



PART I

Blending the Cultural Proficiency and Cognitive Coaching Frameworks

Part I is comprised of five distinct chapters that are arranged for you, the coach, to read and reflect on as you consider your work in schools that serve students from diverse cultural backgrounds. We assume that you are a formally trained coach who is seeking to sharpen your knowledge and skills as you work with fellow educators to provide a high-level education to all children and youth. Our definition of *high-level* education transcends the current focus on often narrow, research-tested methods to the more general education afforded all children and youth. When we speak of the *achievement gap*, we include the disparities that have been well documented and exist among cultural and socioeconomic groups. But, we do not stop there. We also speak to the achievement gap of children and youth who are locked in insulated school systems that provide them with a sanitized curriculum that shelters them from learning about the rich history, literature, art, and music of people who are culturally different from them.

2 Culturally Proficient Coaching

In Chapter 1, you will learn why there is a need for Culturally Proficient Coaches, now more than ever. Chapter 2 provides an overview of coaching and the rationale of our use of the Cognitive Coaching approach. Chapter 3 provides you the opportunity to consider what you know about the Essential Elements of Cultural Competence and Costa and Garmston's (2002a) States of Mind from their work with Cognitive Coaching. Along with the Tools of Cultural Proficiency and States of Mind, you are able to reflect on your reactions to what you know and do not know about each of these topics. Chapter 4 traces how we integrated Cultural Proficiency's Essential Elements of Cultural Competence with Cognitive Coaching's States of Mind to develop the Mental Model for Culturally Proficient Coaching. Finally, in Chapter 5 you will be (re)acquainted with the Maple View setting for the case story that provides a school backdrop for this book.

Chapters 1 through 5 begin with an epigraph. As you read these quotes, think about this question: *How might these quotes support your learning and practice?* We provide for you an opening section called *Getting Centered* followed by lines and spaces for you to record your responses. These written responses serve as your travel journal for your learning journey as a coach. The chapters also include opportunities for *Reflection* by providing questions to prompt your thinking about your practice and your learning.

Take your time. Read, reflect, write, and read some more. This is your journey.



A Developmental Approach for Culturally Proficient Coaches

To the degree that schooling in general and standardized testing in particular place particular emphasis on diagnosis of ability as a gateway for tracking, or college admissions, or other future opportunities, the implications of feeling stereotyped in relation to minority student achievement are profound.

—Bennett (2004)



Getting Centered

Why are you interested in reading this book? What is it about diverse school environments that attracted you to this title? Why are the hard questions often about race? When was the most recent time that you experienced racism? How might the negative influence of stereotypes or racism hinder intellectual development of all

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students? We invite you to write your responses to these questions in the space below:

The above questions and your responses might evoke deep, long-held emotions from you. These questions may have evoked even more questions. Stay with those feelings and questions as you engage with the text in this chapter. The need for Culturally Proficient Coaches is the compelling force behind this book. We present coaching and cultural proficiency as integrated sets of tools for guiding individuals and groups to meet cross-cultural issues as opportunities and assets rather than as challenges and deficits.

Coaching is a word that conjures a variety of experiences and metaphors for each reader. Often, we recall our favorite sports coach, or our voice coach, or our spiritual coach as a model for effective coaching. The term, however, has taken on new meaning in today's educational environments. It seems that the noun *coach* is better understood when an adjective precedes it. Modifiers help clarify and describe the role(s) of coaches. School districts in the United States actively recruit and train literacy coaches, academic coaches, mathematics coaches, leadership coaches, and change coaches just to name a few. Why the increased interest in coaching as an instructional tool? How does coaching influence instructional practice and student achievement? These and other questions come to the forefront as educators confront the need to increase student achievement in schools across the nation. This book adds Cultural Proficiency as another way to describe coaching in today's diverse school settings. Why Culturally Proficient Coaching, now?

Cultural Proficiency provides you, the coach, with a lens and set of tools for your work in cross-cultural settings. To guide your reading and study, we use these definitions of coaching and Culturally Proficient Coaching in our work:

- **Coaching.** Coaching is a way for one person to mediate and influence the thinking and behaviors of another person. Influence can be either instructive or reflective.
- **Culturally Proficient Coaching.** Culturally Proficient Coaching intends for the person being coached to be educationally responsive to diverse populations of students.
- **Mediation.** Mediation is the skillful use of coaching tools that supports the person being coached to clarify, refine, modify, or shift thinking to be educationally responsive to diverse populations of students.

