degree and a valid Texas Teacher Certificate; minimum of 3 years teaching experience. Experience in facilitating technology solutions in schools preferred.

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, and control the work of employees under supervision. The use of a particular expression or

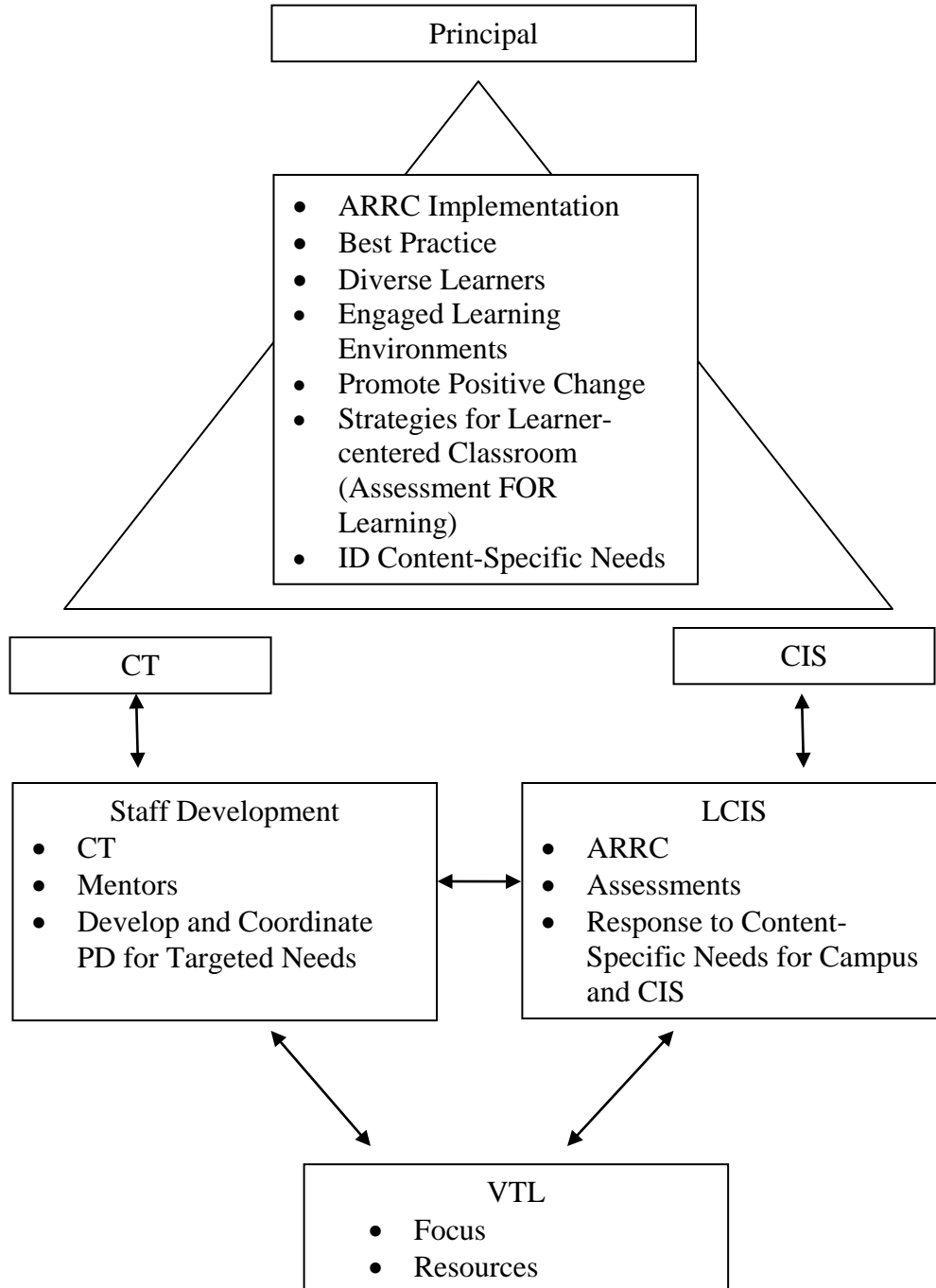
illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Received by: _____ Date: _____

