ABSTRACT

Marcos M. Garcia, SOCIAL JUSTICE WARRIORS: COACHING TEACHERS TO ENACT CULTURALLY RESPONSIVE PEDAGOGY (Under the direction of Dr. Matthew Militello). Department of Educational Leadership, May 2021.

This project centered on culturally and linguistically responsive pedagogy (CLRP) with the intention of increasing opportunities for rigorous academic discourse in middle school humanities classrooms. In collaboration with a team of a co-practitioner-researchers composed of three teachers, an instructional coach, and an administrator, my goal was to examine how we could adapt culturally and linguistically responsive practices to increase academic rigor. The teachers believed culturally responsive teaching is social justice teaching, and they created opportunities to empower students by cultivating relationships with students and adapting curriculum content; however, as committed social justice educators, they did not consistently use pedagogical practices that represented high cognitive demand. Through three cycles of inquiry, their pedagogical approaches improved by (a) participating in a community of practice (CoP) that supported the conditions for adult learning and (b) engaging in a dynamic coaching model that utilized evidence-based classroom observation to guide conversations. As a result, teachers shifted their pedagogical practices toward higher cognitive demand. I present a framework for change in teacher practice that requires focused professional learning incubated in a community of practice (CoP) that is supported with coaching. As practice communities focused on improving the outcomes for vulnerable students and addressing the *opportunity gap*, we need evidence of how teachers who espouse social justice principles actually enact their principles pedagogically in the classrooms. The findings from this study provide valuable insights into how strong relationships with students and a belief in the power of student voice can lead teachers to higher expectations and cognitive rigor.

SOCIAL JUSTICE WARRIORS:

COACHING TEACHERS TO ENACT CULTURALLY RESPONSIVE PEDAGOGY

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SOCIAL JUSTICE WARRIORS:

COACHING TEACHERS TO ENACT CULTURALLY RESPONSIVE PEDAGOGY

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1: NAMING AND FRAMING FOCUS OF PRACTICE

The strengths and assets of students are enormous, and our ability in schools to tap their assets is limited. The participatory action research project and study centered on this premise: we, as a school staff, needed to rethink learning experiences to increase student opportunities for equitable academic access and rigor (Boykin & Noguera, 2011). Thus, as the school principal, I engaged three teachers and an instructional coach over three cycles of inquiry to concentrate on developing culturally responsive teaching strategies that build on student assets. A participatory action research project devoted to social justice outcomes is best served by working collaboratively with those closest to a common concern to address a common focus (Guajardo et al., 2016). Our project goal was to examine the extent to which we could adapt and co-generate culturally and linguistically responsive pedagogical practices to increase equitable access and rigor through more attention to academic discourse in classrooms.

In a report by The New Teacher Project (2018), the researchers found that communities of color and students with special needs are less likely to have access to grade level tasks and assignments and are often the recipients of low expectation, resulting in students who are poorly prepared for college and careers. According to this study:

> While more students than ever before are enrolling in college, far fewer are succeeding once they get there. Nationwide, 40% of college students (including 66% of Black college students and 53% of Latinx college students) take at least one remedial course, where they spend time and money learning skills they were told they'd already mastered in high school. (The New Teacher Project, 2018, p. 2)

This is of particular importance because the context (demographics) of the The New Teacher Project (TNTP) study mirrors the context of this project. TNTP (2018) found that of 180 hours

of instruction, only 47 hours were devoted to work on grade level. Thus, the content of the study is parallel to my focus of practice (FoP).

The TNTP researchers made four recommendations to improve the quality of instruction that students receive that would provide better preparation for college attainment and economic opportunity: access to grade-appropriate assignments, strong instruction, deep engagement, and teachers who hold high expectations. The study highlights a significant macro level equity issue—public schools are not preparing students of color for economic and political opportunity. The study adds that "classrooms that served predominantly students from higher-income backgrounds spent twice as much time on grade-appropriate assignments and five times as much time with strong instruction, compared to classrooms with predominantly students from low-income backgrounds" (TNTP, 2018, p. 4), verifying the nature of the opportunity gap and the educational debt that produces dynamic inequality for students of color (Grubb, 2009; Ladson-Billings, 2006). Grubb and Tredway (2010) define dynamic inequality as the accumulation over time of inadequate resources, mediocre teaching, novice teaching in particular schools, tracking, and student discouragement. As a result, these factors operate and reinforce each other… [so that] student growth consistently declines. This is the story of our school: Black and Latinx youth who have, by middle school, been in under resourced schools, often with teaching that is aimed at rote learning instead of inquiry, and often with teachers who are committed, but do not have the knowledge or skills to fully engage the students in rigorous academic discourse.

This study aimed to strike directly at these opportunity gaps in one specific context. In this participatory action research project (PAR), we examined ways to boost rigorous academic discourse through culturally and linguistically responsive pedagogy (CLRP) by drawing on current assets of teachers committed to social justice. As the school leader and lead researcher, I

enlisted a co-practitioner researcher (CPR) group composed of three humanities teachers and a literacy coach to adapt and co-generate culturally and linguistically responsive pedagogical structures that raised the levels of cognitive demand in classrooms and better met the academic and socio-cultural needs of students.

In this chapter, I introduce the focus of practice (FoP) which addressed a macro structural issue of schools—students were not prepared for gainful economic opportunity, civic participation, and social mobility through a micro level focus on curriculum and instruction that was rigorous, standards-based, and culturally relevant (Labaree, 2003). I analyze the root causes of the issue and present them in a revised fishbone (Bryk et al., 2017) that examines the macro, meso, and micro assets and challenges (Rosenthal, 2019). Then, I present the purpose statement and research questions that guided the PAR study and an overview of this participatory action research (PAR) project, including a theory of action as well as a description of the assets and challenges for the FoP vis-à-vis a driver diagram (Bryk et al., 2015). Finally, I discuss the significance of the PAR and the limitations and confidentiality issues related to the study.

Focus of Practice

This study addressed a central equity issue: the opportunity gap. This gap adversely impacts students from disenfranchised communities (Boykin & Noguera, 2011). The students leave middle school without the skills needed for high school success, which, according to dynamic inequality theory, reduces their college and career possibilities. As a result, students have limited opportunities economically and marginal political power. At the time of the study, 67% of students at our school, United for Success Academy, were English Language Learners (ELLs), and 70% of all students were identified as reading two or more years below grade level. The 6th grade humanities teachers stated that the district-adopted English language arts

curriculum was not culturally relevant to students. And, although the students were not reading at grade level, the pedagogical practices did not fully engage learners at their cognitive level or zone of proximal development (Driscoll, 1994). Thus, we adopted an in-school equity focus to improve student access to more rigorous instruction and curriculum. Access to rigorous academic discourse can be transformative in increasing critical thinking as well as development of shared knowledge and new understanding and boosting reading levels (Zwiers & Crawford, 2011).

This FoP examined the extent to which a co-practitioner research group of teachers, a coach, and a principal can co-generate and adapt culturally responsive content and pedagogy to support academic and social needs of students and ensure rigor that increases opportunity for academic discourse. By co-generating and adapting culturally responsive content and pedagogy, we could increase academic rigor and academic discourse in classrooms. By co-generating, we intended to increase teacher buy-in and sustainability to solidify a change in practice so that we did not do what Cuban (1990) describes as "reforming again, again, and again" with little movement forward. Next, I discuss the assets and challenges that pertain to the FoP.

Root Cause Analysis of the FoP

To understand the context of this problem of practice I used a fishbone diagram to explain the assets and challenges related to this FoP. The purpose of the fishbone is to examine root causes of a particular problem (Bryk et al., 2015). The fishbone was modified to include assets and to unpack an issue on three levels: micro, meso, and macro (Rosenthal, 2019). We completed the fishbone with the co-practitioner research group in a pre-cycle meeting. In this participatory action research project, the co-practitioner research group relied on the assets we identified to design interventions that would address the focus of practice.

Figure 1 illustrates the assets and challenges related to this FoP at the micro, meso, and macro levels. At the macro level, assets included education policy at the state and federal level (ESSA, NCLB, and LCAP) that creates accountability expectations for marginalized communities. At the macro level, there is continuing national discussion and attention to address the opportunity gap and income inequality. At the meso level, assets included district leadership and a district vision centered in equity. At this level, there was a professional development emphasis on school-based theories of action geared to increasing academic discourse. The district offered support of these goals to sites through district coaches and professional development support of site coaches. At the micro level, assets included humanities teachers who were committed to social justice and equity, my experience as a humanities teacher and site administrator, students and families with a rich storytelling history, and committed teachers who wanted to exercise their autonomy to revamp the curriculum.

In Figure 1, we named significant challenges associated with this FoP. At the macro level, Title I federal funding for targeted groups and competing state mandates are often unfunded. At the meso level, challenges included conflicting district priorities. The district required implementation of two new curricula (history and English language arts) and mandated implementation fidelity. The micro level challenges at this level included reading data that demonstrates that 70% of students are reading two or more years below grade level, and past attempts to shift curriculum implementation that were only somewhat successful, causing initiative fatigue on the part of the staff (Fullan & Quinn, 2016). Teacher and administrator turnover had been substantial in past years, leading to lack of coherence (Forman et al., 2018). Finally, teacher autonomy is a double-edged sword, so to speak; autonomy is an asset that energizes teachers to make decisions, but too much individual autonomy can lead to

Fishbone

	Macro	Meso	Micro

Assets

Macro:
- ESSA/NCLB/ LCAP Accountability
- National debate related to the Opportunity Gap and income inequality
- Research supporting Academic Discourse, coaching and CLRP

Meso:
- District Level Leadership and Vision of Equity
- PD focus and theory of change supporting grade aligned task and Academic Discourse
- District ELA and ELL coaches provide site PD planning and coaching Relationships

Micro:
- 6th grade humanities teachers that are experienced and equity driven
- My experience as an administrator and humanities teacher
- Students and families
- Teacher Autonomy

Challenges

Macro:
- Limited Federal funding (Title I) Limited State funding (LCAP)
- Unfunded mandates
- Policy makers not educators

Meso:
- Competing priorities: Ne ELA and History curriculum implementation
- Conflicting priorities across district departments
- Second Wednesday professional development

Micro:
- Teacher autonomy and past practice
- 70% of students reading two or more years below grade level
- Perceptions of top-down curriculum adoption
- Teacher and Admin turnover

Aim statement

To increase opportunities for rigorous academic discourse and critical thinking by co-generating and adapting culturally and linguistically responsive pedagogical practices.

Note. (Adapted from Bryk et al., 2015; Rosenthal, 2019).

Figure 1. Fishbone diagram.

atomized schools that fragment (Elmore, 2004; Grubb & Tredway, 2010). As we proceeded, an unexpected challenge arose as we had to move to full virtual learning because of the COVID-19 pandemic. The assets and challenges had various effects on our ability to move the study forward; however, we concentrated on our sphere of control, which was the school, or micro, level. In the end, the greatest asset was the community of practice, giving further credence to the CLE axiom that those closest to the problem are best suited to solve it (Guajardo et al., 2016). As they learned from students, the teachers gained more agency in making decisions about changing their instructional practices. In the next section, I present the purpose of the study which rests on the assets identified, the aim statement, and the research questions that guided this study.

Purpose Statement

The purpose of this participatory action research (PAR) project was to examine the ways the organization addressed micro level issues related to culturally responsive pedagogy and academic discourse. Specifically, the PAR aimed to increase opportunities for rigorous academic discourse and critical thinking by co-generating and adapting culturally and linguistically responsive practices. In this section, I describe the Co-Practitioner Researcher (CPR) structure and present the research questions that guided the study.

Co-Practitioner Researchers (CPR)

Co-practitioner researchers are a group of people involved in participatory action and activist research who are close to the issues and have some stake in the outcome (Hunter et al., 2013). Two 6th grade and one 8th grade humanities teachers at United for Success Academy (UFSA) and the instructional coach responsible for the supporting the team comprised the co-practitioner research group that engaged in the PAR. A more detailed description of the CPR members is in Chapter 3. I enlisted participants who are experienced with culturally responsive

pedagogy and professional development related to academic discourse and who had a core mission to actively engage in social justice teaching to serve the community. Our analysis focused on levels of rigor and task complexity through opportunities for collaborative learning and academic discourse in classrooms. The project goal was to develop and implement culturally responsive pedagogy and increase academic rigor and critical thinking. The PAR focused on how a team of teachers in collaboration with a coach and administrator could refine and implement culturally responsive practices to meet improved academic outcomes for middle school students. Next, I present the research questions that guided this study.

Research Questions

The overarching question guiding this study was: *To what extent can a CPR team co-generate and adapt culturally and linguistically responsive curricular content and pedagogical practices to increase academic rigor?* Three measurable sub-questions provided collection and analysis:

1. To what extent do we co-create culturally responsive curricular and pedagogical approaches that maintain academic access and rigor?

2. How do teachers' perceptions of culturally and linguistically responsive pedagogical practices and their expectations of their students change through this work?

3. How does this process inform my ability to be a generative and collaborative school leader of the team and coach?

In presenting the focus of practice of this project. I presented a root cause analysis which included the assets and barriers related to this focus of practice. The assets and challenges influenced the development of the research questions because we needed to draw on the teacher assets and, at the same time, change practices. Next, I detail the project design.

Participatory Action Research Design

This participatory (PAR) project presented important questions that had the potential for substantial effect on the work of educators at the school level and, more importantly, on student learning. Potentially, this study design could influence other teacher and principal collaboration processes in the school and in schools like ours. The PAR design includes the theory of action that guided this work and a driver diagram that articulates how this PAR project proceeded. I outline the three PAR cycles we engaged in through this project. In Chapter 4, I provide a detailed description of the methodologies used in this PAR.

Theory of Action

A good study is driven by a theory of action (ToA). We used this theory of action to guide the research: *IF* a co-practitioner research (CPR) group can co-generate and adapt pedagogical practices with attention to equitable access and rigor to culturally responsive curriculum, *THEN* students would have increased opportunities for equitable and rigorous academic discourse and critical thinking.

To determine how to accomplish this, I completed a driver diagram (see Figure 2), which is an organizing tool that proposes a small set of "smaller hypotheses about key levers for improvement, specific improvements that might be attempted for each, and [possible] interconnections among them" (Bryk et al., 2015, p. 73). Specifically, the driver diagram showed the connection between a ToA, the research questions, and a measurable goal or aim statement. Finally, diagrams such as these give participants common language as they build toward solutions to a shared focus of practice (Bryk et al., 2015).

The driver diagram illustrates various changes that the CPR tried to achieve. The three central drivers were the development of a teacher community of practice (CoP) focused on

AIM Statement/Drivers

Aim statement	Primary Drivers People and Processes	Secondary Drivers People and Processes

To increase opportunities for rigorous academic discourse and critical thinking by co-generating and adapting culturally and linguistically responsive pedagogical practices.	• Humanities CoP/CPR
	  ○ With humanities coach and principal co-generate CLRP including texts and tasks that are grade aligned
	  ○ Reflection to action cycles
	• Quality teaching and instruction
	  ○ Through coaching and feedback we will develop and improve instructional strategies that meet needs of students and lead to increased rigor and critical thinking
	• Community Learning Exchange Axioms and Protocol
	  ○ Build trust and knowledge base
	  ○ Based on the knowledge of those closest to the issue
	• District ELA support
	  ○ Assure curricular support from district ELA and ELL departments
		• Coaching and collaboration with CPR members rooted in social justice
		  ○ Improve pedagogical content knowledge and culturally responsive pedagogy
		  ○ Develop trust and authentic collaboration
		• Instructional strategies that meet the needs of diverse learners; universal design
		  ○ Students have skills, habits, and knowledge to succeed in college as measured by the state and local measures
		  ○ Ongoing professional development of CPR members
		• Co-generating lessons, and peer observations to support professional learning

Note. (Adapted from Bryke et al., 2015).

Figure 2. Driver diagram.

adapting the adopted curriculum to include culturally responsive rigorous texts and tasks, quality teaching and instruction monitored through coaching and feedback, and school district support to assure curriculum implementation aligned to district goals and resources.

The design details that supported the primary drivers included:

- developing trust and authentic collaboration in CoP through coaching and storytelling,

- improving pedagogical content knowledge and culturally responsive content in our CoP,

- coaching of and collaboration with CPR members rooted in equity and social justice using Community Learning Exchange (CLE) axioms and protocols.

As a CPR, we developed instructional strategies that met the needs of diverse learners; we designed lessons and used peer observation to support our collective professional learning; and we calibrated classroom observations and engaged in ongoing professional development of CPR members through pedagogical choices that would support culturally responsive content and pedagogy. Next, I outline the scope of the participatory action research project in terms of where, how, and when the PAR was implemented.

PAR Design and Cycles

A CPR group at United for Success Academy (UFSA) co-designed the PAR process. UFSA is a middle school in in the Oakland Unified School District (OUSD), a community impacted by socio-economic factors that diminish opportunities for many families. In Chapter 3, I describe the context of the community, school, and key factors affecting this project. As principal, I worked with a CPR group of two 6th grade humanities teachers, one 8th grade English teacher, and a humanities instructional coach. I engaged with the CPR group using CLE axioms

and protocols combined with improvement science principles of iterative cycles of inquiry in which we collected and analyzed evidence to use as we iteratively diagnosed and designed next steps (Spillane, 2013).

We collected and coded data in each cycle. PAR Cycle One was exploratory; the CPR defined academic rigor, culturally responsive pedagogy, and quality instruction looking for insights and evidence of academic rigor and academic discourse. In PAR Cycle Two, we expanded our work to include observation and coaching cycles aimed at increasing higher-level thinking questions in classroom instruction. In CPR meetings, we routinely shared artifacts of CLRP lesson design and strategies as well as observation take-aways. The data from PAR Cycle Two informed the study's emerging themes. In PAR Cycle Three, we adapted the activities from earlier cycles to practices of online learning. In addition to activities from PAR Cycle One and PAR Cycle Two, we conducted member checks to analyze and reflect on evidence from PAR Cycle One and PAR Cycle Two. As a result, the CPR group confirmed three themes related to beliefs and practices about culturally and linguistically responsive pedagogy (CLRP), communities of practice and adult learning, and the value of strategic coaching. A detailed methodology and step-by-step research design is included in Chapter 4.

