

Coaching for Culturally Responsive Teaching and Leading

Mary A. Bussman, PhD

Need for the Study

- Attainment and Opportunity Gaps
- Over-representation of African American and Native American students in suspensions and expulsions
- Demographic dissimilarity between teaching and student populations: Is there a **Relationship Gap**?
 - 95.8% licensed teachers are White
 - 29.5% of students are Students of Color or Native American

Mary Bussman: buss0048@umn.edu

Questions

- What is the nature of a peer equity coaching conversation and does it lead to transformative adult learning?
- What is the nature of administrative leadership to foster organizational learning through peer equity coaching programs?
- Is there evidence that peer equity coaching could affect systemic change in the capacity to create equitable learning environments and opportunities for students of color and Native American students?

LITERATURE

Implicit Bias, Mind-sets, and Cultural Responsiveness

Implicit Bias

- Ridgeway
- Banaji & Greenwald
- Larrivee
- Senge

Mind-sets & Relationships

- Dweck
- Hammer & Bennett

Cultural Responsiveness

- Gay
- Ladson-Billings
- Singleton & Lipton
- Khalifa, Gooden, & Davis
- Hammond

Adult Learning Theory

Andragogy's Six Assumptions

1. Need to know
2. Self-concept—responsible for own learning
3. Prior experiences
4. Readiness to learn—developmental
5. Orientation to learning—personal or professional improvement
6. Motivation

Knowles, Holton, and Swanson (2014)

For learning to occur, physical, social, and emotional safety have to be present.

(Hammond, 2015; Sousa, 2011)

Transformative Adult Learning

Learning = Experience + continuity + reflection

(Dewey, 1938; Rogers 2002)

Transformative Learning =

- Experience—or disorienting event
- Self-reflection
- Discourse

“Process of effecting change in a *frame of reference*”

(Mezirow, 1997)

Transformative Peer Coaching

Peer Coaching Principles

1. Equality of individuals
2. Teacher choice in learning
3. Validation of diverse perspectives
4. Dialogue
5. Reflection
6. Praxis
7. Reciprocity

(Cornett & Knight, 2009;
Teemant, Wink & Tyra, 2011)

Transformative Learning

1. Experience—or disorienting event
2. Self-reflection
3. Discourse

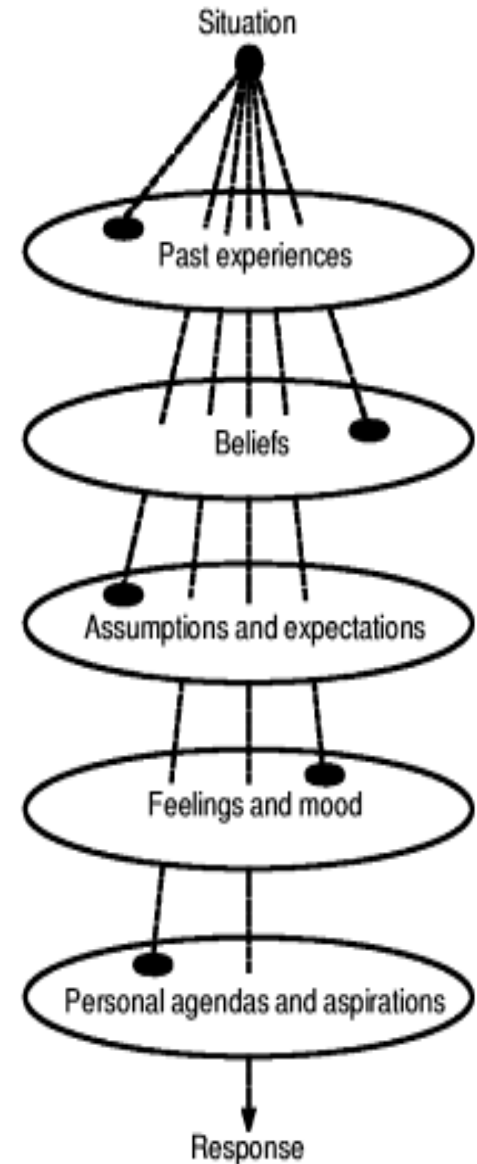
“process of effecting
change in a *frame of
reference*”

(Mezirow, 1997)

Critical Self-reflection

“Beliefs about students' capacity and willingness to learn, assumptions about the behavior of students, especially those from different ethnic and social backgrounds, and expectations **formulated on the basis of our own value system** can potentially be sources for **responding inappropriately** to students.”

Larrivee (2000)



Organizational Learning and Culturally Responsive Leadership

- Schein
- Knowles, Holton, & Swanson
- Firestone and Louis
- Louis and Lee
- Leithwood, Louis, Anderson, and Wahlstrom
- Heifitz
- Senge
- Khalifa, Gooden, & Davis
- Shields

“The **transformational** leader is reform-minded but not a revolutionary, whereas the **transformative** leader interrogates and seeks to disrupt that which is taken for granted.”

Shields (2013)

Culturally Responsive Leadership

- Critical **self-awareness**
- **Curriculum and Teacher Preparation** is culturally responsive
- Inclusive school **environment**
- Engagement with students and parents in **community contexts**

Khalifa, Gooden & Davis (2016)

CONCLUSIONS

#1: Transformative Learning Occurred through Peer Equity Coaching

- Disorienting dilemmas and discourse
 - Observation data
 - Curriculum planning
 - Pedagogy
 - Student-teacher interactions
 - Principal's leadership

#1: Transformative Learning Occurred through Equity Training

Discourse allowed teachers and coaches to discover implicit biases and **shift their frames of reference** for future interactions.

Learning also occurred in professional learning sessions led by coaches and outside consultants.

#1: Transformative Organizational Learning Occurred through Peer Equity Coaching and Professional Learning

- The language and discussion shifted.
- Validation and Support for Teachers of Color:
 - Teachers of Color felt heard
 - Because the culture of schools had shifted, Teachers of Color:
 - Raised questions
 - Called on colleagues
 - Discussed student interactions

#2: Collaboration Worked, yet Competing Agendas Remained

- Teachers' union and district collaboration was significant, resulting in systemic learning:
 - Peer equity coaching for all
 - Common language district-wide
 - School-wide policies and practices
 - Continual leadership necessary to sustain
- Complicating factors
 - Evaluative framework
 - Required coaching

#3: Transparency and Teacher-driven Coaching

- Years 1-3: opt-in
- Year 4: required



Counters principles of adult learning

#4: Disruptive Individual Leadership Creates Change

- One teacher on one team asked for a new model
- One principal listened to teachers' challenging questions.
- One superintendent said yes and maintained the focus

Culturally responsive, transformative teachers and administrators who were collaboratively engaged in critical self-reflection through dialogue produced deep and equitable change in the use of power and privilege in their schools and on their teams.

Interest Survey

- Equity Coaching Summit: Monday and Tuesday, August 13-14, 2018
 - Mr. Jamie Almanzán, [The Equity Collaborative](#)
 - Location TBD
- Monthly Developing Practice Sessions, September - May
 - Mary A. Bussman, PhD
 - Equity Alliance MN
 - Location TBD
 - Two hour sessions
- [Interest Survey link](#)

Questions?

Mary A. Bussman, PhD

W: 651-379-2627

C: 612-964-9159

Mary.Bussman@equityalliancemn.org

buss0048@umn.edu