Perhaps, the need for Culturally Proficient Coaches is best identified in the current social, political, legal, and cultural context for schooling.

The Context for Our Work

A fundamental assumption that underlies the act of coaching is to assist and support change. It is our experience that when the concept of change is introduced in the context of diverse environments, very often people become ever more aware of their environment. We hear expressions such as, *Have you had success with kids like these? I really believe it is an issue of poverty and we can't control that! Racism is so pernicious that interventions like coaching, as nice as they may be, just hit the surface.* It is often of interest to people who utter such pronouncements that *we agree*. However, we implore fellow educators to recognize and respect the social and political dynamics that swirl around us, but not to capitulate to such forces. Berliner (2005) has performed a great service in helping us understand the negative effects of poverty and that our nation must address issues of systemic poverty, and in doing so, issues of school reform will be even better addressed than current school reform efforts. Again, *we agree*. At the same time, we pay close attention to studies that report demonstrated progress being made in narrowing the gap (Haycock, Jerald, & Huang, 2001; Perie, Moran, & Lutkus, 2005).

Yes, we have little control or influence over the 17 hours that students are not on campus, but we certainly have an opportunity during the 7 hours they are with us. During the seven hours that students are on campus, we have great influence and control over decisions about curriculum, instruction, and learning. While we

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cannot directly deal with those very real external forces, we can acknowledge that they exist. We can use our professional associations to press for policy and legislative actions to mitigate the effects of negative external forces. And, most directly, we can learn to improve our craft as educators. Coaching, specifically Culturally Proficient Coaching as described in this book, is intended to assist educators who desire to improve their craft and, in so doing, positively impact student achievement irrespective of their social circumstances.

Meeting the Moral Imperative of Schooling

Disparities in student achievement have been highlighted in unprecedented ways since 2001, when school districts throughout the United States were mandated to address achievement disparities based in demographic analyses (NCLB, 2001). Though several states had implemented similar programs prior to 2001, No Child Left Behind (NCLB) has drawn concerted national attention on the disparities of achievement among demographic groups. Throughout the country, many school districts receiving federal funds for educating students of poverty (e.g., Title I) have used this mandate as an opportunity to examine student achievement data in ways that clearly identify the achievement gaps that exist between students who have been historically well-served by our schools and those who have been marginalized in many ways. Recent data from the National Association of Educational Progress indicate that districts across the country are using assessment data to inform decisions about curriculum, instruction, and learning outcomes and are making headway in narrowing the gap (Haycock, Jerald, & Huang, 2001; Perie, Moran, & Lutkus, 2005). Other districts struggle in closing the gap because educators often blame students for their family and social circumstances. These beliefs are based on negative racial, social, and cultural stereotypes about who learns and at what levels students can achieve.

A conundrum exists for many school leaders as they are faced with this question, *are educators trying to close the testing gap or the achievement gap?* Early on in the standards reform movement, the development of standards-based systems was seen as a way to insure that each student could achieve progress toward a common set of learner goals as measured by standardized achievement tests. Recently, however, the conversation has developed among researchers and educators as to whether school improvement is grounded in educational standards or standardized assessments. The controversy deepens as school districts

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use federal and state funded programs required to deliver a *scientific, researched-based curriculum* designed to improve reading and math achievement for all students. Curriculum is often developed and content is delivered according to strict, state-mandated, state-adopted curriculum, textbooks, and assessment tools, with little opportunity given for teachers to differentiate and enhance the instructional approaches and materials of instruction to maximize the success of all students.

All too often, students or groups of students who are identified as *needing improvement* are removed from their elective courses, visual and performing arts courses, or applied arts and sciences and are assigned to *double dose* courses in reading and mathematics. These students are often selected for intensive coursework in reading and mathematics because they are the *close-to-the-cutoff-score* students based on standardized test results. The students may show enough improvement to *move up* into the next range of scores and make the school appear to be successful; but, have those students been denied access and meaningful learning opportunities in other subjects? What assessment tools and additional means of measuring student achievement are available for educators to use so that diverse learning styles, cultural backgrounds, and multiple perspectives are valued and reflected in the assessment strategies and instruments? These are questions and risks facing educators as we make decisions about who has the *opportunity to learn*.