Employee

Appendix F

CIS Framework



Appendix G

Job Description

Job Title Instructional Coach			Department Assigned Instructional Department for Campus
Pay Grade Teacher	FLSA Exempt	Date Revised 9/2006	Supervisor Assistant Superintendent, Director, or Principal

ROLE: Through the effective and efficient performance of the characteristic duties and responsibilities outlined in this job description, the incumbent actively participates in supporting an exemplary education, which prepares each student to perform successfully in an ever-changing world. The incumbent supports and actively participates in processes designed to deliver the district’s strategic plan, the Blueprint for Excellence.

BASIC FUNCTION & RESPONSIBILITY: Provide support to teachers, campus, and district staff members in implementing best instructional practices and using technology; promote positive change and commitment for engaged learning environments and leading to improved student performance.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein; however, this list represents **EXAMPLES ONLY**, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Work collaboratively with assigned campuses to establish exemplary learning environments.
- Respond in a timely and positive manner to all requests for support from campus and district administrators.
- Exhibit a high degree of initiative in response to requests for instructional support.
- Model/demonstrate exemplary instructional strategies in the classroom.
- Analyze and respond to school data and educational trends.
- Assist teachers/teacher teams in developing instructional units that integrate subject area content.
- Facilitate district staff in understanding the need for continuous change in education to meet the ever-changing needs of society.
- Facilitate the development of collaborative cultures at the campus and district level.

- Share leadership responsibility with campus and district administrators for creating change-adept learning communities.
- Facilitate reflective dialogue with teachers to improve teacher performance.
- Serve as instructional coaches classroom observation and feedback cycles.

SUPERVISION EXERCISED: None.

SKILLS AND KNOWLEDGE:

- Knowledge of TEKS
- Knowledge of curriculum design, implementation, evaluation, and refinement
- Knowledge of current school restructuring and reform ideology
- Knowledge of effective instruction and evaluation methodologies
- Knowledge of the Baldrige principles for integrated management systems continuous improvement
- Knowledge and understanding of the complexities of building collaborative structures in the educational environment
- Highly skilled in using technology as a learning tool in all content areas
- Ability to locate and obtain instructional materials to support the aligned curriculum
- Ability to employ a systems-perspective to maximize attainment of learning goals
- Ability to engage others in collective inquiry and problem solving
- Skilled in collecting, analyzing, and using data to support student learning
- Ability to build collaborative teams to transform instructional practices
- Ability to communicate effectively with various stakeholders

ENTRY QUALIFICATIONS: Bachelor’s degree and a valid Texas Teacher Certificate; minimum of 00 years teaching experience. Experience in facilitating technology solutions in schools preferred.

Working Conditions:

MENTAL DEMANDS/PHYSICAL DEMANDS/ENVIRONMENTAL FACTORS:

- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling, and pushing.
- Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the

specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct, and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Received by: _____ Date: _____

Employee

Appendix H

Curriculum and Coaching Connection

September 25, 2009

TIME	ACTIVITY	MATERIALS	WHAT HAPPENS
8:30 am	Welcome	Agenda	<p>Introductions</p> <p>Goals for our time together</p> <p>Review Norms</p>
8:45 am	Fold the Line	Coaches	<p>Fold the Line: based on years in education profession</p> <ol style="list-style-type: none"> 1. How did you get to this point in your career? 2. Why do you think the Achievement Gap exists? 3. How can we ensure that all teachers are using the ARRC to instruct students? 4. What are the top three reasons Talented and Gifted students are not reaching their potential?
9:15 am	Set purpose	Chart paper	<p>Top Ten List:</p> <p>As a coach, what are the top ten most important things I did this week?</p> <p>Write on paper and share out in small and large group.</p>
9:45 am	Break		
10:00 am	Book Study	Text	<p><i>Culturally Proficient Coaching:</i> Conversations to shift thinking in support of all students achieving at</p>

			levels higher than ever before
10:30 am	Curriculum Update	Agenda	Math Curriculum Update by Tricia Rothenberg and Janet Palermo
11:30 am	Ticket Out	Index cards	3 new or important understandings 2 ideas to implement 1 thing I am wondering about
<p>Who will attend: Special Education, TAG Specialists, ESL, Bilingual, Elementary, Secondary, and School Improvement Coaches. All district instructional coaches are welcome to join the collaborative.</p> <p>When: Fridays 8:30-11:30 am</p> <p>September 25, October 30, January 29, February 26, March 26, April 30</p>			