We implemented the PAR over the course of 18 months. Starting with pre-cycle in Spring 2019, I engaged the teachers in the PAR project design, including the fishbone analysis and synthesis of driver diagrams that supported the theory of action. In PAR Cycle One in Fall 2019, we established the culturally and linguistically responsive knowledge base that members used in designing learning opportunities that increased rigor and critical thinking in their classrooms. As the CPR group implemented PAR Cycle Two in Spring 2020, we revised initial action plans based on data and findings from PAR Cycle One. We had to make adjustments to

PAR Cycle Two due to the interruption caused by the COVID-19 pandemic. As a result, we could not implement peer observation practices. However, coaching and observation practices of online learning continued using principles presented in Chapter 2 relating to coaching and adult learning principles. The CPR group implemented PAR Cycle Three in Fall 2020 with final revisions from the two previous cycles. Revisions included the use of member checks to confirm findings. In this way, by PAR Cycle Three, the CPR established regular *plan, do, study, act* (PDSA) cycles as a routine of our collaborative practice (Bryk et al., 2015; Militello et al., 2009).

In presenting an overview of the PAR design, I specified a theory of action (ToA) that was useful for designing the driver diagram explaining the interconnections among the ToA, research questions, aim statement, and our key actions. I presented an overview of the PAR cycles. In Chapter 4, I provide a detailed methodology for this PAR. In the next section, I address the significance of the project, confidentiality, ethical considerations, and study limitations.

Significance

I examine the significance of this PAR in relation to context, research, policy, and practice. Although teachers had intentionally substituted lessons and activities that they felt were more culturally relevant, their substitutions were, at times, less rigorous than that of the district-adopted curriculum. Curriculum fidelity and implementation were important to the district because, previously, teachers across all middle schools were not aligned, leading to inequitable opportunities and outcomes across the district. However, the focus on fidelity compromised local autonomy of teachers. As the lead researcher, I wanted to honor teacher choices and, at the same time, ensure that we were implementing curriculum that met the twin tenets of cultural responsiveness and high levels of rigor. During the PAR, we analyzed ways to engage teachers

in a process of co-generating and adapting culturally responsive pedagogy that would simultaneously engage students in grade-level curriculum that was culturally responsive. As we fostered culturally responsive teaching as social justice in communities of practice, we were able to create conditions for adult learning. Through intentional coaching, we were able to engage in meaning-making. However, due to the exigencies our students and families faced during the COVID-19 pandemic, we had to further adapt our processes. The team remains intact after the study completion, and we will continue to use PAR cycles of inquiry to address the persistent issues of equity and excellence for our students.

Significance to Practice

This FoP is important to practice because we are addressing a national issue with local consequences. When the youth living in Oakland do not have access to rigorous instruction that is culturally relevant, they are more likely to disengage, leaving them more vulnerable to academic decline, exclusionary discipline, and ultimately to drop out; or worse, they complete a high school education, being told they are ready for college and beyond, and fail. This FoP allows teachers, coaches, and administrators to reflect on the ways they scaffold, supplement curriculum, and deliver instruction to meet grade level standards and ensure rigor that is culturally relevant and engaging. The TNTP (2018) study, *The Opportunity Myth*, provides a window into classroom practices nationally. The significance of this PAR is that evidence was gathered at the local level that can provide a closer look into decisions teachers make that can narrow or widen the opportunity gap.

This focus of practice of this participatory action research is important to three research areas: culturally and linguistically responsive pedagogy (CLRP), communities of practice (CoPs), and coaching and adult learning. In this study, we examined ways that effective coaching

14

can improve teacher practice. Specifically, we involved teachers in developing criteria for rigor in task, text, and output, which I then observed for having conversations with teachers about improvements. Secondly, we have a large body of research to detail how social justice teachers have enacted classroom practices (Delpit, 2012; Duncan-Andrade, 2009; Gay, 2018; Ladson-Billings, 1994). However, we have fewer research studies on teachers who are firmly committed to social justice as a value, but who do not have the levels of high expectation and cognitive demand that matches their values. A term in the field for this type of teacher is warm demander (Bondy & Ross, 2008; Delpit, 2012; Ware, 2006). We need more research on how teachers' beliefs and strong relationships with students could more consistently translate to high cognitive demand. This methodology confirmed and tested current research related to enacting CLRP by forming strong communities of practice and using strategic coaching.

This PAR was significant to our school because we have a responsibility to create places where students feel cared for, but where the educators act as warm demanders of student learning. The teachers have a responsibility to have strong relationships with students, but, along with our compassion and empathy, we have a critical responsibility to prepare them for meaningful economic, political, and social participation. At the outset of the PAR, our students' opportunities were limited by the very institution that was supposed to open opportunities. By improving our instructional strategies and using culturally and linguistically responsive pedagogical practices, we can increase opportunities for rigorous academic discourse and critical thinking.

Significance to Policy

The PAR is important to federal education policies like Every Student Succeed Act (ESSA) and No Child Left Behind (NCLB), as well as state policies like Local Control Funding

Formula (LCFF) and the Local Control Accountability Plan (LCAP). Of particular importance is that both state and federal policies were enacted to increase the achievement of all students. However, they offer funding (Title I and LCAP) and have accountability measures targeting specific sub-groups of students (Low SES, English Learners, Foster Youth). UFSA is a Title 1 school with 90% of students qualifying for free and reduced lunch. UFSA receives 94% of its overall funding from state and federal funding. This allocation has significant restrictions with high expectation for improved achievement on state assessments.

Significance to Research

The focus of practice of this participatory action research is important to three research areas: culturally and linguistically responsive pedagogy (CLRP), particularly for examining how teachers who profess to be social justice teachers enact their values; how small communities of practice (CoPs) can improve teacher learning; and how instructional coaching supports teacher change. Specifically, we involved teachers in developing criteria for rigor in task, text, and output, which I then observed by having conversations with teachers about improvements. This methodology confirmed and tested current research related to CLRP, CoPs, adult learning, and coaching.

Additionally, this PAR contributed to improvement science research because the project design tested the following principles:

- Make the work problem-specific and user-centered.

- Understand how variation in performance is the core problem to address.

- See the system that produces the current outcomes.

- Be committed to measuring so that we can improve at scale.

- Anchor practice improvement in disciplined inquiry.

- Accelerate improvements through networked communities (Bryk et al., 2015).

I have presented the significance of this study to the practice of education, particularly the local context, the importance to new research efforts, and the possibility of influencing local, district, and national policy decisions. Most importantly, I presented the significance to the growing body of research on the quality of educational opportunity known as the opportunity gap (Boykin & Noguera, 2011; Ladson-Billings, 2006).

Confidentiality, Ethical Considerations, and Study Limitations

I constructed the participatory action research project with a co-practitioner researcher (CPR) group. The participants in this study were site-based practitioners committed to serving student groups who were underserved and, as a result, underperforming. I invited the participants to engage in this study, and each CPR member signed a consent form to participate and could decline further participation at any time. All appropriate consent for this study was in place prior to initiating the study (Creswell & Creswell, 2018).

This section defines the potential limitations of the PAR. I wished to enter this research space as an insider working in collaboration with other insiders (Herr & Anderson, 2014). Relationships with each of the CPR members were based on trust and the ability to have honest conversations about the data collected in this study. However, a potential limitation was my role: at the beginning of this study, I was new to the research site and may have been viewed by my co-practitioner researcher group as an outsider. Other limitations included biases I may have held as an administrator, as well as biases that members of the CPR may have held. I had been a history teacher who had engaged in culturally responsive pedagogy and critical thinking; thus, I had prior knowledge about how to construct rigorous learning. This prior experience may have at times affected my ability to support teachers. In order to safeguard against these biases, the

research was conducted with the input of the CPR team. As a team, we planned, implemented, and reviewed the CPR agenda that embedded community learning exchange (CLE) axioms, protocols, and actions, which allowed for multiple perspectives and voices that informed CPR work.

Another consideration was that there were implicit hierarchies and standards within the school, such as my role as supervisor and evaluator of the CPR members. My current role was principal at UFSA. I was able to foster new relationships at the site and district level to support this study. I was able to recruit the site practitioners who saw the value of this study. They were passionate about improving their instructional practice and the school experience for students. However, I held an influential role within the school, meaning that care needed to be taken to ensure that all participants were given informed consent without any coercion or feeling of obligation. The CLE methodology is built on the belief that all constituents have wisdom to share and deserve to have a voice with which to share it (Guajardo et al., 2016). Therefore, participation required invitation and framing as collaborative and assets-based.

A study limitation was the size of the study, which included a small group at a one school (n=5). Thus, while these data are useful to the participants and the school, the generalizability of the study is limited to similar schools (Lincoln & Guba, 1985).

Finally, COVID-19 was an unexpected limitation in the study as it interrupted our PAR cycles of inquiry. A final potential limitation was allocating time to collaborate on the design and implementation of PAR cycles due to potentially conflicting district goals.

Conclusion

In this chapter, I introduced the PAR project by framing the focus of practice that sought to address the macro level issue of schools not preparing students for gainful economic

opportunity, civic participation, and social mobility through a micro level focus on curriculum and instruction that is rigorous, grade-aligned, and culturally relevant. I presented the purpose statement and research questions that guided this PAR, which included a theory of action and analysis of assets and challenges related to this FoP using a driver diagram. I explained the PAR project design and statements regarding confidentiality, ethical considerations, and study limitations.

In the next chapter, I present a literature review to engage the reader in the most recent research related to this FoP. In Chapter 3, I provide the context of the community, school, and district in which this PAR project was conducted. In Chapter 4, I detail the methodology of this project using improvement science principles and CLE methodology. In Chapters 5, 6, and 7, I describe implementation of PAR Cycles One, Two, and Three and present implementation, findings, and implications. Finally, in Chapter 8, I discuss the importance of the PAR and revisit the study's theory of action and literature review, and offer a new set of challenges and hopes.

CHAPTER 2: LITERATURE REVIEW

A number of important variables impact student learning. However, inside the walls of a school, teaching and learning that occur in the classroom matter the most. Knowing that, what impacts the classroom teaching? How do we improve how teachers teach? There is clear and compelling evidence that once a teacher begins their practice, they derive the greatest influence on their development from the school leadership (Bryk et al., 2010; Hallinger et al., 2014; Leithwood & Louis, 2012). This participatory action research project addresses the need for in-service teacher professional development by creating a community of practice comprising teachers, a coach, and administrators. Additionally, this work focused on the extent to which a co-practitioner researcher (CPR) group could co-generate culturally and linguistically responsive pedagogy (CLRP) that led to higher level critical thinking and academic discourse. It is important to note the history and nomenclature of CLRP. In this chapter I provide definitions and descriptions of culturally responsive pedagogy (CRP) and culturally responsive teaching (CRT) because CRP, CRT, and CLRP are used interchangeably by leaders in the field.

This participatory action research project attends to both process (coaching with teachers) and content (CLRP and academic discourse). As a result, this chapter focuses on three key areas: culturally and linguistically responsive pedagogy (CLRP); communities of practice (CoP); and adult learning principles with coaching at the nexus (see Figure 3). The chapter begins with an understanding of culturally and linguistically responsive pedagogy as a means of access and critical thinking that builds on assets students possess; teachers will emphasize academic discourse to deepen critical thinking skills. Next, adult learning principles are examined in two specific ways: (1) the potential to change teacher practice and improve student learning, and (2) linking adult learning to coaching. Finally, communities of practice (COP) are examined as a

Figure 3. Literature: Coaching at the nexus.

means to link adult learning theory and coaching. Specifically, coaching resides at the intersection of adult learning and communities of practice. This participatory action research project aims squarely at the application of these processes to create the conditions for the transformation of classroom teachers that is rooted in developing authentic, culturally responsive pedagogy for teachers and the engagement of academic discourse for students.

In this chapter, I review literature in the areas of culturally and linguistically responsive pedagogy (CRLP), academic discourse, communities of practice (CoP), and adult learning and coaching. This chapter answers the following questions: What is already known about the topic? What is my critique about what is already known? Where does the PAR work fit in with what has gone before? How does my own knowledge and experience impact my understanding of the topic? Why is my research worth doing in light of what has already been done?

Culturally and Linguistically Responsive Pedagogy (CLRP)

This literature topic focuses on culturally and linguistically responsive pedagogy (see Figure 4). The focus of this study is to co-generate and adapt culturally and linguistically responsive pedagogical practices to increase opportunities for rigorous academic discourse and critical thinking in the classroom. This begins with defining CLRP. I discuss the use of CLRP approaches to increase access, academic discourse, and rigor. I also discuss the connection between CLRP and information processing in the brain. Finally, I discuss the notions of caring and hope that are central to CLRP.

What is Culturally Responsive Pedagogy?

Culturally Responsive Pedagogy (CRP) is also referred to as Culturally Responsive Teaching (CRT). Culturally Responsive Pedagogy (CRP) consists of several principles. According to Gay (2018), CRP validates, facilitates, liberates, and empowers ethnically diverse
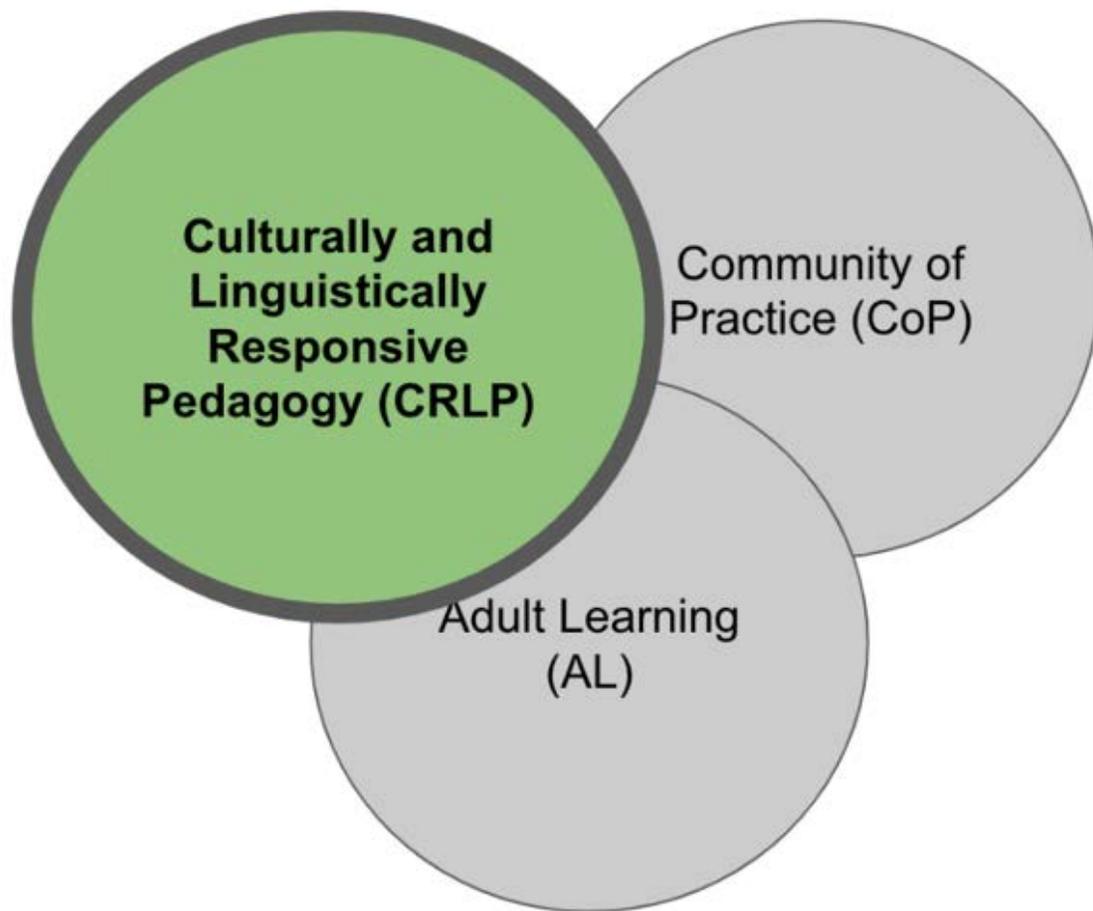
Figure 4. Culturally and linguistically responsive pedagogy literature topics.

students by cultivating their cultural integrity, individual abilities, and academic success. Furthermore, it is anchored in four foundational pillars: teacher attitudes and expectations, cultural communication in the classroom, culturally diverse content in the curriculum and culturally congruent instructional strategies (Gay, 2010). Educational researcher Gloria Ladson-Billings' 1994 work, *The Dreamkeepers: Successful Teachers of African American Children,* provides a vivid account the need for CRP. Ladson-Billings anchors her research in the historical experience of African Americans during segregation and post (de facto) segregation. Ladson-Billings discusses the impact of desegregation policies on African American students, and posits that classrooms are the place for real integration. Ladson-Billings compares assimilationist pedagogy with culturally responsive pedagogy and asks, "Why does culture matter?" The work of the classroom teacher then, or course, is to answer the question of how to engage in students' culture in the content and pedagogy. Ladson-Billings (1994) defines CRT as a pedagogy that empowers students intellectually, socially, emotionally, and politically using cultural references to impart and build knowledge.

Ladson-Billings presents four archetypes of teachers: (1) tutors—those who believe students can improve and it is their responsibility to help them do so; (2) general contractors—those who believe the same but use ancillary personnel to provide support; (3) custodians—those who feel not much can be done and maintain the status quo; and (4) referral agents—those who feel not much can be done and shift responsibility to others, such as the "school psych" or special education division. These archetypes are present in our school context. Each of the archetypes presented can be connected to conceptions of self.

Ladson-Billings compares CRP and assimilationist conceptions of self through five tenets:

1. Teaching is an art, both a creative and generative process.

2. Teaching gives back to community, referring to education as a social change opportunity.

3. Teachers believe that students can succeed, which challenges deficit thinking and hopelessness.

4. Teachers make connections to community, national, and global identity, which allows for empowerment.

5. Teachers pull knowledge, or *mine*, from students, which is foundational to CRP because it views students and families as assets in learning. (Ladson-Billings, 1994, p. 38).

Sleeter (2012) presents a perspective that reflects how CRP has been implemented. Sleeter uses Gay's (2010) definition of culturally responsive pedagogy, "Teaching to and through students' personal and cultural strengths and intellectual abilities and prior accomplishments" (p. 53). Sleeter provides an overview of educational reforms in the 1970s and 1980s that led to jumps in achievement for students of color, in what was then a sudden change. She cites examples of desegregation that spurred professional development to support teaching diverse students, along with the Lau v. Board of Education decision requiring districts to develop bilingual education programs (Lau v. Nichols, 1974). However, Sleeter (2012) claims that CRP and teaching has been supplanted and marginalized by a neoliberalism. Sleeter defines neoliberalism as a framework of individualism placing importance on free markets, free trade, and competition. She points to three factors: (a) faulty and simplistic perceptions of CRP, (b) too little research connecting CRP with student achievement, and (c) elite and white fear of losing national and global hegemony.

Sleeter argues that CRP should be presented as a cultural process of learning, not learning about a culture. Simplification includes trivialization and essentializing.