Closing the Gap: Compelled by Law or Moral Imperative?

Long before the enactment of federal and state initiatives that now address achievement disparities, the student achievement gap between predominately white, affluent students and students of poverty and color existed. One of the disquieting aspects of state-level and federal reform initiatives is that the reforms have been legislatively imposed on our profession. The fact that, historically, we in the education profession have not been required by law to disaggregate and examine testing data according to the demographic makeup of the school did not absolve educators from the responsibility of educating all students, with respect to students' race, ethnicity, social class, or sexual orientation. Now that we are faced with verifiable data that clearly identify students who are not being well served, as educators

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we can no longer ignore the needs of these learners. Our moral integrity is at risk when, as the very resource that parents trust will care for their children and prepare them for a productive future, we wait to see what the next mandate will be from the state house rather than teach in ways that are culturally responsive.

Building a Case for Collaborative, Learning Communities

Irrespective of numerous state-mandated, standards-aligned programs developed to close the achievement gap, educators continue to look for ways to improve instructional strategies, implement curriculum standards, and meet assessment goals for all students. In response to the call for closing the achievement gap, some educators have developed professional, collaborative learning communities (DuFour, DuFour, Eaker, & Karhanek 2004; Louis, Kruse, & Marks 1996; Reeves, 2000; Schmoker, 1999). These collaborative communities are transforming schools from environments of blame to environments of collaboration. These schools view collaboration and community as necessary elements to combat teacher isolation and student blame. Individual teachers may have developed instructional strategies and assessment tools that demonstrate how all students' needs are met, while other individual teachers struggle with those elements. When structures and conditions are in place to support these teachers coming together to make sense of the assessment data, individual student's needs, and possible strategies to respond to those needs, students and their parents benefit from these community and collaborative efforts. Teaching and learning are enhanced by positive interactions between the teacher and the learners. The research is clear: *learning is a social construct*.

If Learning Is a Social Construct, What Are We to Do?

Two questions are embedded in the above heading. What can we learn from research **and** how do we construct environments in which teachers and students engage in conversations for the clear purpose of constructing knowledge? Abundant evidence exists to demonstrate that learning is a product of social construct. Brain

researchers and sociologists explain that learning occurs and is enhanced in social context (Kana'iaupuni, 2005; Weick, 1995; Wenger, 1998; Wheatley, 2005). Why then are we, as educators, not more intentionally and aggressively constructing communities in which teachers and students are supported in their learning? For example, when a teacher engages in a conversation about a topic of interest, an issue, an event, a lesson, or even a problem, comments and questions from another person or persons may influence the teacher's thoughts. The teacher walks away saying,

Now, that topic makes more sense to me. Or,

Thanks for helping me sort through that issue. Or,

Thanks for listening. I just needed someone to listen to me.

Often, everyone in the discussion or conversation benefits in some way from the interaction among the speakers. Learning occurs as a result of conversations in formal or informal, structured or unstructured situations. The more intentional or structured the conversation is the more formal are the learning outcomes. In school settings, educators are starved for time to have structured, meaningful conversations.

What Do We Talk About?

We must be engaged in professional conversations, both formal and informal, where we discuss how our practice impacts student achievement. For too long, conversations in the teachers' lounges and workrooms have been about what the students can't do, won't do, don't know, or don't care about. Educators say, *We're just venting*, as a way to exonerate themselves from talking about students in an informal, non-professional manner. Now is the time for educators to confront our colleagues' negative comments about our students by asking courageous questions that help surface the long-held assumptions about who can and will learn. The skillful educator might ask:

- What is it that we might do in our classrooms to address the needs of these students that we have not reached yet? Or,
- What are some other ways that we might reach out to these students in an effort to better determine their needs?

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Colleagues who ask questions that are practice focused help shift the conversation from student blame to professional and personal responsibility. This book is written for educators who want to learn how to ask questions that shift thinking and connect our practice and our conversations with student achievement.