Appendix I



Achievement Gaps in Bass Creek School District:

	White	Econ Dis	%
ELA/Reading	98	88	10
Writing	97	89	8
Soc. St.	99	90	9
Math	94	77	17
Science	94	72	22

TEXAS EDUCATION AGENCY
2009 DISTRICT ACCOUNTABILITY DATA TABLES

Discretionary Placements:

	Alternative School Placements	District Ethnicity
African American	27%	10.5%
Hispanic	39%	26%
White	39%	52%
Asian-Pacific Islander	0%	11.4%

Data presented at Secondary Principals meeting – 9/22/09

Appendix K

Curriculum and Coaching Connection

October 30, 2009

Goal: Eliminate achievement gaps by capitalizing on what works for students.

TIME	ACTIVITY	MATERIALS	WHAT HAPPENS
8:30 am	Welcome	Agenda	<p>Introductions</p> <p>Goals for our time together</p> <p>Review: Norms</p> <p>Review: The work of Instructional Coaching</p>
8:45 am	Book Study	Text	<p><i>Culturally Proficient Coaching:</i> Conversations to shift thinking in support of all students achieving at levels higher than ever before.</p> <p>Chapter 1: A developmental approach for culturally proficient coaches</p> <p>Chapter 3: Understanding the self in diverse settings</p>
9:30 am	Data		District-wide gaps <i>by</i> grade level <i>by</i> objective
10:00 am	Curriculum Update		Science curriculum update
11:50 am	Action plan	Journal	<p>Quick Write:</p> <p>What am I going to do to eliminate the</p>

			achievement gap when working with teachers in classrooms?
12:00 pm	Ticket Out		G – Grateful for... L – What I've learned... P – What I promise to do...

Appendix L

Curriculum & Coaching Connection Meeting

October 30, 2009

PLUS	PLUS/DELTA (middle)	DELTA
<p>Thank you for reaffirming our vision – providing an opportunity to inspire and remember the need to create equitable opportunities for rigor and relevance – I LOVED ALL THE DISCUSSIONS!</p>	<p>How are we meeting the needs of gifted students in coaching the teachers? Is the focus so much on the slow learners that we aren't spending time coaching about giftedness and their needs? Do we need to place more emphasis there?</p>	<p>What more can we do to encourage high standards, rigor for ELL-opportunities to respond about content/concepts in math and science?</p>
<p>I liked being with others who had a different perspective than me.</p>	<p>Great amount of enthusiasm to go along with the great amount of information. Loved the verbs, nouns, and examination of questions. Slow down or give more time (longer session) to take in info as we use it.</p>	<p>How do we provide access for students – who cannot read in English – opportunities to solve word problems in math and respond in early childhood grades?</p>
<p>Great data breakdown with</p>	<p>Nice to meet others. Not sure it was worth half my day.</p>	<p>Can we do one segment of the all together meeting and then break into content areas? If science is not my area of focus, a lot of time could have been spent doing work that correlates to my content.</p>
<p>I love that you all are showing, not just telling.</p>		<p>I think we needed all day.</p>

Great job of connecting us!		
Good focus on science – provided appropriate resources		When giving a “big task” – 5 questions at end – classroom connection, TEKS alignment – I would appreciate adequate time to engage in that task to honor the importance of that task.
Really enjoyed looking at the data with and time to discuss and reflect		Breakfast
Great activities to get us thinking and sharing across grade levels		Purpose—this had NO purpose for <u>me</u> !
Fantastic leadership – guided discussions – communication with cohort – loved being assigned a seat		Seriously—why are we doing this? Shouldn't the people in the room supporting science already know this? The rest of us don't need it!
		Maybe this doesn't need to be K-12 – target the audience – or do something for all.
		End on time! Email 8:30-11:30 and then the agenda was to 12:00. Not good!