Initial literature in CRP did not include specific reference to linguistic diversity. Banks (2018) cites National Center for Education Statistics (2014), which states that more than 50 % of students in prekindergarten through 12th grade are from an ethnic minority, an increase from 40% in 2001. He cites the 2012 American Community Survey to illustrate the linguistic diversity, stating that 21% of Americans aged 5 and up (61.9 million people) spoke a language other than English at home. As a result of this demographic shift, educators and CRP leaders have begun to include practices to support linguistically diverse learners, leading to the advent of culturally and linguistically responsive pedagogy (CRLP). It is important to note that as the ethnic demographics in public school classrooms shift to more ethnic and linguistically diverse students the composition of teacher demographics has not kept pace.

Culturally and Linguistically Responsive Teaching and the Brain

The effects of trauma on diverse communities have found important connections to health and learning. Educator Zaretta Hammond (2015) has made important links between trauma, CLRP, and brain processes in her book, *Culturally Responsive Teaching and the Brain*. Hammond provides "The Ready for Rigor Framework" as a mindset that helps to organize the principles and tools of culturally relevant teaching. She begins with building awareness. Hammond shows that students of color have access to less instruction in higher order thinking skill development, which denies them what is referred to by neuroscientists as productive struggle. This, in turn, creates a disproportionate number of students of color that are dependent learners. Hammond describes dependent learners as students who have been denied the productive struggle and thus require continuous support. Hammond posits that overtime students

are pushed out of classrooms and schools because of poor reading skills and a lack of social-emotional support to deal with their increasing frustration.

Hammond (2015) defines CLRP as "An educator's ability to recognize students' cultural displays of learning and meaning-making and respond positively and constructively with teacher moves that use cultural knowledge as a scaffold to connect what students know to new concepts" (p. 15). Hammond's framework consists of four practice areas: awareness (consciousness), learning partnerships (building trust/connection), community of learners (building community), and information processing (build intellective capacity). Each section is written to prime the practitioner to develop an understanding of CLRP (strategies), the conditions necessary for the practitioner (awareness), and for students to learn (building intellective capacity and safety).

Hammond connects culture to brain processes and posits that two cultural archetypes influence how information is processed, collectivism, and individualism. Hammond points to the themes of relationships and group interdependence, which are central to collectivist cultures. She asks educators to be aware that sociopolitical context shapes the needs of culturally and linguistically diverse students; and to be aware of implicit bias and structural racialization. This is an important connection we need to make as educators working in ethnically diverse schools. We need to reflect on the whether or not the learning activities we use support collectivist cultures.

Hammond provides an extensive overview of brain science that connects teaching pedagogy to optimum conditions for learning. She discusses of three regions of the brain (reptilian, limbic, and neocortex). She explains processes enabling neuroplasticity, the ability to grow an unlimited amount of gray matter, a concept that inspires hope in the understanding that

both adults and children have limitless potential to develop intellective capacity. Key neuroscience concepts Hammond offers include:

1. The reptilian brain controls flight/fight responses to perceived threats; reticular activating system (RAS) is responsible for alertness and attention (perceived threats or benefits);

2. The amygdala triggers response of flight/fight; Limbic region records memories and creates background knowledge or schemas;

3. The neocortex, the newest, controls executive functioning, imagination, and self-regulation; and

4. The nervous system: sympathetic nerve seeks connection, releases dopamine, serotonin, and other endorphins; parasympathetic nerve focuses on staying alert; the polyvagal is the social engagement system, encourages bonding which produces *oxytocin,* a hormone responsible for calming anxiety.

The majority of our students at UFSA come from collectivist cultures, so applying collectivist learning approaches can serve to lower affective risks that may be perceived through neurologic processes. The connections between brain processes associated with safety are relevant to classroom teachers trying to create optimal environments for learning.

Hammond provides CRLP Brain Rules to help guide teachers' planning and build an understanding of what may be going on for students. The Brain Rules include:

1. Brain seeks to minimize threats and maximize opportunities to connect with others in community.

2. Positive relationships keep our safety-threat detection system in (RAS) check.

3. Culture guides how we process information.

4. Attention drives learning.

5. All new information must be coupled with existing funds of knowledge.

6. The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning.

The Hammond CLRP Brain Rules are relevant concepts that are a practical guide to developing CLRP with my team. It will be important to connect brain processes with the culturally responsive teaching strategies presented in the next section.

Culturally Responsive Teaching

For an overview of culturally responsive teaching (CRT), I analyzed the work of Krasnoff (2016) who provides a comprehensive meta-analysis of CRT. Krasnoff cites the work of Geneva Gay, Sonia Nieto, and Gloria Ladson-Billings as the foundation for culturally responsive teaching which seeks to create cultural congruity, a term credited to Gay (2000), embedded in teaching practice. In Table 1, Krasnoff compares Villegas and Lucas' (2002) *Characteristics of Culturally Responsive Teachers* and Goe et al. (2008) *Qualities of Effective Teachers.* According to Krasnoff, effective teachers are culturally responsive. Matching instruction goes beyond awareness and respect for the diversity in the classroom: teachers must learn detailed, research-based information about cultural particularities of specific groups they teach and how they process information and learn best.

Krasnoff presents eight key dimensions of ethnic learning styles according to Gay (2010). These consist of: preferred content; ways of working through learning tasks; techniques for organizing and conveying ideas and concepts; physical and social settings of tasks; structural arrangement of work, study, and performance space; perceptual stimulation for receiving, processing, and demonstrating comprehension and competence; and motivation and incentives

Table 1

Krasnoff's Comparison of Characteristics of Culturally Responsive Teachers and Effective

Teachers

The six characteristics that help prepare culturally responsive teachers. Krasnoff cites Villegas and Lucas (2002).	The five qualities that distinguish effective teacher. Adapted from Goe et al. (2008).
1. Socio-cultural consciousness--teachers must examine their own identities and biases and must recognize discrimination and confront negative attitudes.	1. They hold high expectations for all students and help students learn.
2. Attitude--teachers must have an affirming attitude toward students' culturally diverse backgrounds, respecting differences.	2. They contribute to positive attitudinal and social outcomes for students.
3. Commitment and Skills--teachers must assume role of change agent and develop skills in collaboration to assist school in becoming more equitable over time.	3. They use diverse resources to plan and structure engaging learning opportunities, adapt as necessary, and use multiple sources.
4. Constructivist views--teachers must believe that all students can learn and use constructivist practices that build off students' strengths and funds of knowledge; promoting critical thinking, problem-solving, collaboration, and multiple perspectives.	4. They contribute to the development of classrooms and schools that value diversity.
5. Knowledge of students' lives--a teacher must learn about students' past experiences, home, and community culture and learn to use these experiences in context of teaching and learning.	5. They collaborate with colleagues, administrators, parents, and education professionals to ensure student success.

Table 1 (continued)

The six characteristics that help prepare culturally responsive teachers. Krasnoff cites Villegas and Lucas (2002).	The five qualities that distinguish effective teacher. Adapted from Goe et al. (2008).
6. Culturally responsive teaching—teachers' use of strategies that support constructivist techniques that build off students' personal strengths and examine the curriculum from multiple perspectives, which creates an inclusive classroom.	

for learning; and interpersonal interactional styles. Gay (2010, 2013) argues that these dimensions are entry points into matching instruction to learning styles and that cultural congruity can be established through habitual integration of ethnic and cultural diversity in all aspects of the instructional process (Krasnoff, 2016). Krasnoff closes with recommended best practices from the works of Banks (2004), Gay (2000), Ladson-Billings (1994), and Nieto (1999). Best practices include:

1. Acknowledge students' differences as well as commonalities.

2. Validate cultural identity in classroom practices and instructional materials.

3. Foster a positive interrelationship among students, their families, the community, and school.

4. Educate students about the diversity of the world around them; promote equity and mutual respect among students; assess students' ability validly.

5. Motivate students to be active participants in their own learning; encourage students to think critically.

6. Challenge students to strive for excellence as defined by their potential.

These recommendations remind us that teachers' actions matter. In addition to the knowledge of how the brain works provided by Hammond (2015), we must understand the value of meaningful connections with caring adults. In the next section I will examine the notion of hope and care. The notion of caring as described in the next section is what supports making meaningful connections with students.

Caring and Hope

Too often, students and communities are viewed from a deficit perspective. In response, a recurring theme of caring and hope surfaces for many researchers in the CLRP field (Duncan-

Andrade, 2009; Valenzuela, 1999). This theme can be attributed to a foundational premise in CLRP that students and families are assets in the educational system that are underutilized and undervalued. Caring and hope are integral to CLRP in their link to critical race theory, espousing a liberation philosophy in which hope is necessary.

Valenzuela's (1999) study at Seguin High School, a high school in Texas, examines caring by drawing on research that shows that Mexican-American immigrant students outperform first and second generation and so on. Valenzuela's claim is that the school as an institution divests students' home culture and language through formal and informal practices. Her central claim is that schools subtract resources from youth in two ways. First, they dismiss the Mexican concept of. Though its literal translation is education, *educación* in fact refers to the concept of caring, respect and responsibility, and social awareness, the benchmark of how all humans are to be judged. Second, they apply subtractive assimilationist policies and practices that divest students of language and culture. The notions of caring and subtractive assimilationist policies are particularly important in this study because the UFSA context is similar to that of Seguin demographically and socio-politically. In student surveys like the California Healthy Kids Survey (CHKS), students report not feeling connected to a caring adult (UFSA, 2017).

Valenzuela introduces the politics of caring. She posits that perceptions of students are made by the teachers about caring and value of school, leading to a disconnect. She found that students oppose a schooling process that disrespects them; they are not opposed to education. She noted that relations with school personnel play a decisive role in determining the extent to which students feel welcome and accepted. Valenzuela also connects this with the idea of Social Capital; a view that students were invested in the notion of schooling if their friends were invested in it; and their teachers were invested in them. This effect is compounded by what

Valenzuela describes as "the social and linguistic cleavages that develop among youth become yet another overlay to the major institutional cleavages already engendered by curricular tracking" (Valenzuela, 1999, p. 31). The goal of this PAR was to look at ways to create the optimal learning conditions connecting the work of Hammond (2015) on safety and Valenzuela's politics of caring in authentic ways.

A leader in critical pedagogy, Jeff Duncan-Andrade, discusses the connections between hope and caring adults. To start, Duncan-Andrade (2009) cautions educators about three types of false hopes: hokey hope, mythical hope, and hope deferred. He describes "hokey hope" as an individualistic notion that suggests that urban youth just need to work hard and "pull themselves up-by-their-bootstraps." This type of hope ignores the inequities that impact the lives of urban youth. He uses an example from Valenzuela's (1999) work at Seguin High School about the aesthetic of caring, which refers to the pragmatic treatment of students in institutions which reinforce impersonal language, standards, curriculum, etc. Students in these settings can identify false caring. Duncan-Andrade (2009) states that "hokey hope" de-legitimizes the pain that urban youth experience and is informed by privilege and is rooted in the optimism of the spectator who does not need to suffer (p. 183).

Duncan-Andrade presents "critical hope" as the enemy of hopelessness. He uses Tupac Shakur's metaphor, "roses that grow from concrete," to describe young people defying socially toxic environments devoid of essential nutrients. Duncan-Andrade uses this analogy to describe three elements or nutrients necessary when growing roses in concrete. The first is what he describes as material hope, engaging in work that that acknowledges there are cracks in the concrete that teachers can use to connect to students. In doing so educators must commit to using

an academically rigorous pedagogy geared toward social justice. This means connecting schooling to real, material conditions of urban life.

The second nutrient is Socratic hope. Duncan-Andrade uses Cornell West's (2001) Socratic sensibility, which refers to Socrates' statement "that an unexamined life is not worth living," and Malcolm X's extension that the "examined life is painful," to frame this concept. This is a call to educators and students to painfully examine themselves and their actions in an unjust society. Duncan-Andrade claims that teachers who are effective at teaching Socratic hope hold high expectations and self-sacrifice; they love and support students through amplifying the material hope; and they see student failure as their own failure and reflect to take appropriate future actions. Duncan-Andrade argues that critical hope is audacious in two ways: it stands in solidarity with communities and shares the burden of undeserved suffering; and it defies dominant ideology that defends the existing systems that create the undeserved suffering. It connects collective struggling with Ginwright's (2009) idea of "radical healing"(p. 190). This idea is also represented in the Community Learning Exchange (CLE) axiom; Hope and Change are Built on Assets and Dreams of Locals and their Communities (Guajardo et al., 2016).

Summary

In this section, I described what researchers define as culturally and linguistically responsive pedagogy, which included definitions of CRT, CRP, and CLRP. I provided a meta-analysis of culturally responsive teaching practices as well as connections to neurologic processes of fear and information processing. I concluded this section with an examination of notions of caring and hope which are necessary equipment for caring adults to create conditions for learning for our students to thrive. In the next section, I discuss research on communities of

practice (CoP) and adult learning and coaching as the vehicle to co-generate CLRP to increase opportunities for rigorous academic discourse and critical thinking in classrooms.

Community of Practice

In this section, I present the central premise of Community of Practice (CoP) illustrated in Figure 5, which is situated learning. I define situated learning and how it is enacted. I discuss the master-- apprentice relationship, responsibilities of participants, and the notion of tethering and identity formation. I then connect research on practice-based learning communities such as Professional Learning Communities (PLCs). Specifically, in this literature topic, I present situated learning and links between CoPs and PLCs,

Leaders in the field of communities of practice (CoPs), Lave and Wenger (1991), define CoPs as long-term, living relations between persons and their place and participation in communities of practice: "Thus, identity, knowing, and social membership entail one another" (p. 53). They introduce specific terms:

- Joint enterprise as the meaning or understanding that the members of a community have negotiated regarding what they will mutually accomplish.

- Mutual engagement requires that members of the community of practice interact with one another regularly to develop new skills, refine old ones, and incorporate new ways of understanding the shared enterprise.

- Shared repertoire is the "communal resources that members have developed over time through their mutual engagement" (Wenger, 1998, p. 4). This shared repertoire may consist of artifacts, documents, language, vocabulary, routines, technology, etc.

In regard to situated learning, I next describe the context in which identities formed.
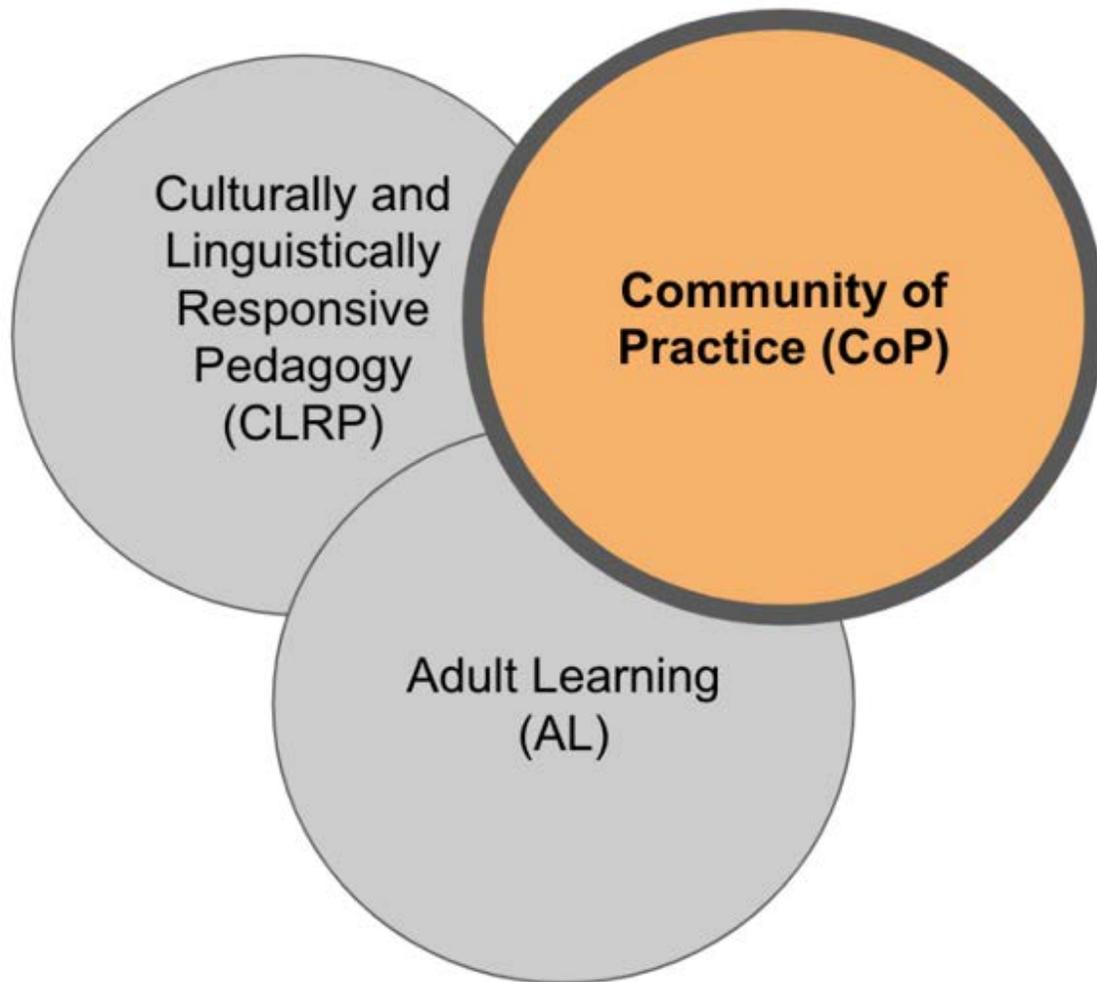
Figure 5. Community of practice literature.

Situated Learning

Situated learning is important because learning is a social and contextual process. Lave and and Wenger (1991) describe learning as a social phenomenon and define a community of practice as "social phenomenon constituted in the experienced, lived-in world, through legitimate participation in ongoing social practice; the process of changing knowledgeable skill is subsumed in the processes in changing identity in and through membership in a community of practitioners" (p. 64). Lave and Wenger (1991) define *situated learning* as contemporary cultural and historical learning processes as positioned in CoPs. Lave and Wenger explore how communities of practice and cultural processes of identity shape each other. In their work, Lave and Wenger compare school and work to apprenticeship relationships in which *newcomers*, those on the periphery, through gradual or legitimate participation in CoPs, become *old-timers,* or masters of a craft. This example illustrates that newcomers begin as peripheral participants and, over time, take ways of knowing that are collectively constructed and ultimately assume the identity of the community of practice. Lave and Wenger (1991) posit that learning is a process of shared cognition resulting in internalization of knowledge by individuals, leading to becoming a member of a sustained community of practice.