Intentionally Design and Structure the Talk Time

Recently, researchers have identified a positive relationship between professional learning communities and improved student achievement (Garmston & Wellman, 2000; Greene, 2004; Louis, Kruse, & Marks 1996; Raisch, 2005). Site administrators who are aware of the power and potential of collaborative work time and planned conversations create conditions for teachers to have designated time during the work-day to talk, plan, and learn together (Mahon, 2003; Murphy & Lick, 2001; Wheelan & Kesserling, 2005). Several formal learning community models support teachers and administrators in many of today's comprehensive, systematic school reform projects (e.g., Comprehensive School Reform, Title I, and Reading First). Current formal designs for teacher collaboration include professional learning communities, learning organizations, faculty study groups, and adaptive schools, just to name a few (DuFour, Eaker, & DuFour, 2005; Garmston & Wellman, 1999). Table 1.1 highlights the shift that professional learning

Table 1.1 Three Primary Strands of Professional Learning Communities That Serve to Shift Instructional Practice

<i>From</i>	<i>To</i>
<ul style="list-style-type: none"> • Focusing on teaching as presentation • Working independently and in isolation • Measuring teacher success by good intentions and hard work 	<ul style="list-style-type: none"> • Focusing on learning and student achievement • Working collaboratively to build shared knowledge and deeper understanding for addressing success for each and every student • Assessing effectiveness based on student achievement results

communities make when focused on learning and achievement (DuFour & Eaker, 1998; Garmston & Wellman, 2000).

The shift from the focus on the role of the educator to student learning and achievement is accompanied by observable behaviors found to be common in professional learning communities (DuFour, DuFour, Eaker, & Karhenek, 2004; Louis, Kruse, & Marks, 1996; Wenger, 1998).

Table 1.2 illustrates five behaviors demonstrated in professional learning communities.

Table 1.2 Behaviors Educators Share in Professional Communities

- | |
|---|
| <ul style="list-style-type: none"> • Share norms and values • Collectively focus on student learning • Collaborate about instructional choices • Deprivatize practice • Participate in reflective dialogue |
|---|

As educators open their classroom and office doors to colleagues and coaches, they are taking critical steps toward deprivatizing their practice. Teachers working together to improve student achievement often share assessment data, co-create lesson designs, and pool resources and materials of instruction. The question is no longer, *Why collaborate?*, rather, *How do we collaborate?* Garmston and Wellman's Adaptive Schools (1999 and 2000) model provides schools focused on improvement with twin goals to help answer the *how* question. Collaborative, adaptive schools focus on

- developing professional capacities, and
- developing organizational capacities.

Structuring time for collaborative learning opportunities alone will not improve student achievement. However, developing professional skills and organizational resources do support a positive school climate and organizational cultural shifts that allow educators to focus conversations and communications on student progress. The language of collaboration requires educators' awareness of the need for adults to professionally talk about student achievement, knowledge

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of skillful ways of talking, and development of a shared set of norms about how to effectively communicate as group members. Table 1.3 lists the Norms of Collaboration described by Garmston and Wellman (2000). Groups and teams of educators using these techniques for grade level meetings, leadership team meetings, faculty study groups, work groups, and/or subject area planning sessions benefit from shared knowledge, efficient use of time, and professional communication processes.

Table 1.3 The Seven Norms of Collaborative Work

- **Pausing** before responding or asking a question allows think time.
- **Paraphrasing** helps members hear, clarify, organize, and better understand self and other group members.
- **Probing** for specificity increases clarity and precision of thinking and speaking.
- **Putting ideas on the table** by naming them, specifically, enriches the conversation.
- **Paying attention to self and others** raises the level of consciousness for group members as consideration and value is given to learning styles, languages, and multiple perspectives.
- **Presuming positive intentions** promotes meaningful and professional conversations.
- **Pursuing a balance between advocacy and inquiry** supports group learning and encourages individual participation so that all voices are heard.

SOURCE: Garmston and Wellman (2000) adapted from William Baker, Group Dynamics Associates.

The focus of these planned conversations must be on student achievement and improvement of instructional practice. Collaborative conversations shift from hallway chats about the bell schedule, dress codes, and bus duty. In collaborative learning communities, teachers focus on intentional conversations and planning sessions about student learning goals, progress of students using selected interventions, parent engagement in student progress, and new instructional strategies based on analysis of student achievement data.

Following the collaborative time as a learning group, each educator must then decide how she will use the information, strategies, or materials. Often, the teacher returns to the isolation of her classroom or office to practice her craft without the benefit of reflection or observation for collegial feedback. Conversely, one assumption of

collaborative practice is that individual teachers will engage with colleagues in reflective dialogue to insure that new strategies are practiced and improved. Educators using formal, reflective dialogue examine their own assumptions, beliefs, learning, and behaviors (Schön, 1987; York-Barr, Sommers, Ghere, & Montie, 2001).