Appendix M

Cultural Proficiency Timeline

January 29, 2010

Cultural Destructiveness
Implementing a school dress code.
At a Title I school in another district: “You kids act like animals.”
“I heard a teacher say that a little boy wasn't doing his best because he was a ‘typical Mexican.’ This was about 10 years ago...I hope never again.”
Referring to a feminine-acting male student as “oh girl” or a girl’s name.
“That student has been here long enough. He isn’t doing well <u>only</u> because of motivation. Besides, I think his parents are stupid too.”
Society/teachers still commonly using terms “those kids,” “these kids.”
“You can't go to the bathroom unless you ask me in English.”
Talking to student in wheelchair in loud voice.
Overheard...“Don't speak Spanish in the hallway!”
“All students have to be on the same page,” so differentiation is not an option.
Surnames—if child has a Hispanic last name, assumption is made regarding background, ability.
Allowing students from a particular group to continuously leave the classroom in order to avoid dealing with their behavior.
“If they live in this country, they should speak English.”
Teachers assuming that because a student is low soci-econ that they will not succeed if parents aren’t involved.
World Cultures class (teachers, books, videos, etc.) <u>telling</u> students what their culture is like.

90% of Hispanic students work so I don't offer before/after school tutoring.
Cultural Incapacity
When ~ TAG student blurted out an answer in front of the whole class, the teacher said, "This is why it's hard to teach TAG kids."
"This student doesn't fit our school's clientele."
Family beliefs interfere with student learning.
Ethnic cleansing in Bosnia and Darfur.
"I'm not going to teach this because my kids won't get it. It's a waste of time."
President of Iran's attitude towards Jews.
Requesting change of pronunciation of words of Castilian derivation.
Discussing parent's language – embarrassing parents because of their language.
Different response to incorrect answers. One group's response would be to lead students to the correct answer from the incorrect assumption. Another group would be belittling of the student's answer and then move on.
A teacher assumed an African American student with behavior (self-mutilation) issues was not intelligent. Working with this student (even though I was not a Math and Science teacher), I knew there was more to this kid. Tested him for G.T. services and qualified for the G.T. program with high scores.
Boy's line/girl's line.
"Girls can't really be in advanced math."
Cultural Blindness
"We are all alike."
Teachers who "just do what all the others do" attitude with students.
Teachers calling on students to answer questions.
"I like black people. My nanny is black."

Teacher excuses (lazy, not trying) for ESL student failures.
“I don't need diversity training! I don't see color!”
“You're white; you don't have culture.”
“Our scores are lower. That just speaks to the understanding that you can't help the kids you get.”
Teacher says, “I don't ever see color. All my students are alike. I even put all my Mexicans on the front row.”
When educators belittle the home life of students before seeking to understand.
Students in special education being defined by their disability. The lack of sensitivity (i.e. the autistic child rather than the student with autism).
Administrators grouping students of one population together—as if they are all the same.
Locking your car door when a person of color walks by.
“All Asian students are really bright.”
Cultural Precompetence
Pre-service teachers going into diverse classrooms.
“World Tour” honoring the cultures.
Students who come from EOD homes are punished for no “completed” homework and not given time at “facilitation” to do work at school and be successful.
Newer teachers who have no ideas—come from privilege and think all kids should be able to do it like he/she did.
“These kids are just smart.” (Asian)
Cultural Competence
Schools celebrating and highlighting populations, different cultures via festivals, flags, etc.

Teachers differentiating for learning interest as well as content, readiness.
Teachers who honor diversity.
Allowing students of collective culture to process together without making them “be quiet.”
Cultural Proficiency
Sensitivity Training
Working with Suzanne Burke

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