Hoadley (2012) uses Lave and Wenger's definition to categorize two definitions of CoP: feature-based and process-based. Feature-based describes a community that shares practices; in this context, knowledge is not property of individuals but rather a relational property of individuals in context and interaction with one another. Learning is situated as a result of problem solving. Therefore, knowledge and learning are embedded in cultural processes. Process-based describes the methods of knowledge generation, application, and reproduction in

which legitimate peripheral participation takes place. Through this process newcomers/learners enter into community and take up its practices.

Situated learning occurs when an emphasis on the social component results in the transfer of knowledge and actions of participants engaged in activity. Lave and Wenger claim that the notion of knowledge and skill develop in the process of becoming master-like practitioners. CoPs are inclusive in generating identities as a result of motivation and participation. The situated learning nature of CoPs allows for reproduction of CoPs.

Members of a community share responsibility for developing the community of practice, including learners. Learners co-construct knowledge and engage in distributed cognitive activities to bolster their movement in peer interaction from the current knowledge to a greater degree of expertise. Mirroring Vygotsky's (1978) zone of proximal development of relying on peer interaction, or intersubjectivity, this process relies on building capacity collaboratively and intentionally, although much of the learning is unintentional at the start.

Dewey (1938) discusses the responsibility of the adult/educator, in this case the person of mature experience, to evaluate the experience of the young, in this case the novice, so that the person of mature experience can guide the educational experience in meaningful and intentional ways. If the facilitator fails to do so, Dewey (1938) would say the facilitator is disloyal to the principle of the experience (p. 38). Another responsibility of the facilitator is to tether to experiences of the apprentice. Tethering is a process of connecting existing schemas to new knowledge, so that the facilitator guides the experience with intentionality that benefits the apprentice (Velasco, 2009).

Lave and Wenger explore how communities of practice and cultural processes of identity shape each other. This refers to the ways in which newcomers move from periphery participants

gradually toward experts through authentic participation in CoPs, an apt description of the relationship between new and veteran teachers. This also describes the role and responsibilities of new and veteran teachers to each other's development. This is what Vygotsky (1978) refers to as the zone of proximal development as it relates to intersubjectivity, specifically, the ways in which learning is transferred both to and from master and apprentice. This relationship is also important in the teacher-student learning relationship because it facilitates an exchange that generates new knowledge as well as reproducing existing knowledge.

Link between CoPs and PLCs

There is a link between communities of practice (CoPs) and professional learning communities (PLCs). Little (2006), a leader in professional learning, connects the idea of professional community to Wenger's (1998) work on communities of practice and communities of learners, positing that the professional communities need to cultivate teacher learning and school improvement. Little makes distinctions between strong traditional communities and teacher learning communities. In tradition-oriented, strong communities, teachers unite to preserve their preferred conceptions of subject and pedagogy in the face of student failure. In contrast, teachers in a teacher learning community take a more dynamic and flexible stance toward subject teaching, regularly reflect on their practice, and make changes when ineffective. The defining elements of PLCs that is a teacher learning community are: shared values and purpose; collective focus on and responsibility for student learning and well-being; collaborative and coordinated efforts to improve instruction; practices that support learning, including observation, problem-solving, mutual support, de-privatized practice, and reflective dialogue; and collective control over decisions affecting curriculum.

Little (2006) claims that schools are more effective in supporting student learning if they

play a powerful, deliberate, and consequential role in teacher learning. Little states four goals for teacher learning: (a) making headway toward central goals and maintaining a strong collective response through professional development focused on teaching and learning; (b) building knowledge and skill to teach high standards and investing in something to know more over time the content, students, and practice to make informed decisions; (c) cultivating a strong professional community focused on learning and improvement; and (d) sustaining teacher commitment so as to support, satisfy, and stimulate. These concepts are what distinguish CoPs from PLCs. This is what Hoadley (2012) describes as a knowledge building community (KBC).

Professional Community Linked to Achievement

Louis and Marks (1998) posit that the extent to which professional community is present, social support for achievement is higher in classrooms. And similarly, where schools achieve professional community, the quality of the classroom pedagogy is considerably higher. In addition, schools who had a higher level of authentic pedagogy also ranked higher on the NAEP, a national assessment. The authors suggest that as professional community boosts achievement it tends toward authentic pedagogy through its focus on intellectual quality of student learning, the core of professional community. They highlight two schools, Cibola and Lamar, where shared norms and values and deprivatized practice are essential elements of their professional communities.

Wood (2010) and colleagues provide detailed accounts of the nuances of establishing learning communities. Her empirical study five and a half years in a mid-size city in the northeastern United States explores real-world efforts to establish learning communities as a strategy for professional development and school improvement and highlights the complexities of that effort. The study describes an initiative begun by a superintendent in response to state

41

pressures to improve academic achievement for students. The initiative called for introducing and building capacity to sustain local learning communities (LLCs). The plan began by having a select group of schools opt in, and staff consisting of site coaches, teacher leaders, site administrators, and district administrators were trained in the protocols of an LLC by an "outside coach" from the National School Reform Faculty (NSRF).

Wood (2010) enumerates obstacles for successful use of LLCs as catalysts for change as: (a) compliance vs efficacy, (b) community building without critical inquiry, (c) initiative ran counter to district culture and leadership left in midst of implementation, (d) the multiplicity of initiatives, (e) insufficient autonomy or authority of LLC participants to lead their own groups, and (f) no clear connections between LLC work and student learning could be made by the participants. She states that "the LLCs attempt to create a culture in which accountability for high quality teaching becomes embedded in the professional culture of schools" (Wood, 2010, p. 65). However, district and school leadership need to be aware of the potential pitfalls of implementation as described in this study. The success of LLCs is dependent on buy-in and ownership of the process.

Summary

Hoadley (2012) described three educational implications:

1. Learners must have access to experts and aspire to membership in community with experts. Hoadley notes this can be challenging in school settings that are often divided by grade, subject, or levels.

2. CoPs must already exist. Hoadley identifies the notion of "Bootstrapping" that runs counter to CoPs in which gradual participation and newcomers are not welcome.

3. There must be a space in the educational system for legitimate peripheral

participation. This is connected to the revolutionary idea of students challenging or sharing knowledge with the expert (teacher).

In this section, I have defined situated learning as the founding principle of CoPs. I have discussed how CoPs can be enacted. I have also presented the roles of peers and facilitators in CoPs. I have discussed the generation of identities the participation in CoPs effects and implications on practice. Next, I discuss the connection between CoPs and Professional Communities and Learning Communities. I examine the impact of PLCs on classrooms. I discuss the complexities of PLCs. In the next section, I examine the principles of adult learning and coaching to establish connections to CoPs.

Principles and Practices of Adult Learning and Coaching

Figure 6 illustrates the topics related to adult learning and coaching. I present concepts of teaching and learning, specifically situated/socio-cultural learning. I examine andragogy to inform ways to support adult learning. I discuss the Teacher Career Cycle as it relates to coaching and present principles of coaching, including coaching stances and coaching models. The purpose of this section is to examine theoretical principles of adult learning and coaching that can be applied to the professional learning experience of the co-practitioner research group (CPR). This will allow the CPR to engage in this project in meaningful ways to optimize their learning of CLRP and transfer learning to their classrooms.

Conceptions of Teaching and Learning

Russ et al. (2017) describe the dynamics of the learning process of teachers learning to teach. In doing so they adopt a learning theory approach to examine three conceptions of teaching: process-product, cognitive, and situative/socio-cultural. For the purposes of this

43
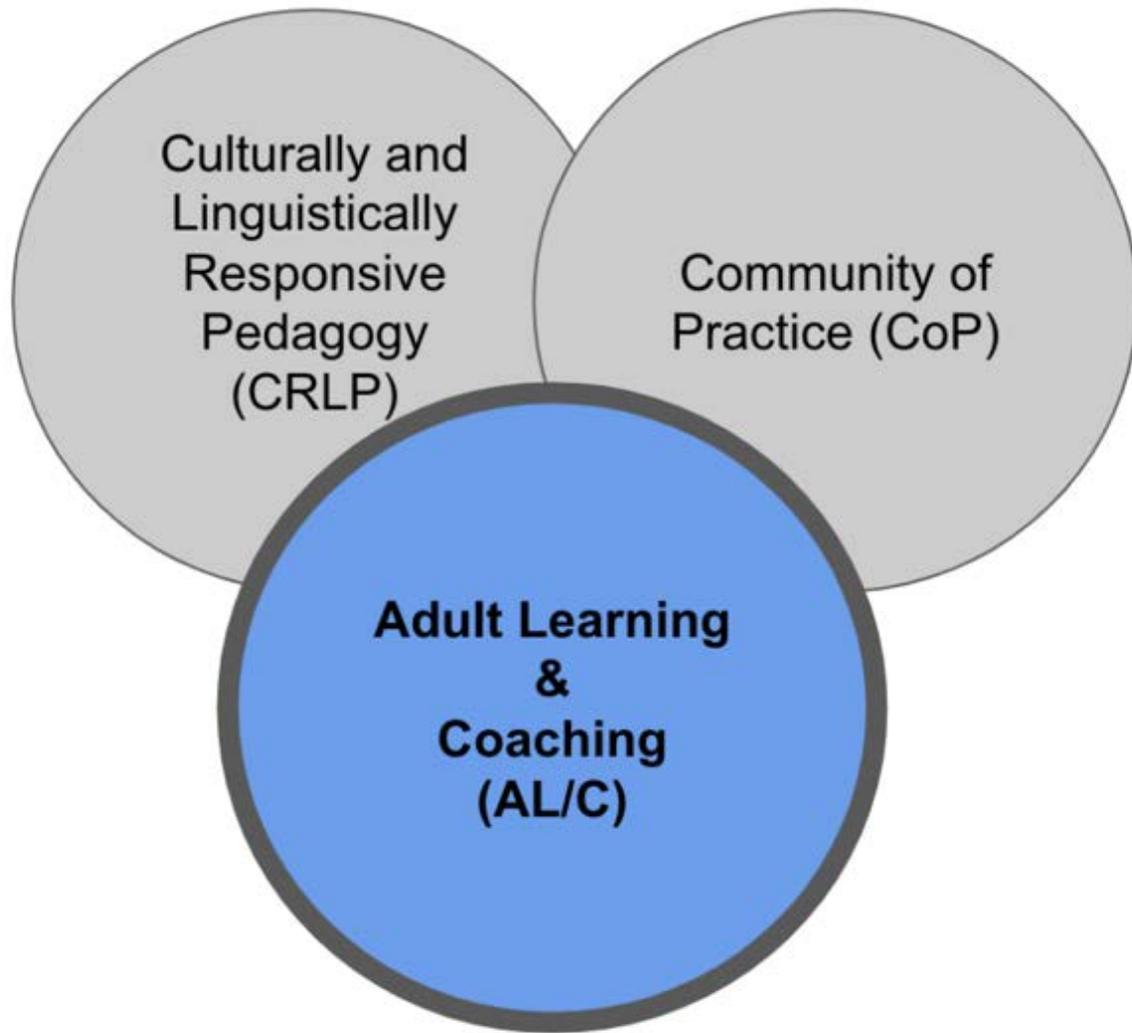
Figure 6. Adult learning and coaching literature.

literature review I focus on the third concept: situative/socio-cultural. Russ et al. (2016) present the situative and socio-cultural concept of teaching, which refers to teachers learning in the context of their larger social, physical, cultural, and historical context. Russ et al. (2016) draw on perspectives from Lave and Wenger (1991), which appear in the communities of practice literature.

The situative and socio-cultural conceptualization of teaching encourages teacher collaboration and authentic participation in communities of practice as well as co-generated understandings of the work. In this realm, teachers are involved in designing and redesigning communities of practice. In the situative and socio-cultural concept, three types of changes are noted: community rules, norms, and participation, with processes that include negotiation and attunement; identities and roles, with change processes of enculturation and positioning; and choice of practice of using tools. In situative and socio-cultural conception, the goal of change processes is to mediate issues of equity and inequity (Russ et al., 2016). In this realm change takes longer but is deeper and can be formal or informal. In this PAR, I hoped to enlist a CoP that embodies this socio-cultural approach to teachers learning in community.

Andragogy

To understand adult learning and how it is connected to teacher learning and professional learning, I turn to the seminal work of Knowles (1980) on andragogy. In this section, I define andragogy, present assumptions about the connection between pedagogy and andragogy, and discuss conditions for adult learning.

Definition

Knowles defines andragogy as the art and science of helping adults learn, in contrast to

pedagogy as the art and science of teaching children. Knowles (1980) makes a distinction between how children learn and how adults learn.

Assumptions

Knowles presents assumptions of pedagogy and andragogy. Assumptions include: (a) conceptions of the learner, or role of learner as dependent vs. self-directed; (b) role of learners' experience, that knowledge is given less worth as children and more over time; (c) readiness to learn which requires sequencing of developmental stages; and (d) orientation learning, in which pedagogical is subject-oriented and andragogical is competency and performance-centered. These assumptions are important to note because, in essence, adults want to learn and need to know the relevance of the experiences that they will engage in. Hence, in the framing that PAR, I paid attention to how teachers could see the relevance and value in this experience.

Conditions for Adult Learning

Knowles (1980) outlines several principles that support conditions for adult learning that range from self-fulfillment, reflection, and assessment, to cooperative learning activities and mutually formed learning objectives and progress toward individual goals. Knowles concludes that andragogical approaches focus on lifelong learning, and these concepts can a should be applied to teaching children as well. In turn, this condition creates more lifetime learners and supports notions of community of practice as well as inquiry.

Aguilar (2016) outlines the principles of adult learning, combining work of Knowles and other theorists. Principles of adult learners are:

1. Adults must feel safe. Attention to power dynamics is essential in evaluating safety, and everyone must show up as a learner.

2. Adults come into learning experiences with histories; acknowledge them and build on strengths.

3. Adults need to know why they have to learn something: objectives need to be realistic and important to personal and professional growth.

4. Adults want agency in our learning: members need to be heard and engaged, which requires strong lines of communication and feedback.

5. Adults need practice to internalize learning: feedback on practice and reflection time is essential for transfer, and roleplays and feedback on roleplays are helpful.

6. Adults have a problem-centered orientation to learning: allow time for exploration of root causes to challenges to effect a transformation of practice

7. Adults want to learn; our role as facilitators is to spark desire in others.

Aguilar (2016) discusses common challenges, including a reminder that professional development must account for individuals' needs and be differentiated, emphasizing how Vygotsky's zone of proximal development applies to adult knowledge and skills. She emphasizes the use of an assets-based approach, citing that researchers have found that using strengths, talents, and competencies are more likely to make long-lasting change. A challenge is holding others accountable; she asks leaders to reframe the question of accountability to that of commitment. Accountability is thereby achieved through choosing to opt in, versus compliance, which will not improve practice.

In this section, I presented conditions for learning as described by Knowles (1980) and Aguilar (2016). These principles are important in developing the activities that the CPR members will engage in. The community learning exchange (CLE) methodology that I describe in Chapter

47

4 connects to several of the conditions Knowles (1980) and Aguilar (2016) outline. Next, I examine ways to support adult learning.

Supporting Adult Learning and Teacher Learning

In supporting adult learning and create learning school, Drago-Severson (2009) introduces a learning-centered model of school leadership based on four pillars: teaming, providing leadership roles, collegial inquiry, and mentoring. She bases her model on first on an ethnographic study with one principal over 4.5 years, and a second study with 25 principals. Because school systems deal with what she refers to as adaptive challenges, there is a need for a learning-centered model of school leadership that connects learning theory, professional development, organizational development, and leadership practices. In doing so, Drago-Severson (2009) makes a distinction between informational (receiving information) and transformational learning, citing that transformation happens when schools support learning across the system to enable all to meet the demands leadership, teaching, learning, and life.

Drago-Severson describes ideal learning-centered communities as mentoring communities or learning centers and places that nurture the learning of children, youth, and adults. She notes that successful school reform happens from the inside out (Elmore, 2004; Grubb & Tredway, 2010). By emphasizing a deeper understanding of how to support adult growth and capacity-building, the four pillars she presents support the development.

Teaming provides adults with leadership roles, engaging in collegial inquiry, mentoring and bringing the practices to work. As adults share their diverse perspectives and learn about each other's ideas, perspectives, and assumptions, the facilitator should support adults challenging each other, considering other perspectives, and revising assumptions. Providing adults with leadership roles invites teams to share power. Engaging in collegial inquiry is defined

as shared dialogue that involves reflecting on one's assumptions, values, and commitments as part of a learning process. Mentoring is another opportunity to broaden perspectives, achieved by pairing veteran teachers with new teachers or an experienced principal with new principal.

The theme of adaptive challenges is closely related to the adult learning principle that Knowles (1980) and Aguilar (2016) describe as the need to be problem-based. This is important when developing adult learning content that is relevant to the learner. The PAR addresses this because participants co-generated knowledge of CLRP content and application.

The Teacher Career Cycle and Learning

To understand teachers' readiness and willingness to learn I turned to the work of Fessler and Christensen (1992) on the stages of the teaching profession and motivators to develop a model. I used the Teacher Career Cycle as a mental model when planning professional development that is differentiated because I had two veteran teachers and one novice teacher in the CPR group.

Fessler and Christensen developed the Teacher Career Cycle model to address the dynamic needs and organizational conditions that impact teacher learning. The personal environmental factors include: life stages, family, crises, positive critical incidents, individual dispositions, and avocational outlets. The organizational factors include: professional organization, union, regulations, management style, public trust, societal, and expectations. The teacher career cycle is relevant to this PAR because the CPR team members vary in teaching experience and personal factors that both may influence their readiness to learn. I used my awareness of the dynamic nature of the teacher career cycle as it played out in this CPR to help tailor learning exchange practices that optimize individuals' personal and professional needs.

Instructional Triangle and Connection to Equity-Centered PLC

Little (2006) presents the instructional triangle (IT) to explain three important contexts to consider when planning professional learning/adult learning. She uses the IT to describe three relationships as entry points into professional learning. The first centers on teachers' understanding of content area; the second is the relationship between students (thinking) and the content, which requires formative assessment; and the third relationship focuses on the teachers' understanding and responsiveness to students. Figure 7 illustrates the instructional triangle.

The IT that Little (2006) presents makes an important connection to equity because the relationship between the teacher and the student is critical to culturally responsive pedagogy. Little (2006) connects to the culturally responsive pedagogy research of Ladson-Billings (1994) and Meier (1995), showing success with diverse learners as an example of attention to knowing and being responsive to students. Little names challenges to professional development that include the scarcity of and limited research on professional development designed to prepare teachers for diversity, and a tendency to separate content professional development from culturally responsive professional development. Little (2006) cites a study by Sleeter (1997) in which she analyzes the effects of a two-year multicultural educational program. Sleeter found that teachers who participated developed a new level of awareness of student diversity, became sensitized to student differences, and gained more knowledge about multicultural education. This is of utmost importance to this PAR because there is a clear connection between a focused CoP that can transform instructional practice and opportunities for students to engage in academic discourse and critical thinking.