One way to enhance the progress and benefits of collaborative practice is through coaching. Coaching is a way to formalize the reflective practice for educators. The coaching cycle is an intentional, well-planned process that includes a one-to-one coached planning conversation for an upcoming lesson or event, the coach's collection of observational data from the lesson or event, followed by a coached reflective conversation (Costa & Garmston, 2002a). The benefit of this cycle to the person being coached is the opportunity to focus on how learner outcomes are being met. Coaching conversations may also take place in informal settings such as staff workrooms, classrooms, and school hallways and parking lots. Although the formal coaching cycle described above—plan, observe, reflect—is the optimum application of reflective practice, coaches may not be available to actually observe the teacher's lesson, or attend the colleague's special event, or collect observational data. Nevertheless, the coach can use mediational questions, paraphrasing, and other coaching skills to engage in both formal and informal coaching opportunities.

Coaching Is Collaborative

We believe that coaching is one way to increase the level of classroom use of new instructional techniques and strategies, thereby impacting student achievement. The study of effect size and transfer of training by Joyce and Showers (1995) indicated there were significant gains for teachers when feedback and coaching are added to information, demonstration, and practice. We also believe that coaching conversations can be instrumental in guiding teachers to examine their instructional decisions in light of how individual students or groups of students are being served. The extensive research by Edwards (2004) about the relationship between coaching and teacher performance and student achievement demonstrates the positive influence coaching has on teacher efficacy, school culture, and student performance.

Coaching provides support to educators regardless of what their role might be. Instructional coaches work with classroom teachers to improve specifically identified strategies such as wait time, inquiry

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format, or direct instruction (Greene, 2004). Leadership coaches support new and renewing principals through guided conversations about effective instructional leadership strategies (Bloom, Castagna, Moir, & Warren, 2005). Literacy and mathematics coaches serve as nonevaluative colleagues to reinforce specific curriculum content and instructional strategies. The most successful coaching programs are integrated into the comprehensive, systematic approach to school improvement (Greene, 2004; Richardson, 2004). Successful coaching programs do not exist independently of change initiatives or student achievement goals. Coaching programs vary from one-to-one approaches to team-coaching models. The act of coaching is in itself a collaborative learning experience.

Coaching Is All About Relationships

Coaching is based on rapport and relational trust between the coach and person being coached. The trust level is enhanced when the coach is conscious of how culture influences the coaching conversation. The coach's understanding of self and others enhances the relationship and deepens the conversation below the surface level to help reveal long held assumptions and beliefs about student achievement. The coach's value for diversity is reflected in the questions and the feedback offered to the person being coached. It is this consciousness of coaching as craft and the value for diversity that aligns coaching with Cultural Proficiency (Costa & Garmston, 2002a; Lindsey, Nuri Robins, & Terrell, 2003; Nuri Robins, Lindsey, Lindsey, & Terrell, 2002). *Consciousness* is one of the Five States of Mind described by Art Costa and Robert Garmston in their experience-developed and researched based concept called Cognitive Coaching.

The authors acknowledge the many coaching initiatives and models being used in schools today. We have summarized various coaching models in Chapter 2. After careful review of the models and opportunities for coaching, we determined that the theoretical concepts of Cognitive Coaching's Five States of Mind align well with the Tools of Cultural Proficiency. Both constructs focus on self and the relationship that self has with others. Both influence the individual and the organization. Table 1.4 displays the alignment of the two concepts.

This book demonstrates the power of what one of our writers calls the *Reese's Cup phenomenon*. For those readers who are wondering, a Reese's Cup is a small, chocolate cup filled with peanut butter. When

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two delicious food products, chocolate and peanut butter, finally were combined, one even more delicious product was developed. Either product can stand alone, but integrated into one model makes for an even better product. As Table 1.4 illustrates that either concept of Cognitive Coaching or Cultural Proficiency can function independently of the other. However, integrating the two concepts creates an even more powerful teaching and learning tool. It is not our intention to rewrite the book on Cognitive Coaching; rather, we show how the States of Mind intersect and integrate with the tools of Cultural Proficiency.