Essentials of Professional Development

Hawley and Valli (1999) provide a comprehensive synthesis of the professional

50

Contexts of teaching

Content

Teachers' knowledge of subject content for teaching

LEARNING

Teachers' knowledge of students' thinking and content learning

Teacher

Student

Teachers' knowledge of diverse students
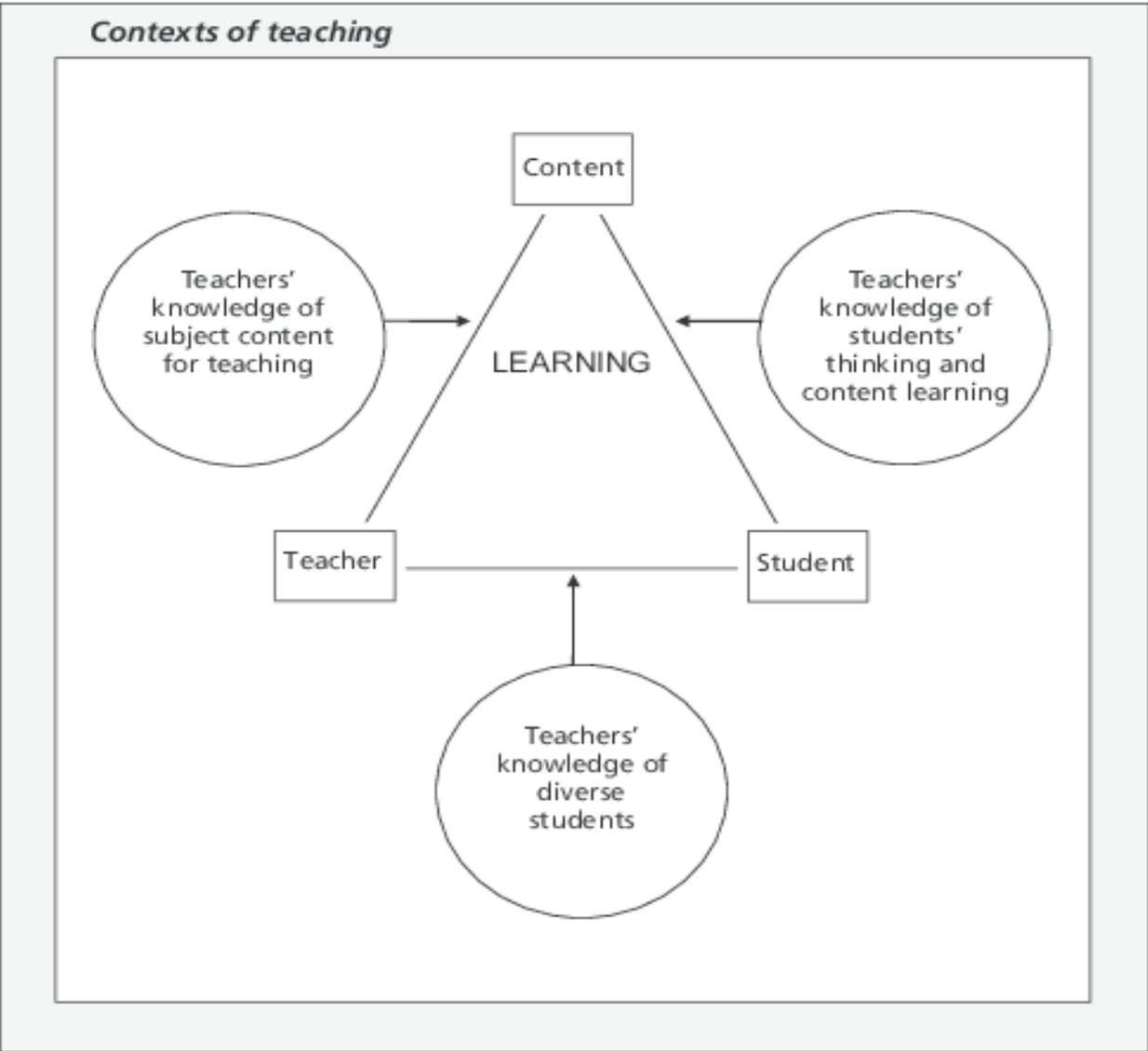
Note. (Adapted from Little, 2006).

Figure 7. The instructional triangle.

development literature. Hawley and Valli posit that high-quality teacher development consists of the following: (a) informed by research on teaching and learning, which provides a strong foundation in subject content and methods of teaching; (b) integrated with district goals to improve education, guided by a coherent long-term plan, and driven by disaggregated data on student outcomes; (c) designed in response to teacher-identified needs and utilizes collaborative problem solving, which allows for colleagues to assist one another through reflection on dilemmas and challenges; (d) primarily school-based, provides sufficient time and other resources, and enables teachers to work with colleagues in their school building; (e) continuous and ongoing, incorporating principles of adult learning, and providing follow-up support for further learning; and (f) evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.

According to Hawley and Valli (1999), there is a symbiotic relationship between professional development and school improvement. They describe the relationship between the core technology of teaching and the core output of learning and how they are linked by the "intensity of the organization" (p. 130). The authors posit that the effectiveness of the intense organization rests on these components: flexibility, adaptability, and changefulness; the quality of the information about the tasks performed and probable consequences of alternative ways to perform tasks; and the capabilities of people responsible for core technologies.

Hawley and Valli (1999) present guiding principles for constructing professional learning:

1. Goals and student performance must be student-centered and based on needs not desires.

2. Teacher involvement is built by creating organizations that value adult learning

52

3. The process must be school-based, rooted in problems of practice.

4. There must be collaborative problem-solving practices, and shared language and vision.

5. It must be continuous and supported over a three to five year time frame.

6. It must be information rich and evaluate both the outcome and process.

7. It must contain a theoretical understanding of knowledge, skills, and dispositions.

8. It must understand comprehensive change process, maintain focus, practice what is learned, and give it time.

Coaching Stances and Models that Support Adult Learning

Next, I examine coaching stances that support adult learning and the concept of cognitive capital as a way of transforming leadership. Then I present different models of coaching. It is through coaching that I believe we can reinforce the adult learning that is happening in the CoPs.

The work of Glickman (2002) provides useful guidance regarding coaching stances. He provides four approaches to working with teachers to improve their practice within a clinical supervision structure: directive-control, directive-informational, collaborative, and nondirective. In the directive-control approach, the leader emphasizes the behaviors of clarifying, presenting, demonstrating, standardizing, directing, and reinforcing in developing an assignment for the teacher to implement. The directive-informational emphasizes the same behaviors but is distinct in that the leader provides options for the teacher to choose from as next steps. The collaborative approach focuses on the behaviors of clarifying, listening, problem-solving, and negotiating to develop agreed upon next steps. The nondirective approach focuses on the behaviors of listening, encouraging, presenting, and problem-solving with the goal of creating a teacher developed plan.

By intersecting the teacher career cycle with coaching (Fessler & Christensen, 1992),

they conceived a framework that showed how personal and organizational factors can influence stages in career cycle. The relationship was not linear; rather, it was dynamic. For example, a person could be a novice, enthusiastic about a growing career cycle, then be sent to the career exit stage by budgetary challenges. The purpose of this model is to understand where a teacher might be according to personal and organization influences and differentiate coaching stances based on individual needs. The goal of coaching, however, is the same: to build the cognitive capital and skills of the teachers so that they can be self-directed and reflective about practice.

Cognitive Capital

Cognitive capital illustrates the power of coaching to transform schools. Costa et al. (2014) argue that four leadership functions—facilitating, coaching, presenting, and consulting—need to be reexamined to transform schools. They argue that discussions of teaching need to be framed around five states of mind and the coach needs to mediate learning based on addressing the state of mind of the coachee: interdependence, consciousness, flexibility, craftsmanship, and efficacy. As the lead researcher and site leader, I can garner the cognitive capital of the CPR group if I attend to these states of mind. The mediative functions of coaching and facilitating overlap with CLE axioms. In order to shift locus of control to teachers, who researchers claim have the power to transform education and outcomes for students, then skilled leaders should focus on facilitation and coaching, but know when to present and consult. According to Costa et al. (2014), the more facilitators help groups succeed in getting important work done, the greater the sense of efficacy, which is linked to student success. Secondly, coaching is thought to enhance decision-making, perceptions, and intellectual functions of teaching, and ultimately modify teachers' capacity to modify themselves. It is not until the addition of the coaching component that innovation is internalized and values then transferred to the classroom. The

transfer of CLRP is the aim of this PAR, so coaching is an integral driver for change.

Cognitive Coaching

Cognitive coaching is a model for coaching that can transform a school by empowering coaches. However, this approach requires that the leader assess the knowledge base of the teacher, as one cannot use these methods if the teacher does not have prior knowledge about particular instructional strategies on which to draw. Costa et al. (2014) emphasize the concept of mediators in response to the notion of *holonomy*, which refers to the duality of humans as individuals and parts of a whole. A skilled coach can mediate both the parts of the self. A mediator supports the individual through encouragement and reflection while drawing them closer to the unifying mission; this is done through building trust and rapport. The mediator supports the person to become more self-directed with learning (Costa et al., 2014, p. 49). Costa et al. (2014) offer specific cognitive coaching tools, which include: pausing (silence/wait time), paraphrasing, acknowledging, probing/clarifying, providing data, and structuring. They cite Edwards (2013), who describes the possible impacts of cognitive coaching: increasing student achievement, increased teacher efficacy, enhanced thinking and reflection leading to complex thinking, increased teacher satisfaction, professionalizing school culture, increased collaboration, and personal and professional benefits for teachers (p. 61). However, for these to be the results, the relationship between the coach and the coachee is vital, and the coaching stance choices have to be intentional.

Transformational Coaching

Aguilar (2013) begins her book with why coaching can transform our schools. She argues that a coaching stance expresses the view that teachers, principals, and adults who work in schools are capable of changing practice and that people can learn (Aguilar, 2013, p. 5). This

55

form of professional development seeks to uncover strengths and skills and build teams rooted in compassion and supports resiliency. According to Aguilar (2013), a coach can foster the conditions in which deep reflection and learning can take place, a teacher can take risks to change their practice, powerful conversations take place and growth is recognized and celebrated. This is the connective tissue to professional development that is delivered; coaching allows for reflection, feedback, and ultimately transfer. Aguilar (2013) strengthens her claim by citing findings from a thorough study by the Annenberg Foundation for Education Reform. The study reported the following findings:

1. Effective coaching encourages collaborative and reflective practice.

2. Effective embedded professional development can affect the culture of the school, thus embedding instructional change.

3. Coaching links to teachers' increased use of data to inform instruction.

4. Coaching promotes the implementation of learning and reciprocal accountability.

5. Coaching supports collective leadership, and effective coaching supports distributive leadership and keeps the focus on teaching and learning.

Coaching structures can promote a collaborative culture in which school staff feels ownership and responsibility for leading improvement efforts in teaching and learning; however, all the elements of effective professional learning and facility with coaching stances have to be in place. As I draw on Aguilar's definition and conditions for coaching, I focus for this PAR on the purpose of coaching; equitable student results.

Definition

Aguilar (2013) first says what coaching is not: it is not a way to enforce a program, it is not a tool for fixing people, it is not therapy, and it is not consulting. According to Aguilar, the

art of coaching is doing, thinking, and being—through undertaking a set of actions, holding a set of beliefs, and emulating a way of being that inspires confidence. In her discussion, directive coaching or instructional coaching model focuses on changing behaviors. The facilitative coaching model focuses on changing behaviors by exploring beliefs. She posits that the transformational model has the greatest potential for transforming the education system. While the directive coaching model is relevant and necessary at times, it is less likely to result in long-term change. She further argues that the facilitative coaching model, also referred to by others as cognitive coaching, engages the client in reflection, analysis, observation, and experimentation that leads to new ways of thinking and being.

However, according to Aguilar (2013). the transformational coaching model is rooted in the ontological coaching model that emerges from philosophical studies and focuses on how our ways of being manifest in language, body, and emotions. The transformational model addresses three domains: individuals' behaviors, beliefs, and being; institutions and systems that individuals work in and people in those systems; and the broader educational and social system. Thus, the transformational coaching model is grounded in systems-thinking as a conceptual framework to analyze interrelationships and patterns of change rather than isolated events (Senge, 1990). The transformational coaching model has an effect on individuals, the system, and the coach.

Conditions for Coaching

Aguilar (2013) names two variables that need to be assessed to determine if conditions are primed for coaching. The first is the coach's readiness, in which we look for length of effective teaching experience, preferably five years or more; strong communication skills, particularly listening; and high emotional intelligence. The second is the site's readiness for

coaching, requiring an analysis of effective leadership. Does the principal foster vision or mission, determine the instructional foci, create and sustain collaborative culture, organize professional development, and make decisions? These conditions can determine if a site is ready for coaching.

Coaching for Equity

Aguilar (2020) describes that an essential element of transformational coaching is that it works toward equitable schools. To do that a coach must be ready to have conversations about race, gender, and other issues that divide people. Aguilar offers three truths to these conversations: It will not be easy, there is no right way to have these conversations, and we have to do it anyway. As I undertook learning to be a more effective coach, both conditions of coaching were in place. However, what I deeply understood is that I must act as a coach exactly like I wanted teachers to act toward students. I had to have a deep relationship but communicate high expectations and rigor. Transferring the warm demander frame to coaching was new for me, but, as the findings from this study suggest, I as the coach with this model made some progress toward the end goal of more cognitive demand in classrooms. Through an effective community of practice bolstered by coaching stances that blended instructional and facilitative, we have not yet fully transformed practices, but we are on the right road to change.

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Summary

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This participatory action research (PAR) project attends to both process (coaching with teachers) and content (CLRP and academic discourse). This chapter focused on three key areas of literature (see Figure 8): culturally and linguistically responsive pedagogy (CLRP); communities of practice (CoP); and adult learning principles and practices in coaching. The

Culturally and Linguistically Responsive Pedagogy	Communities of Practice	Adult Learning/Coaching
• CLRP Principles • CLRP and Brain • Caring and Hope	• Professional Communities • Learning Communities • Professional Development	• Andragogy • Teacher career cycles • Conceptions of teaching and learning
Gay Z. Hammond Ladson-Billings Valenzuela Sleeter Duncan-Andrade	Dewey Lave & Wegner Little Hoadley Wood Vygotsky	Knowles Aguilar Costa et al. Drago-Severson Glickman Russ et al. Fessler & Christensen

Figure 8. Literature topics with key concepts and authors.

chapter provided the foundational understanding of culturally and linguistically responsive pedagogy as a means of access and critical thinking that builds on assets students possess. Next, I introduced adult learning principles in two specific ways: the potential to change teacher practice and improve student learning and linking adult learning to coaching. Finally, communities of practice (COP) were examined as a means to link adult learning theory and coaching.

Specifically, I posited that coaching with intentionality reinforced what we were focusing on in the CoP. Coaching is the intersection of adult learning and communities of practice. In the participatory action research project, I applied these processes to create the optimal conditions for adult learning that was rooted in developing authentic culturally responsive pedagogy for teachers and improved and rigorous academic discourse for students.

In the next chapter I present the ways this PAR addresses macro, meso, and micro level issues related to culturally and linguistically responsive pedagogy and academic discourse. I describe the co-practitioner researcher (CPR) structure and the context in which this project will take place.

CHAPTER 3: UNITED FOR SUCCESS

The purpose of this participatory action research (PAR) project was to examine the ways the organization addressed macro, meso and micro level issues related to culturally and linguistically responsive pedagogy and academic discourse. Specifically, the PAR aimed to increase opportunities for rigorous academic discourse and critical thinking by co-generating and adapting culturally and linguistically responsive practices. In this chapter, I describe the Co-Practitioner Researcher structure and the context that this project took place in at my school. I begin with the geographic, demographic, and economic context of the community. Next, I share the rich legacy of social justice activism in the community. I provide analyses of political and economic frames at micro, meso, and macro levels. I discuss the needs that these conditions create and attempt to address these needs, I identify the equity warriors in my building, and I examine my role as a leader in this context and community. My position as principal made the conditions ideal for a close and thorough study.

Setting: Geography, People, and Living

The setting is geographic and political. I present the context of people working in schools at the district and site level and the micro level geographic context, which includes the demographics of the city and a brief history of the activism in the town in which the study took place. I then present an overview of the meso level context of the project, including demographics and district policies. Lastly, I present frames to analyze the school context.

Geography

The geographic setting of this PAR study includes the demographics and history of the town and the district. I present a snapshot of United for Success Academy where this study took place.

The Town

The Fruitvale is a neighborhood in Oakland, California. It is located approximately four miles southeast of downtown, and is home to the city's largest Latino community, constituting 53.8% of the population. The median family income is $34,086. Men earn an average of $24,638 per year, and women earn only $20,749 per year. There are 25,820 men and 24,474 women. 17,777 people in this zip code have jobs. This statistic includes anyone over the age of 16 (U.S. Census Bureau, 2016).

In the late 1960s and early 1970s, the Fruitvale was a political center for the Chicano Movement. The Chicano Movement gave rise to community organizations like Latinos United for Justice, a group whose mission was to teach Chicanos their rights when dealing with the police. Other national political organizing groups, such as the Brown Berets, the Chicano Revolutionary Party, and La Raza Unida Party, had chapters in the Fruitvale. Like the Black Panther Party, these organizations helped patrol the streets to protect from police brutality. The Chicano Revolutionary Party, with the help of the Black Panther Party, created a free breakfast program in the Fruitvale. La Clinica de la Raza was founded during this period to provide free healthcare for the Fruitvale community. The Chicano Movement inspired student activism; there were several high school student walkouts in protest of the Vietnam War in the Fruitvale during the 1970 Chicano Moratorium (Navarro, 2010; Seale, 2018).

The Schools

Oakland Unified School District (OUSD) is the second largest district in the San Francisco Bay Area, serving 50,019 students, 13,219 of whom, or 26%, attend public charter schools, a direct result of No Child Left Behind (NCLB) and the choice initiatives it sparked. A heavy concentration of these charter schools is in the central zone. OUSD is impacted by

poverty, with 74.5% of students eligible for the free and reduced lunch program. The student demographics consist of 41.8% Latino, 25.4.% African American, 13.3% Asian, 11.4% White, and 4% Multi-Ethnic. English Language Learners constitute 30% of students and, of that, 55.7% are classified as Long-Term English Language Learners. Teacher demographics consist of 50.6% White, 20.9% African American, 14.5% Latino, and 12.6% Asian. Interestingly, the demographics of school support consist of 50.6% African American, 18.9% Latino, 15.3 % White, and 13.8% Asian. OUSD has an average daily attendance of 94.5% and a graduation rate of 65.7% (OUSD Data Dashboard, 2018).

United for Success Academy

United for Success Academy (UFSA) is a middle school in the Fruitvale in an economically depressed neighborhood in OUSD. UFSA is one of the more impacted schools in OUSD. At UFSA 93% of students qualify for free and reduced lunch programs, higher than the district average. At UFSA 67% of students are English Learners, almost twice the district average. Student demographics are 69.5% Latino and 16.8% African American. UFSA has an average daily attendance rate of 84%, one of the lowest in the district. The teaching staff demographic is juxtaposed to students as follows: 26 % are African American, 26% are Asian (including South East Asian and Pacific Islander), and 47% White. I am the sole Latino on staff, which would be 0.5% of the teacher demographic (OUSD Data Dashboard, 2018).

United for Success Academy (USFA) opened its doors in August 2006. This was a period in OUSD history in which charter schools began to spark like wildfire because of NCLB "Choice" initiatives. OUSD's response was to compete with charter schools through the small school initiative, which in later years led to poorly enrolled schools and fiscal mismanagement at site and district levels. Teachers and community engaged in the small school initiative process.

During the 2005-2006 school year teachers continued teaching at Calvin Simmons while working evenings with families and other staff members to create a vision of a school that would serve the Fruitvale community. Out of a long and fruitful year of collaboration, United for Success Academy was created. UFSA currently shares the Calvin Simmons campus with Life Academy, an OUSD career pathway school for grades 6-12, an esteemed school with a selective enrollment process.

Frames for Analyzing UFSA

Today, UFSA (2016) claims the following in their School Accountability Report Card (SARC):

UFSA features an integrated curriculum that brings learning to life and promotes sound critical thinking skills. In addition to having rigorous instruction in the core areas of math/science and language arts/history, our students expand their learning through an array of enrichment activities, such as field trips, community art projects, and Expo events. Furthermore, United for Success is a Full-Service Community School that offers its students and families an unparalleled, wide range of activities and services, including but not limited to the following: Common Core aligned rigorous curriculum (All core classes are 1:1 student-to-Chromebook.) On-site Health Center (offering health screenings, dental, medical, etc.) Robust After-school Program (including multiple sports, arts, and music programs for both boys and girls e.g., Flag football, cross country, basketball, soccer, volleyball.) Support partnerships that provide targeted support for African American and Latino students and academically at-risk students (Extended day, Tutoring, Reading Intervention classes, etc.) Restorative Justice Framework (Using relationships to understand and guide behavior.) Therapeutic Mental Health support

counselors on-site Full-time Academic Counselor and weekly progress reports. (UFSA, 2016, p. 4)

In analyzing the attributes of UFSA documented the SARC, I can see that the school's mission and vision are rooted in social justice, a connection to the history of activism in the Fruitvale, both are examples of political and economic frames. UFSA's claims to be a full-service community school, this is an example of what Labaree (2003), Kantor and Lowe (2013) assert: that school policy and programming are geared to solving social problems. At UFSA the methods used are addressing poverty and mental health needs. UFSA claims to integrate rigorous curriculum to increase critical thinking and academic achievement while having a robust, enriching elective program, thus supporting human capital development, another attribute of a political and economic frame.

Furthermore, political and economic frames are present in programs and policies designed to target African American and Latino students. Their efficacy is measured through state and district assessments, a legacy of NCLB. Unintended outcomes include a concentration on English and Math curriculum and instruction. In addition, teachers, with best intentions, have made adaptations to these curricula because of deficit thinking and a need to create cultural relevance. Inadvertently, this caused a lowering of text and task complexity and has maintained a teacher centered approach to teaching. District rhetoric and policy, on the other hand, is centered on core competencies that a high school graduate should have, such as critical thinking, problem-solving, and cooperative learning; These competencies focus on building human capital according to Kantor and Lowe (2013). This in turns can allow students to participate in the market economy and have social mobility.

In this section, I presented the setting in which the PAR took place. This included the

geographic context and political context of the town. I presented the context of people working in schools at the district and site level and discussed frames to analyze the school context. In the next section I present the co-practitioner research group and its context.

Co-Practitioner Researchers

In this section, I introduce the members of the co-practitioner research (CPR) group and supporting members in its context. Finally, I discuss the political landscape. I chose to work with the humanities team because of my teaching experience as a humanities teacher. The humanities department consists of two teachers in 6th grade, one in 8th grade, and the humanities coach. I wanted to build trust through shared pedagogical and curricular experience. The humanities department meets weekly as a Professional Learning Community (PLC) and engages in cycles of inquiry facilitated by Isabel, our humanities coach. The second Wednesday of the month is a District humanities PLC, which gives humanities teachers the opportunity for cross site collaboration. The middle school humanities coaches participate in two inquiry cycles a year with principals on a bi-weekly schedule over the course of eight weeks. The work in these principal/coach cycles informs the work and focus of the site-based PLC. Both the principal-coach cycles and District humanities PLC are facilitated by the coordinator of ELA, under the leadership of the middle school network superintendent. Additional support came from Isabel, our current humanities coach, who is in her second year in the position. Isabel was an elementary teacher in Oakland over twenty years.

The 6th grade humanities team is one of the most stable teams at UFSA. The team consists of two teachers who have been working closely together for over eight years. Fuku began teaching in 1999 in San Francisco; she came to Calvin Simmons (previous name of UFSA and Life Academy) in 2005 and is one of the founding UFSA teachers. She takes pride in being

66

part of the vision and mission that UFSA set out in 2006. Fuku is a native Hawaiian who has deep pride in her culture and heritage, in particular the rich traditions of storytelling. Maha has been teaching at UFSA for eight years. She is of Pakistani descent and is very rooted in social justice, particularly the work of Jeff Duncan-Andrade, whose focal area is critical pedagogy in urban areas. Maha is a reflective teacher who is seeking to improve her practice. Brian is an experienced humanities teacher, with over 10 years of experience working with students from diverse communities. Table 2 details the CPR membership by years of experience and years at UFSA.

The CPR Team and Context

As mentioned earlier, the demographic composition of students--86% students of color compared to 42% of staff that is White at UFSA--represents an inverse relationship. Furthermore, it suggests the need for cultural competency training for staff and culturally relevant pedagogy and curriculum for students and families. For some time now, the 6th grade humanities team, who are people of color, recognized this need and the importance of identity represented in curriculum. The team developed a unit of study focused on identity that includes an autoethnography project consisting of oral history interviews and personal narratives. Two years ago, OUSD adopted the EL Education curriculum for English Language Arts (ELA). There was a soft roll out of the adoption, during which each site would implement one unit and add a unit each subsequent year. However, in year three, the 6th grade humanities team has only implemented one unit. When asked why they chose to substitute with curriculum they developed they responded that they felt EL Education was not culturally relevant.

It is important to note that about 70% of students at UFSA are reading two or more years below grade level. According to the 2018 Smarter Balanced Assessment (SBA), 13.2% of

Table 2

CPR Member and Organization Chart

CPR Member	Position	Years of Experience	Years at UFSA
Fuku	Humanities teacher	20+	12-13
Maha	Humanities teacher	10-15	10-12
Brian	Humanities teacher	15-20	3
Isabel	Humanities coach	20+	2
Marcos	Principal/Humanities teacher	20	3

students met or exceeded standards in the ELA SBA and 9.6% of students met or exceeded standards on the Math SBA. This reality made it difficult to implement a rigorous curriculum without over scaffolding, reducing rigor of task and text, and lowering the complexity of output and expectations. For the purpose of conducting a Participatory Action Research project that will improve the quality of instruction, with the lenses of cultural relevance and academic rigor, I have invited the 6th grade humanities team, one 8th grade humanities teacher, and a humanities coach to be my Co-Practitioner Research CPR group. I invited them because of their commitment to equity, and their strengths and roles in the organization. Table 2 details CPR team members' experience as teachers and years at UFSA.

Political Landscape

The political landscape of UFSA and OUSD can be viewed on three levels. At the micro level we have students and families living in poverty and a school that is attempting to provide a community school model that supports immediate needs such as mental health, dental, and minor medical health care. At this level teachers face the challenge of providing grade-level instruction to an overwhelming number of students with skill deficits of two or more years, leading to low engagement, low expectations, and climate challenges. At the micro level, UFSA experiences chronic absenteeism: the highest average attendance rate has been 84%, which affects engagement, climate, and belonging.

The macro level is the state and federal systems and policies that seek to address economic, political, and social issues and, at the same time, perpetuate status quo. This is what Mills (1997) would term the rewriting of social and racial contracts. At the state level we have the Local Control Accountability Plan (LCAP) which named three specific subgroups, English Learners, Low Socio-Economic Status, and Foster Youth, as the students targeted to receive

supplemental resources to improve their academic outcomes. OUSD has added African American students as a fourth group to its LCAP targets. At the federal level we have Every Student Succeed Act (ESSA), enacted in 2015 under the Obama administration, which built on the Elementary and Secondary Education Act (ESEA) that was signed into law in 1965 by President Lyndon Johnson, who believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law. ESSA built on NCLB from 2002, particularly from the accountability measures. Kantor and Lowe (2013) describe this as "the extraordinary reliance federal social policy has placed on education as a solution to issues of poverty and economic distress since the Great Society" (p. 37).

The meso-level is the District's attempt to support the immediate needs of the range of communities it serves while being held accountable to state and federal requirements. At this level there is a central office staffed with analysts and bureaucrats who seek to develop ways to support sites with professional development, fiscal resources, and human resources. At UFSA we have school climate support through professional development in Restorative Justice (RJ), and Trauma Informed practices from district-provided coaches. We had the support of a coach from the Office of English Learners, specifically to support English Learner professional development and instruction. All the supports described had specific measures of accountability and aimed at serving African American and English Learner students.

In presenting an introduction to the members and supporting members of the co-practitioner research (CPR) group, I detailed the historical and contemporary context about the CPR. I then discussed the political landscape at the macro, meso, and micro level. Next, I present and define the *circle of equity* and describe how it is operationalized.

Circle of Equity

In this section, I define a *circle of equity*. I discuss how this PAR sought to use the assets of the community to operationalize the *circle of equity*. I present the theory of action that seeks to address equity. The following is the UFSA mission statement:

We work together to create a vision in service of our mission:

Achieve Academically – students are strong readers and writers, algebra-ready, and technologically proficient. They learn and demonstrate their understanding in holistic and varied ways;

Uphold Community – students are engaged in positive, healthy relationships at school and in the greater Fruitvale community. Students celebrate and embrace their rich diversity of identities and experiences;

Create Solutions – students are critical thinkers who are intellectually curious, advocate for their own learning, apply their learning and engage in inquiry/problem –solving cycles; and

Unfold as Leaders – students are leaders who utilize their voice, talents, and creativity to advocate for themselves and others and to bring about positive social change in the school and community (United for Success Academy, 2016).

The primary education goals are listed in the UFSA mission statement above. The goals are to improve academic outcomes for students; to build and foster community within and outside of the building; to develop critical thinkers and problem solvers; to develop and empower leadership in school and community. The four goals are responses to social problems grounded in the principles that Labaree (2003) refers to as utility, optimism, structural limits, individualism, and democratic equality. This PAR sought to connect Labaree's principles with

reaching our four goals. First, if the CPR group were to be successful in developing their capacity and expertise in CLRP practices, we would see an increase in opportunities for academic discourse and critical thinking. Second, if this transfer is successful, students' academic and social skills would be improved and students would have increased access to political (democratic), economic (individualism), and social systems. This could inspire hope and optimism.

The *circle of equity* in this study is the intentional use of assets to address an identified equity dilemma. In this study I referred to the ways I garnered all the assets identified to address the challenges related to this FoP, as presented in the Chapter 1 Fishbone analysis, particularly the challenge of fewer opportunities for critical thinking and academic discourse. The *circle of equity* aimed to operationalize the UFSA mission above and includes an overview of assets, resources, and other equity challenges. The co-practitioner research (CPR) group was a primary lever of the *circle of equity* in this study. One CPR asset was experienced humanities teachers committed to social justice and equity. Another asset was that the district had recently adopted ELA curriculum, EL Education, that is standards aligned and rigorous. Other assets include training, professional development, and onsite coaching.

State LCAP dollars and federal Title I dollars have been allocated to address the needs of students at UFSA. These fiscal resources are available for professional development, materials to support curriculum, and staffing for intervention and community engagement. Another significant fiscal resource is Salesforce, a Marc Benioff company, that invests millions of dollars in Oakland and San Francisco. Salesforce is an example of the economic frame because their goal is to improve human capital. Salesforce resources at UFSA have funded professional

development on project-based learning and a Latino male mentorship program called Joven Noble.

The specific equity challenge at UFSA was that students and families in the Fruitvale do not have access to programming rigorous enough to prepare them to fully participate in economic and political systems. Currently, 70% of students are reading 2 or more years below grade level. Our equity focus is to give students access to rigorous, relevant course study that develops competencies such as high-level critical thinking, problem solving, and working collaboratively.

The theory of action (ToA) for this project was: The ToA for this project was: *IF* a co-practitioner research (CPR) group can co-generate and adapt pedagogical practices with attention to equitable access and rigor to culturally responsive curriculum, *THEN* students would have increased opportunities for equitable and rigorous academic discourse and critical thinking. We sought to address the equity challenge and prepare and empower students for gainful economic and political participation affording them social mobility. The CPR group did this by engaging in professional learning centered on CLRP strategies to increase academic discourse. The CPR group reflected on the circle of equity within the building and sought to address equity challenges outside of the scope of this study.

Academic discourse supports the development of critical thinking skills, promotes 21st century learning, cooperative learning, and shared knowledge development. Academic discourse typically happens in academia or in educational institutions that prepare students for leadership and access to higher social locations. Increasing access to and opportunities for academic discourse was a micro action to address the macro equity issue of preparing students for access to institutions of power, and in doing so was a key lever in the *circle of equity*.

In this section, I defined a *circle of equity*. I discussed how this PAR sought to use the assets of the community to operationalize the *circle of equity*. I presented the theory of action that sought to address equity. Lastly, I presented how academic discourse was a key lever in the *circle of equity*. In the next section I discuss my role as the researcher and the experiences that position me to be a leader in the *circle of equity*.

The Practitioner-Researcher's Story

In this study, I was the principal of the school and the lead researcher. I began my journey as an educator in 2001, with no formal training, but with time and training I developed knowledge and skills and honed my craft. I continued to make connections with students and families. I became a coach for Students Run Los Angeles (SRLA), where we trained students to run the LA Marathon. I was so impressed and inspired by them. Through this program we were given longitudinal data which showed that students who participated in SRLA did better academically and were more likely to attend college. This was a win for me. I now knew strategies that could mold futures: coaching, mentorship, partnerships with families, training, and perseverance. As my teaching and coaching continued to grow, so did my hunger for larger change. I had been in the classroom for six years and had taken on several leadership roles-- coaching, department chair, club sponsor, etc. I was going to become a father for the first time and needed to make some big decisions. I began looking into leadership programs and found the Principal Leadership Institute at UCLA and UC Berkeley. Fate brought me to the Bay Area. I attended the Principal Leadership institute in 2008 and became an administrator shortly after.

When my children were born, my teaching and leadership changed. I was able to understand the parents who came to my door. I developed a different approach to teaching. It was a balance of love as if the students were my own children, and I felt the importance of

teaching them skills to survive and thrive in the world around them, a world not so kind. I teach my children how to question and be agents of change. I now teach my staff, students, and families that they can be agents of change. As the adults we must be manufacturers of hope.

As a new teacher, I thought I was going to make drastic changes and prepare for a revolution. Working in the realities of the communities that I served I realized that the revolution begins with the self. The revolution is one of winning hearts and minds. I needed to focus on the children, *las mamas, las tias, los veteranos*, and other stakeholders. I needed to learn from them what the revolution was really about. I now realize it is about giving voice to the voiceless. It is about giving power to the community and changing the attitudes of those who are in service of these communities. We are here to serve, not to judge.

My practice was transformed by my participation in the Leadership Learning Exchange (LLE), an example of the community learning exchange pedagogy (CLE) that I present in chapter 4 as a methodology. I participated in an LLE at East Carolina University (ECU) in July of 2015. Since then, I have learned a lot about stories, my own in particular. I have learned that the more I tell my stories, the more they evolve and develop deeper meaning. I had been telling colleagues my college story for almost 14 years, explaining why I chose a path in education. However, it wasn't until I told this story to the youth at the LLE in 2015 that I connected to the raw emotions that I'd felt as my 18-year-old self at UCLA. I became overwhelmed with emotions and wept as I continued to tell my story. I now knew why I actually chose this path. All along I thought my sole purpose was to help students who look like me gain access into institutions of power. However, it was much more than that. I realized then that my true purpose was to prevent other young people from feeling how I did that day at UCLA. I wanted youth to

feel they deserve to be anywhere they want to be, that they are important, that they have a voice, that they have limitless potential. That is my life's work.

My Role as Changemaker

Since 2008, I have served the community as a high school assistant principal, an elementary principal, and a middle school principal. I have served the Bay Area communities of Richmond, El Cerrito, Berkeley, and Oakland. During these years I have acquired knowledge and understanding of K12 systems, as well as politics of people and places. This background prepared me to analyze and apply theoretical frames to my current role as principal of UFSA. My commitment to equity in education has been a constant since my first day as a teacher in 2001. My work with local and national LLEs has strengthened my leadership and has transformed my practice from one rooted in distributed leadership to one that is generative and inclusive of those closest to the issues. This transformation enabled me to connect with my co-practitioner research group through storytelling and other LLE pedagogy.

In my role as principal of UFSA, I needed to navigate and nurture relationships with both my CPR group and the District leadership. I needed to develop trust with my CPR by co-generating the focus of practice (FoP), the research questions, and research cycles that collected evidence to answer the research questions. This FoP specifically examined the extent to which teachers, a coach, and a principal could co-generate and adapt culturally and linguistically responsive pedagogy (CLRP) to support academic and social needs of students and ensure rigor in task and text that increase opportunity for academic discourse.

To support this PAR, I needed to develop and maintain trust with my network superintendent because the district stance on the curriculum is full implementation; any deviation may be seen as insubordinate. I therefore needed buy-in from my CPR to see the value of CLRP

to support the equity goal of rigor and closing the opportunity gap. I needed to convince the district leadership that we are in engaging in evidence-based decision making to ensure high quality instruction through enriching the newly adopted curriculum by supplementing, not substituting.

Work with the CPR was the crux of this participatory action research (PAR) project. We began our relationship-building through a journey line exercise. The journey line exercise focused on how we formed our teaching identity and the attributes we wanted students to take away. This important step allowed us to hear the significant experiences that shaped our identities as teachers. We named attributes of learning experiences we want to create. Next, we engaged in a fishbone activity to identify assets and challenges of our FoP in our context. We then developed inquiry questions based on the fishbone. Based on these processes we planned action cycles addressing inquiry questions, enacted changes at the site level, and analyzed the results along the way, adjusting as needed.