Table 1.4 Cultural Proficiency Alignment With Cognitive Coaching

Five Essential Elements serve as standards for measuring growth toward culturally proficient values, behaviors, policies, and practice.	Five States of Mind are internal resources that inform human perception.
Guiding Principles serve as core values.	Propositions of Cognitive Coaching clarify behavioral changes based on changes in thinking.
Cultural Proficiency Continuum provides for a shift from unhealthy and non-productive policies, practices, and behaviors to healthy, positive, productive behaviors, and policies.	Cognitive Coaching capabilities and skills assume intentions and choices to support others in shifts of thinking and changes of behaviors.
Cultural Proficiency is an individual's values, beliefs, and assumptions and the organization's policies and practices.	Cognitive Coaching addresses individual capabilities and supports group development.
Cultural Proficiency is nonjudgmental, nonevaluative conversations.	Cognitive Coaching is nonjudgmental, nonevaluative conversations.
Culturally Proficient interactions are based on rapport, trust, and effective communication skills.	Cognitive Coaching interactions are based on rapport, trust, and effective communication skills.

Culturally Proficient Coaching

Is a Way to View the World

We describe Culturally Proficient Coaching as a worldview or mental model for mediating thinking and changes in behaviors for self and others. How one views the world, in part or whole, is a matter of how one is socialized to view the world. Worldviews range from somber philosophical and spiritual perspectives to the seemingly trivial sports teams that one supports. Cultural Proficiency embodies a worldview that holds cultural differences as human made and recognizes that cultural differences are often used to justify the enforcement of superior-inferior relationships. Systems of oppression have existed from time immemorial and rather than perpetuate disparities, the culturally proficient educator commits herself to the elimination of human-made barriers to student learning and achievement. By definition, Culturally Proficient Coaching is an intentional, inside-out approach that mediates a person's thinking toward values, beliefs, and behaviors that enable effective cross-cultural interactions to insure an equitable environment for learners, their parents, and all members of the community. Culturally Proficient Coaches serve as mediators for another's self-directed learning in ways that help reveal, modify, refine, and enrich meaning, decisions, and behaviors that are intentional and supportive of culturally diverse environments. The coach is aware that mediation as described by Costa and Garmston (2002a) produces new connections and thoughts in the brain. Often, issues of race, culture, gender identity, and class create a climate of distrust, anger, and guilt among and with teachers and the communities they serve. Brain researchers have demonstrated how thinking often shuts down when a person lives and works in a climate of distrust or hostility. The Culturally Proficient Coach is aware of where the other person is and helps mediate that person to where he or she wants to be and behave. Mediating another's thinking from a sense of helplessness and rigidity to an attitude of confidence and flexibility requires the skills of Cognitive Coaching within the frame of diversity and equity. Cultural Proficiency provides that frame of reference for the coach.

Cultural Proficiency is comprised of four sets of tools that support the educator in providing an unfettered education to students from diverse cultural groups. The Guiding Principles of Cultural Proficiency are underlying, core values that inform values of the culturally proficient educator and the policies of the culturally proficient school. The Cultural Proficiency Continuum and the Essential

Elements of Cultural Competence provide a framework and standards for developing explicit behaviors and practices that direct our work as educators. The Barriers to Cultural Proficiency serve as caveats as educators today go about their pioneer work of educating all children and youth irrespective of cultural or demographic membership.

As authors of this book, we believe strongly that educators' assumptions, beliefs and expectations for the students they teach influence how the educator interacts with students who are often culturally different than the educator. We believe that diversity in classrooms serves as an opportunity for students to learn more, rather than challenges for students to overcome. We believe that teachers, counselors, staff developers, and administrators who work together to build community have a better chance to improve their practice than educators who work independently and in isolation. Our beliefs are grounded in organizational development and leadership theory as well as our own experiences as educators.

Application of Theoretical Concepts

Numerous, prominent researchers and practitioners have influenced our work about learning, teaching, and leading in diverse environments. We have incorporated, integrated, and built upon the thinking and the research of these writers with our own thinking, research, experiences, and writing in developing the concepts and models in this book. Table 1.5 shows the significant elements of each of these constructs that inform the work of Cultural Proficiency. As you continue through this book, you will notice how these theoretical concepts inform the work of culturally proficient educators.

Table 1.5 Theoretical Constructs That Inform Collaborative Practice

<i>Theoretical Concepts</i>	<i>Researcher(s)</i>
<p>Communities of Practice:</p> <ul style="list-style-type: none"> • Learning occurs in social context • Meaning is made from experiencing life and the world • Knowledge is a matter of competence with respect to valued enterprises 	<p>Weick, 1995; Wenger, 1998</p>

(Continued)

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<i>Theoretical Concepts</i>	<i>Researcher(s)</i>
<ul style="list-style-type: none"> • Community is a way of talking to help define our participation and build competence • Identity is a way of talking about how learning changes who we are 	
Systems Thinking and Organizational Learning: <ul style="list-style-type: none"> • Mental models • Personal mastery • Team learning • Shared vision • Self-organizing systems • Adaptive systems 	Dilts, 1994; Garmston and Wellman 1999, 2000; Senge et al., 1994, 1999, 2000; Wheatley, 1994, 2002, 2005
Organizational Culture: <ul style="list-style-type: none"> • Espoused theory vs. theories-in-use • Behaviors as manifestations of assumptions, beliefs, values • Shared norms and values • Not easily changed • Strong, weak, positive, or negative 	Argyris, 1990; Schein, 1989; Schön, 1983, 1987
Professional Learning Communities: <ul style="list-style-type: none"> • Shared mission, vision, and values • Collective inquiry • Collaborative teams • Action orientation and experimentation • Continuous improvement • Results orientation • Data-driven decisions 	DuFour et al., 1998, 2004, 2005; Newmann, King, and Young, 2000; Reeves, 2000; Schmoker, 1999
Coaching as Reflective Practice and Professional Development: <ul style="list-style-type: none"> • Standards-driven professional development • Collaborative • Sustained, ongoing, intensive 	Costa and Garmston, 1994, 2002a; Joyce and Showers, 2002; Neufeld and Roper, 2003; Schön, 1983, 1987; Sparks, 1997; Sparks and

<i>Theoretical Concepts</i>	<i>Researcher(s)</i>
<ul style="list-style-type: none"> • Supported by modeling and coaching • Connected to teaching and learning • Connected to overall school change • Supports continuous learning • A way of thinking 	Hirsch, 2002; Wellman and Lipton, 2004

Why Cognitive Coaching and Cultural Proficiency?

Several usable and useful approaches to educational coaching lend themselves to application in diverse school settings (Bloom, Castagna, Moir, & Warren, 2005; Greene, 2004). We have chosen to use the Cognitive Coaching model as a matter of personal preferences and experiences of the authors. As a reminder, Table 1.4 provides a summary of where Cultural Proficiency aligns with Cognitive Coaching. Additionally, Table 1.4 serves as an introduction to Chapter 2, which describes the major components of Cultural Proficiency and Cognitive Coaching and to Chapter 3, which guides the reader through a self-check of your knowledge about the four tools of Cultural Proficiency and the States of Mind of Cognitive Coaching.

Let Your Journey Begin

The Tools for Cultural Proficiency described by Lindsey, Nuri Robins, & Terrell (2003) were developed to provide school leaders an inside-out approach to the opportunities and challenges facing schools in today's complex and diverse environments. Cultural Proficiency, as described in Chapters 2 and 3 of this book, provides educators with proactive tools that can be used in any setting. The tools for Cultural Proficiency can be applied to both organizational policies and practices and individual values and behavior. The tools are used to shift thinking from a tolerance for diversity to a culture of interaction based on respecting and expecting diversity. In a culturally proficient environment, each teacher, administrator, parent, and student has the opportunity to grow as an individual as well as a member of a larger community. The more one knows about one's

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self, the better prepared one is to interact with others in that larger community. Becoming a Culturally Proficient Coach is a personal and professional journey not a destination. As you continue your learning journey, we ask you to visually hold the following questions as you read.

Who am I in relation to the students I teach and the community I serve?

Who am I in relation to the organization in which I work?

Who am I in relation to the person I coach?

Who am I?

These questions invite, and may in fact challenge, the reader to examine those innermost thoughts, beliefs, and assumptions about the communities, the languages spoken, the socioeconomics, and the learning styles of students and their parents.

This book presents a *developmental approach* to coaching in diverse settings. For you to derive maximum benefit from integrating the tools of Cultural Proficiency and Cognitive Coaching, two self-checks are presented in this book. Chapter 2 is a Coaching Self-Check, and Chapter 3 is a Cultural Proficiency Self-Check. Let your journey begin.