Conclusion

In this chapter, I provided the context of this PAR. I presented the rich legacy of social justice activism in the community where this project will take place. I provided analysis of political and economic frames at micro, meso, and macro levels that will be addressed through the FoP. I discussed the needs that these conditions create and how this PAR attempts to address these needs. I named the equity warriors in my building and my role as a leader in this context and community; together we were the circle of equity. The purpose of this participatory action research (PAR) project was to examine the ways the organization addresses macro, meso, and micro level issues related to culturally responsive pedagogy and academic discourse. Specifically, the PAR aimed to increase opportunities for rigorous academic discourse and

77

critical thinking by co-generating and adapting culturally and linguistically responsive practices. In the next chapter, I provide a detailed methodology that includes the research design and research questions, and I describe the PAR cycles step by step.

CHAPTER 4: METHODOLOGY

The participatory action research (PAR) study examined the extent to which teachers, a coach, and a principal could co-generate and adapt culturally responsive pedagogy to support academic and social needs of students while maintaining rigor and increasing opportunities for academic discourse. The design of the PAR is predicated on the following theory of action (ToA): *IF* a co-practitioner research (CPR) group can co-generate and adapt pedagogical practices with attention to equitable access and rigor to culturally responsive curriculum, *THEN* students would have increased opportunities for equitable and rigorous academic discourse and critical thinking. In Chapter 1, I presented a driver diagram (see Figure 2). The driver diagram specifically illustrates the connection between a ToA, the research questions, and a measurable goal or AIM statement. The AIM statement for this FoP was: *By co-generating and adapting culturally and linguistically responsive pedagogical practices, we will increase opportunities for rigorous academic discourse and critical thinking.*

In this chapter, I present the research design, which includes the methodological approach to the study, an outline of the cycles of action research, the research questions, details regarding data collection and analysis, and potential limitations of the study. Specifically, I used participatory action research informed by activist research methodology to understand the focus of this study (Herr & Anderson, 2014; Hunter et al., 2013).

Research Design

The methodology for the project was participatory action research (PAR) used in conjunction with community learning exchange (CLE) axioms. The methodologies are complementary. The intention of this research design was to use data to support iterative cycles of inquiry that addressed the PAR research questions and tested the theory of action. This section

includes a discussion of PAR and its supporting methods—improvement sciences and community learning exchanges. Then, I present the research questions, the co-practitioner researchers, the logic model, and the PAR cycles of inquiry process.

Participatory Action Research

According to Creswell and Guetterman (2018), action research designs are systematic procedures completed by individuals in an educational setting with the purpose of gathering information to improve their practices. Herr and Anderson (2014) indicate that action research is "an inquiry that is done *by* or *with* insiders in an organization or community" (p. 3) and Hunter et al. (2013) state that activist research takes the research a step further to address issues of social justice. Similar to a founding principle of Freire's (1970) *Pedagogy of the Oppressed*, he states, "[i]t is the great humanistic and historical task of the oppressed: to liberate themselves and their oppressor as well" (p. 44). I chose participatory action research because it provided participants an opportunity to reflect on their practices in order to enact what Freire terms as *praxis*— reflection in order to act—and act with the principle of changing conditions of those who are oppressed. PAR can be applied to a wide array of problems and contexts; it can encourage change in a school, empower individuals through collaboration, position teachers and educators as learners, promote a democratic approach to teaching, and promote testing of new ideas (Creswell & Guetterman, 2018). I selected action research because it allows for an organization or community to examine their practices systematically to address a problem of practice in their context (Herr & Anderson, 2014). The community of practice helps to create shared meaning and to provide a belief system that impacts practice and student achievement (Militello et al., 2009).

Secondly, as an activist participatory action research, PAR is directed toward actions that promote social change and support researchers to engage in renegotiating power

80

dynamics (hunter et al., 2013). Thus, the PAR is complementary to CLE methodology of working with persons closest to the problem to address the local issue (Guajardo et al., 2016) and the Freirean (1970) principles of equity, social justice, self-reliance, and liberatory practices. PAR invites the community to be involved in the inquiry and action to address a problem of practice. As such, PAR evidence is often qualitative, iterative, and generative. PAR methodology employs inquiry that is conducted *with* people in an organization or community, but never *to* or *on* them (Cohen et al., 2018).

In addition to the PAR process, we built on the improvement sciences processes (Bryk et al., 2015). In Chapter 1, we analyzed root causes using the fishbone, and I created the driver diagram to describe how we approached the project and study. A third process is the iterative cycles of inquiry, the Plan, Do, Study, Act (PDSA) improvement cycle as described by Bryk et al. (2015). Finally, the improvement sciences rely on networked improvement communities to engage together in the proposed change; that structure for the PAR was the co-practitioner research group of several persons who worked closely on the project. As a group, we had three iterative cycles of inquiry. PDSA cycles are a basic method of inquiry in inquiry research that guides rapid learning and follows a logic of systematic experimentation common in scientific endeavors, now applied to everyday practices (Bryk et al., 2015, p. 121). Figure 9 illustrates the essential elements of the PDSA cycles used in this PAR. A pre-cycle was held to begin the planning for this study. It was during that time that the co-practitioner group (CPR) met to define the focus of practice, engaged in fishbone analysis of the assets and challenges related to this PAR, and defined the change they wanted to see. Following the pre-cycle, a total of three action cycles were implemented, continuing the PDSA improvement cycle steps of Plan, Do, Study, and Act.

Figure 9. Plan Do Study Act (PDSA) cycle of inquiry model.

Using the PDSA model, we collected and analyzed data and collectively implemented changes based on the findings of iterative cycles of inquiry. We analyzed data using coding procedures such as open coding, and determined other coding in the CPR group's first iterative cycle (Saldaña, 2016). The actions and research occurred simultaneously over the span of three cycles of inquiry. The inquiry cycles were premised on the notion that a community of practice, through carefully planning and doing, could study trial efforts and then act in ways that were evidence-based. The cycles were relatively short and would provide sound evidence and research implications for future actions. The next study step is one that required reflection and action (praxis).

Reflection in PAR is essential to the improvement cycles. Reflection is what pushes the researchers to examine assumptions about their research questions, methods, action steps, and data. Reflection goes along with the improvement cycle concept of PDSA, because each cycle is meant to be iterative, meaning that it should evolve based on new information, new understanding, and new knowledge. Furthermore, reflection can take us from theoretical underpinnings to practical application in the PDSA cycle. Freire (1970) makes several important assertions regarding the role of reflection, the first of which is that reflection will lead the oppressed to their necessary engagement in the struggle for their liberation. Freire (1970) defines praxis as the combination of reflection and action, or the reflection leading to action (p. 86).

In the course of this study, I designed activities that encouraged praxis. At CPR meetings, members were asked to reflect on readings, art, anecdotes, successes, challenges, and observation data. The reflective exercises helped to cogenerate knowledge about culturally and linguistically responsive pedagogy and schemas so as a CPR we could co-generate next steps. In one-to-one coaching sessions, participants were asked to reflect on observation data, code the

data collaboratively, reflect, and design next steps. My role as both the guide in CPRs and coach in one-to-one sessions was to design and support reflective space so participants could use reflection to drive interventions and improvement.

Reflection was important to me as the lead researcher and as a leader of a school. I wrote reflective memos to capture my thoughts on activities in this PAR. These reflections were the *study* part of the PDSA cycle. Using my reflections and reflections of CPR members, I made the necessary adjustments to the PAR cycles, activities, and data collection. I used reflective memos to track my leadership development in the course of this study and to inform my leadership development section in the final chapter of this study. I close this section with the words of Socrates, "An unexamined life is not worth living."

Research Questions

The overarching question guiding this study was: *To what extent can a CPR team co-generate and adapt culturally and linguistically responsive curricular content and pedagogical practices to increase academic rigor?* (see Table 3) In order to answer the research questions in a methodical and systematic way, I designed PAR activities that aligned to the research questions described in the data analysis section. The qualitative processes I used for data collection and codifying and categorizing data yielded responses to the research questions and, ultimately, study findings.

Co-Participant Researchers (CPR)

The CPR group consisted of the 6th grade humanities team, which was one of the most stable teams at UFSA, one 8th grade humanities teacher, a humanities coach, and me (the principal). Fuku is one of the 6th grade humanities teachers. She began teaching in 1999 in San Francisco. She came to Calvin Simmons (the previous name of UFSA) in 2005 and is a

Table 3

Research Questions and Data Collection

Research Question (sub-question)	Data Source (Metrics)
To what extent can a CPR team co-generate and adapt culturally and linguistically responsive curricular content and pedagogical practices to increase academic rigor?	Participant interviews/One-to-One Coaching Sessions Observations Documentation from CPR/CLE artifacts CPR meeting notes Memos; Reflective and analytic
To what extent do we co-create culturally responsive curricular and pedagogical approaches that maintain academic access and rigor?	Participant interviews/One-to-One Coaching Sessions Observations Documentation from CPR/CLE artifacts CPR meeting notes Memos; Reflective and analytic
How do teachers' perceptions of culturally and linguistically responsive pedagogical practices and their expectations of their students change through this work?	Participant interviews/One-to-One Coaching Sessions Documentation from CPR/CLE artifacts CPR meeting notes Conversation notes Member checks Memos; Reflective and analytic
How does this process inform my ability to be a generative and collaborative school leader who is leader of the team and coach?	Participant interviews/One-to-One Coaching Sessions CPR meeting notes Conversation notes from observation debriefs Memos; Reflective and analytic

founding UFSA teacher. She takes pride in being part of the vision and mission that UFSA established in 2006. Fuku is a native Hawaiian who has deep pride in her culture and heritage, especially the rich traditions of storytelling. This influence of storytelling is evident in Fuku's unit design, particularly the autoethnography unit. Fuku is passionate about issues of social justice and equity, and is a member of the UFSA leadership team, a team composed of department and grade level representatives. She has been facilitating the school's culture and climate team for several years and is a well-respected member of the school and community. She is known for her ability to form strong bonds with her students.

Maha is a partner to Fuku on the 6th grade humanities team. She has been teaching at UFSA for twelve years. She is of Pakistani descent and is rooted in social justice, with a particular interest in the work of Jeff Duncan-Andrade, whose focal area is critical pedagogy in urban areas. She met him while she was in college and that meeting sparked her interest in teaching in urban schools. Maha regularly looks for opportunities to connect culturally relevant content and literature into her lesson and unit design, such as: Black Lives Matter, migrant stories, and Oakland stories of resilience. Maha is a reflective teacher who regularly seeks to improve her practice. Also a member of the UFSA leadership team, Maha's partnership with Fuku began as 8th grade humanities teachers. However, their strong beliefs in social justice, in particular restorative practices, resulted in their move to 6th grade to lay the foundations of restorative practice as students matriculate through middle school.

Brian is an 8th grade English teacher in his third year at UFSA and has over ten years of experience working with migrant communities in the central valley of California. Brian is passionate about social justice and takes his teaching craft seriously. Brian is originally from Minnesota and comes from a teaching family. His mother was a teacher. He originally studied

music. Upon coming to California and working in the central valley with a migrant community, he was introduced to *the theater of the oppressed*. From then on, he has sought to blend academic rigor with creative expression in his unit and lesson design. Since joining the UFSA team, he has regularly sought to improve his lesson design to be responsive to the needs of students and their lived experiences. He also looks for opportunities in his lesson design for students to feel agency.

Isabel, the current humanities coach, is in her second year in the position. Isabel is a Puerto Rican American with rich family traditions who loves to travel. Isabel has over 20 years of experience as an elementary teacher before becoming a literacy coach at the elementary level. A primary role of a humanities coach is to facilitate the humanities department's professional learning community (PLC), which consists of all grade level humanities teachers. Isabel has extensive experience with facilitating cycles of inquiry in PLCs and participated in inquiry cycles using CRLP at her last school. She is well-versed in literacy methods.

I selected these participants using purposeful sampling, which involves identifying and selecting individuals or groups of individuals who are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Plano Clark, 2011). The participants were qualified and willingly participated because they sought to improve the use of culturally and linguistically responsive pedagogy in their classrooms, which aligned with district instructional goals in support of academic discourse.

Logic Model for Action

The theory of action was co-generated by the CPR, and an action plan was designed to attend to measurable goals, specific timelines, and action steps, as well as potential systemic impacts (Schmoker, 1996). Our logic model included using CLE pedagogy in the CPR; as a

result, we would co-generate culturally and linguistically relevant teaching strategies to be implemented in classrooms, with careful attention to academic discourse and rigor that ensures authentic participation and engagement of students in the classroom.

The logic model for action supported the PAR theory of action by connecting it to measurable goals. This helped us move from a conceptual design to action planning (see Table 4). The logic model includes the following PAR goals: Use information gathered from CPR to influence practice; establish CPR meetings infusing CLE methodology; co-generate culturally and linguistically responsive pedagogy; and increase equity of all voices to ensure buy-in for long-term implementation. The logic model supported practitioners in developing the inputs or key activities that would support the goals. The logic model was useful in identifying the ends, which included the predicted outputs and outcomes, as well as the broader systemic impacts. A key to this process was inclusion of a timeline to guide the inputs and monitoring of the outputs and outcomes. Next, I present an overview of the PAR cycles which included activities and timelines that stemmed from this logic model for change.

Participatory Action Research: Improvement Cycles of Inquiry

For the three improvement cycles, I outline the activities, timelines, and personnel in Table 5. The key personnel remained the same throughout the entire project. In each cycle, we used the collaborative inquiry action cycle as described by Militello et al. (2009) and the CLE methodology (Guajardo et al., 2016). The goal of each cycle was to engage co-practitioner researchers (CPR) in improvement science processes as described by Bryk et al. (2015) to enact a theory of action and measure, monitor, reflect on, and revise action plans based on key learnings.

Table 4

Logic Model for Action

Goals SMART-E: Specific, Measurable, Action-oriented, Realistic, Timed, & Equity-Focused	Inputs/Activities *In order to address the goals, the following inputs will be provided and activities will be accomplished.*	Timeline	Ends *If the activities are accomplished, they will produce evidence of service delivery and fidelity of the goals (outputs), short and long-term changes (outcomes), and long-term systemic changes (broader systemic impacts).*		
			Outputs (Fidelity)	Outcomes	Broader Systemic Impacts
Use information gathered from CPR to influence practice.	Collate data from CPR Meetings Develop action plans as a result of CPR Meetings Measure impact.	Cycle 1-3 Cycle 2 Cycle 3	Codes and categories. Observation evidence. Emergent Findings Themes & Assertions.	Changes in practices related to CLRP in classrooms.	Gain important insights that support collaborative decision-making as a humanities team.
Establish CPRs infusing CLE methodology.	Formation of a group that is close to the problem (CLE Axiom: Local Knowledge and Action).	Cycle 1	Did meetings happen? Did all equitably participate?	Participants see group commitment.	Change the ways we gather information and make decisions regarding instruction.

68

Table 4 (continued)

Goals *SMART-E: Specific, Measurable, Action-oriented, Realistic, Timed, & Equity-Focused*	Inputs/Activities *In order to address the goals, the following inputs will be provided and activities will be accomplished.*	Timeline	Ends *If the activities are accomplished, they will produce evidence of service delivery and fidelity of the goals (<u>outputs</u>), short and long-term changes (<u>outcomes</u>), and long-term systemic changes (<u>broader systemic impacts</u>).*		
			Outputs (Fidelity)	Outcomes	Broader Systemic Impacts
As a CPR, co-generate culturally and linguistically responsive pedagogies.	Activities selected by CPR team that engender trust and support within the room to share best practices.	Cycle 1-3	Did participants engage in activities? Did they feel safe? Did CPR develop specific pedagogy to implement?	Participants feel comfortable sharing with each other. Implementation of practice observable in classrooms.	More likely to approach teaching moves with attention to academic discourse and academic rigor and to share diverse perspectives.
Increase equity of all voices to ensure buy-in for long-term implementation.	Activities that allow collaborative discussion and exchange culturally and linguistically responsive perspectives.	Cycle 1-3	Did all voices feel heard? Multiple modes of participation.	Better understanding of differing perspectives. Better understanding of own perspective in contrast.	More solid cultural identity & "global perspective".

Table 5

PAR Improvement Cycles

Activities	Key Personnel	Timeline
PAR Cycle One: Fall 2019 • Convene monthly as a Community of Practice (CoP) using CLE protocols. • Read anchor texts to guide selection of CRLP teaching strategies. • Implement and observe and discuss CLRP strategies. • Choose observation protocols. • Use PDSA to reflect on actions.	CPR: Two sixth grade humanities teachers; one administrator; one humanities coach.	3 CPR meetings held Initial round classroom observations with feedback loop Fall 2019
PAR Cycle Two: Spring 2020 In addition to activities in PAR Cycle One these are additions: • Observations and share artifacts related to CLRP implementation. • Co-analyzing data and evidence through coaching and feedback cycle. • Collect and analyze artifacts from CPR meetings and classroom observations.	CPR: Two sixth grade humanities teachers; one administrator; one humanities coach.	3 CPR meetings held Second round classroom observations with feedback loop Spring 2020
PAR Cycle Three: Fall 2020 In addition to activities from PAR Cycle One and PAR Cycle Two we did the following: • Conduct member checks to analyze and reflect on evidence.	CPR: Two sixth grade humanities teachers; one administrator; one humanities coach.	2 CPR meetings held (virtual) Final classroom observations (virtual) Fall 2020

We implemented three iterative cycles of inquiry over the course of eighteen months. PAR Cycle One began in the Fall of 2019. The key activities of PAR Cycle One consisted of: convening the CPR team monthly as a Community of Practice (CoP); using CLE protocols; reading Hammond's (2015) book, *Culturally Responsive Teaching & The Brain,* as the anchor text to define CLRP and guide selection of CRLP teaching strategies; implementing and discussing CLRP strategies; selecting observation protocols; and using reflecting on actions. In PAR Cycle Two (Spring 2020), in addition to continuing the activities from PAR Cycle One, new activities included: observations and shared artifacts related to CLRP implementation; co-analyzing data and evidence through coaching and feedback; collecting and analyzing artifacts from CPR meetings and classroom observations. In the final PAR (Fall 2020), we added member checks to analyze and reflect on evidence from PAR Cycle One and PAR Cycle Two (Creswell & Creswell, 2018). I describe these data collection tools.

Data Collection

In a qualitative study, the researcher "relies on text and image data, has unique steps in data analysis, and draws on diverse designs" (Creswell & Creswell, 2018, p. 179). In the PAR study, we used multiple methods of collecting qualitative data. Specifically, I used artifacts from the CPR meetings, interviews, classroom observation notes, individual coaching and reflection sessions, and reflective memos as the key qualitative data instruments.

Data Collection Tools

According to Creswell and Creswell (2018), qualitative research involves three basic types of data collection procedures: (a) qualitative observations, which involve use of field notes in which activities from the research site are recorded in structured and unstructured ways; (b) qualitative interviews, which involve semi-structured and generally open-ended questions to

elicit views and opinions from participants; and (c) documents, including journal entries, email, letters, and meeting minutes. In this study, I collected these data in the form of classroom observations, interviews in the form of collecting artifacts from CLEs and coaching sessions, and documents in the form of meeting notes. In addition, I wrote and analyzed reflective memos.

Observations

The PAR activities included classroom observations of CLRP strategies. I collected observation data using structured processes, including the clinical supervision processes of selective verbatim and coding using pre-established codes (Acheson & Gall, 1992; Saldaña, 2016). I took the role in observations of observer so as not to interfere with instruction. Following the observations, I met with CPR members to debrief observations during coaching sessions and we coded the data.

Interviews

I collected interview data in the following ways: one-to-one coaching sessions following observations in PAR Cycle One and PAR Cycle Two; one-to-one coaching sessions midway through PAR Cycle Three; CPR meeting focus groups with reflection questions; and FlipGrid posts. In coaching sessions and CPR meeting focus groups, I asked open-ended questions to elicit views, opinions, and predictions based on observation data or text. These activities were recorded and transcribed, all of which were coded using Saldaña's (2016) open coding.

Documents

In addition, I collected other documents. In each PAR cycle, we had regular CPR meetings to collect artifacts: agendas, written reflections, transcripts of meetings, artistic expression (written and drawn), and journey lines. In addition, I wrote reflective memos. Next, I

describe community learning exchange methodology and protocols that resulted in artifacts that I analyzed.

Community Learning Exchange

As a part of the PAR implementation and study, I used the Community Learning Exchange (CLE) axioms and practices as a methodology to frame the improvement cycles. Guajardo et al. (2016) state, "Community Learning Exchanges strive to develop and use strategies that empower local people in their own spaces to find solutions that are organic in order to meet the needs of the people that will live in and sustain healthy communities" (p. 9). This proposition directly aligns with participatory action research, which seeks to empower those in the specific context in a systematic, yet organic and iterative, way. The five axioms that guide CLE work are: use local knowledge, engage in conversations and dialogue as critical for relationships and pedagogy, base conversations on assets and hopes, view leadership and learning as social processes, and model and authorize border-crossing (Guajardo et al., 2016). I used the five axioms as a compass to guide my work and, in preparing the CPR group for the research project, we have shared these processes in our meetings to date.

Table 6 is an adapted table of CLE dynamic pedagogies of reflection, which is methodology that we used in the three improvement cycles. In the three improvement cycles, we used different combinations of the pedagogies to promote authentic engagement. In the next section, I present key personnel as the co-practitioner research (CPR) group. I describe each person and the assets they brought to the PAR.

Data Analysis

I used a five-step method of data analysis as presented by Creswell and Creswell (2018). First, I organized and prepared the data for analysis, which included transcribing CPR meetings,

Table 6

CLE Dynamic Pedagogies of Reflection

Pedagogy	Description	Purpose	Resulting Artifact
Circle	The group is gathered in a circle and a talking piece is passed around the room with each individual speaking only when in possession of the talking piece	Democratizing voice and eliciting and honoring wisdom	Notes, photos, or recordings
Appreciative Listening	Partners take turns answering a prompt. While in the listening role, the partner may not give verbal feedback.	Confidentially sharing with a partner a story that connects the person with the learning	Process notes or photos
Journey Line	In response to a prompt, participants plot related events on a timeline based on their importance	Helping participants tell their stories	Collected Journey Lines and any analyses completed as a result
Connecting through Art	In response to a prompt, participants create visual written pieces connecting to theme and stories	Using a different type of medium to gain a fresh perspective	Art Pieces, Notes, photos, or recordings
Digital Engagement	Various forms of story-telling utilizing digital tools such as photos, sound, and video.	Helping participants tell their stories and increase their understanding	Completed stories

one-to-one interviews, optically scanning material, cataloguing, sorting, and arranging data into different types. Second, I read and scanned all the data to get a general sense of the information to reflect on overall meaning. Third, I coded all the data using methods as described in Saldaña (2016) that explain how to move from open coding to developing categories. I developed codes by using research-based tools that detailed the codes for the observations for culturally and linguistically responsive pedagogical practices in the classroom, and open coding for the analysis of notes and artifacts from the CPR meetings and one-to-one coaching sessions. Using the iterative process of coding, I developed categories in PAR Cycle One, emergent themes in PAR Cycle Two, and themes that substantiated findings in PAR Cycle Three. In addition, Creswell and Creswell (2018) illustrate a coding process in which the fourth step in the data analysis process is to generate themes that emerge and then conduct member checks. The fifth step was to represent the themes and descriptions through qualitative narratives in Chapters 5, 6, and 7.

Saldaña (2016) defines a code in qualitative research as a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (p. 4). Using the open coding method, I applied meaning to the data collected in this study. The next step after codifying was to arrange codes in a systematic order to make them part of a system or classification; to categorize them. This process of *synthesis* allowed me to divide the data, group, reorganize, and link in order to make meaning and develop explanation (Saldaña, 2016). This process of coding and recoding resulted in a codebook organized by categories. In PAR Cycle One (see Appendix D–F for detailed codebook examples). I used the same process in PAR Cycle Two and used the codes from the previous cycle, expanding the codebook for PAR Cycle Two. The data analysis process in PAR

Cycle Two involved discerning patterns of codes, which I then called emerging themes (see Figure 10). Figure 10 is illustration of how the CLRP codes evolved into categories. The CLRP categories across the three PAR cycles emerged as themes and ultimately were confirmed as findings. This example illustrates how the CLRP codes became the categories that later support the finding that CLRP is social justice. This process followed Saldaña's (2016) scheme of data progression toward thematic, conceptual, and theoretical. By PAR Cycle Three, the data, categories, and themes were used to make larger assertions that were presented as findings. This included the development of a final codebook that illustrated the progression of the three main categories of codes.

Confidentiality and Ethical Considerations

This action research project was co-constructed with a co-practitioner research (CPR) group. The participants in this study were site-based practitioners who were committed to serving their underperforming student groups and changing student outcomes. These participants were invited to participate in this study and could leave the study at any time. Prior to participation in the study, each CPR member was asked to sign an informed consent form (see Appendix C). Relationships with each of the CPR members are based on trust and the ability to have an honest conversation about the data for this research project. The student and site populations are vulnerable because they are members of protected classes, and special considerations were respected, particularly protecting the confidentiality of student data. I presented data in a non-judgmental way and used the data in a transparent manner with the co-practitioner researchers. All appropriate consent for this study was in place prior to initiating the study (Creswell & Creswell, 2018). The code of ethics provided by our educational institution was in compliance with IRB standards, and was considered prior to the beginning of the study.

PAR 1

CLRP Codes	CPR 1	CPR 2	CPR 3
CLRP/ Beliefs Humanizing; liberation; mindset;	13(/)	14(/)	/
CLRP/Content	10 (/)	/	/
CLRP/ CP Critical Pedagogy	/		
CLRP/ L Leadership		//	
CLRP/ CH Critical Historian	//	7(/)	/
CLRP/ Oral History	//	/	/
CLRP/ ST Story Telling	5(/)	/	/

SJA Social Justice Awareness	CPR 1	CPR 2	CPR 3
SJA/C Social Justice Awareness name context	5(/)	14 (/)	///
SJA/B Social Justice Awareness Belief	5(/)	///	6(/)
SJA/TR Trasnform Reform	/	16 (/)	4(/)
SR/MaC Structural Racialization Macro Challenge	/	/	4(/)
SR/MiC Structural Racialization Micro Challenge	/	//	10 (/)
SRI Structural Racialization Intervention	/	5(/)	8 (/)

PAR 2

CLRP Codes	CPR 1	CPR 2	CPR 3
CLRP SW Shift to Wellness		///	/
CLRP HC Human Connection		////	
CLRP ASN Adapt to Student Need		13(/)	/

Transformed Practices Codes	CPR1	CPR 2	CPR3
TP Crit Con CRIT Theory Content	5(/)	//	6(/)
TP Crit TLang CRIT Theory Language	////	/	5(/)
TP RSCM Reflect Self as Change Maker	10(/)		8(/)
TPFDN Flip Dominant Narrative	/////		
TPCST Connect through Story Telling	///		
TP HM Hope Making	///		//
TPHE Healing Experience	///		
TP DWV Develop World View	////		5(/)
TP AR Awareness of Responsibility	/	//	
TPASP Awareness of Sociopolitical Impact	/		
TPSLB Self Love and Beauty	/	/	
TPAWSS Awareness of Student Stories	5(/)	/////	

PAR 3

CLRP Codes	CPR	CPR 2
CLRP SW Shift to Wellness	/	/
CLRP CSV Cultivate Student Voice	//	/
CRLP Leadership Expand Influence	/	/
CLRP HC Human Connection	10(/)	5(/)
CLRP ASN Adapt to Student Need	3(/)	/
TP RSCM Reflect Self as Change Maker	///	/
TPCST Connect through Story Telling	/	/

CLRP Codes from 1-1s	MN	CF	IM
CLRP HC Human Connection	6(/)	/	5(/)
CLRP ASN Adapt to Student Need	//		
CLRP CSV Cultivate Student Voice	12 (/	6(/)	
TP HM Hope Making	3(/)		5(/)
CRLP Leadership Expand Influence	/		
TP Crit TLang CRIT Theory Language	3(/)		
TPFDN Flip Dominant Narrative	//		
CLRP LHC Limited Human Connection			/
TPAWSS Awareness of Student Stories	/		
TPCST Connect through Story Telling	3(/)	4(/)	

Figure 10. Excerpt from codebook of CLRP categories across PAR cycles that foment into emerging theme CLRP is social justice.

Limitations and Validity

Several limitations had an impact on the study. First, is my positionality as a supervisor within this PAR, I entered this research space as an insider working in collaboration with other insiders (Herr & Anderson, 2014). However, this may have been a limitation because I was new to the research site and may have been viewed by the co-practitioner researcher (CPR) group as an outsider. According to Herr and Anderson (2014), the ideal positionality would be insider-outsider or reciprocal collaboration. However, time was a limitation in this PAR. The three PAR improvement cycles concluded within eighteen months and may not have been sufficient time to build trust with the inside participants and the outside collaborators, such as the coach and me, the administrator.

A significant limitation to this study occurred during the second half of PAR Cycle Two due to the COVID-19 pandemic. This unforeseen event impacted the way in which CPR/CLE meetings were planned and held and shortened the in-person observation cycles. As a result, I conducted virtual observations in the final cycle.

Other limitations include biases I may have held as an administrator, as well as biases that members of the CPR may have held. To safeguard against these biases, the research was conducted with the help of the CPR team, which consisted of members of other constituent groups. As a team, members planned, implemented, and reviewed the CPR/CLE agenda and actions, which allowed for multiple perspectives and voices to inform the CPR work.

A final limitation of the PAR had to do with the selection of participants for the CLEs. There are implicit cultural beliefs and traditions that may have prevented certain members of the community from full participation or from sharing openly during the CPR/CLEs. Another consideration is that there are implicit hierarchies and standards within the school, such as my

role as supervisor and evaluator of the CPR members. I am in an influential role within the school, meaning that care needed to be taken to ensure that all participants were giving informed consent without any coercion or feeling that they must participate. The CLE methodology was built on the belief that all constituents have wisdom to share and deserve to have a voice with which to share it (Guajardo et al., 2016). Therefore, participation required invitation and was framed as collaborative and assets-based. The size of the study, a small group at one school (n=5), may also have been a limitation. Thus, while these data were useful to the participants and the school, the generalizability of the study was limited to similar schools (Lincoln & Guba, 1985).

According to Herr and Anderson (2014), it was important to address the following types of validity: dialogical and process validity, outcome validity, catalytic validity, democratic validity, and process validity. In this study, I engaged a CPR team that co-generated new knowledge and thus supported dialogical and process validity. The goal of the PAR was to improve teacher instruction, and the CPR members did so by reflecting on evidence from observation. Because this PAR was designed to engage me as the lead researcher with co-practitioner researchers, the impact on all participants supported catalytic validity. The results of the study were relevant to the local setting and thus supported democratic validity. Lastly, I provided a sound logic model for action and detailed cycles of inquiry that promoted process validity.

To further support qualitative validity, I used the member check strategy (Creswell & Creswell, 2018) in PAR Cycle Three to confirm findings related to observations from PAR Cycle One and PAR Cycle Two. This helped determine the accuracy of the findings. In the

member check, I asked participants to confirm findings and add their reasoning as to what contributed to the findings presented.

Lincoln and Guba (1985) posit that trustworthiness of a research study is important to evaluating its worth. Trustworthiness involves establishing: credibility—confidence in the truth of the findings; transferability—showing that the findings are applicable in other contexts; dependability—showing that the findings are consistent and could be repeated; and confirmability—a degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest. The aim of this methodology was to collect and analyze data to generate findings and answer the research questions. We did so in an ethical way to honor the participants and the community in which the study was set. Finally, Hale (2008) indicates that the validity of activist research resides in the usefulness to participants, which I determined in final interviews.

Conclusion

In this chapter, I outlined the PAR research design premised on the theory of action that *IF* a co-practitioner research (CPR) group can co-generate and adapt culturally and linguistically responsive pedagogical practices with attention to rigor and academic discourse in classrooms, *THEN* students will have increased opportunities for rigorous academic discourse and critical thinking. I described why participatory action research design, coupled with CLE methodology and protocols, offered appropriate methodologies for conducting the study. In the detailed description of the PAR cycles of action research, I provided a logic model for change and a supporting research question. In addition to collecting data in iterative cycles of inquiry, I simultaneously analyzed data, codified and categorized the data, and finally determined themes and findings of this study.

With each PAR cycle, the CPR team and I conducted CLEs/CPRs and gathered data that was analyzed to determine the extent to which our process met our goals for change in teacher practice and student learning. Through ongoing analysis and reflection using improvement science principles, we were able to make recommendations for future CLE implementation within the school. In the next chapter, I describe the findings of the first PAR cycle.

CHAPTER 5: PAR CYCLE ONE

The first cycle of inquiry was exploratory. I was learning how to facilitate a research process using participatory action research and learning to use coding as a way to introduce evidence-based practices to having conversations with teachers about practice. Thus, in this chapter, I provide a detailed account of the first participatory action research cycle (PAR Cycle One) by describing the process which includes: activities, timeline, evidence, and analysis process. Then, I describe the categories that emerged from the coding process and had implications for the focus of practice, my leadership, and PAR Cycle Two.

Activities and Evidence

The co-practitioner research (CPR) members (n=5) and I gathered data over an 8-week period. Activities consisted of three CPR meetings, individual coaching sessions, professional learning occurring in the CPR meeting, and one observation and feedback cycle with CPR members. I collected artifacts from meetings, including agendas, journey lines, transcriptions from CPR meeting and memos. Table 7 lists the timeline and activities of PAR Cycle One. The number refers to number of occurrences.

Co-Practitioner Research Meetings

The three CPR meetings took place between September and October. Each of the CPR meetings began with Community Learning Exchange (CLE) protocols for personal reflection: journey lines, poem analysis, and quote analysis. Following the reflection, CPR members connected through storytelling and shared their reflections and listened attentively as I collected attributes of experiences shared. In the first CPR meeting, CPR members completed a journey line of the experiences each member had with culturally and linguistically responsive pedagogy (CLRP). Each member shared their beliefs and experience with CLRP. CPR members shared

Table 7

Fall 2019 Key Activities and Data Collection (September-November)

Activities	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Meetings with CPR (n=3)	*	*				*		
Individual Coaching Conversations (n=11)	*	*	3(*)	3(*)		*		2(*)
Professional Learning*Observation (n=3)				3(*)				
Learning Exchange in CPR (n=3)	*	*				*		
Written Notes or Memos (n=6)	*	*	*	*	*	*		

literary influences in teacher credentialing programs, professional development experiences, as well as personal/familial influences, and sociopolitical experiences and analyses that influence their beliefs about CLRP. To ground our work in theory, I introduced a grounding text, *Culturally Responsive Teaching & The Brain* (Hammond, 2015) (see Figure 11). We unpacked the introduction and Chapter 1. The CPR members chose this book as a grounding text because of its research base and connections to brain science. CPR members selected quotes from the text that resonated with their practice and shared implications. Each member was asked to place their practices on the quadrant so that we could begin to plan for implications on teacher practice and narrow the focus of our conversations and observations.

In the next CPR meeting, we began with reflection through story-telling using Rumi's poem, *Two Kinds of Intelligence*. I asked them to analyze what the two types of intelligence might refer to their springbox, a term that the poet uses to describe what sustains or nourishes. Following the storytelling, we unpacked Hammond's work on cultural archetypes, and the connections between brain process and culture. After unpacking the text and sharing implications, I shared the observation tool kit (Tredway, 2019) that had a section on culturally and linguistically responsive pedagogy (CLRP) practices. The goal was to orient CPR members to the possible criteria for focusing our observations. I met with individual CPR members to select specific criteria for coaching sessions and observations.

Coaching and Observations

In the week following the first CPR meeting, I had individual coaching/professional learning sessions with each CPR member to review the observation tool kit. The three CPR members chose to focus their observations on questioning levels. We calendared our observations for the following week. I used Bloom et al.'s (1956) taxonomy to code the

READY FOR RIGOR A FRAMEWORK FOR CULTURALLY RESPONSIVE TEACHING

AWARENESS

- Know and own your cultural lens.
- Understand the three levels of culture.
- Recognize cultural archetypes of individualism and collectivism.
- Understand how the brain learns.
- Acknowledge the sociopolitical context around race and language.
- Recognize your brain's triggers around race and culture.
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors.

LEARNING PARTNERSHIPS

- Reimagine the student and teacher relationship as a partnership.
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microagressions.
- Balance giving students both care and push.
- Help students cultivate a positive mindset and sense of self-efficacy.
  - Support each student to take greater ownership for his learning.
    - Give students language to talk about their learning moves.

Affirmation

Instructional conversation

Wise feedback

STUDENTS ARE READY FOR RIGOR AND INDEPENDENT LEARNING

Validation

INFORMATION PROCESSING

- Provide appropriate challenge in order to stimulate brain growth to increase intellective capacity.
- Help students process new content using methods from oral traditions.
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives.
- Provide students authentic opportunities to process content.
- Teach students cognitive routines using the brain's natural learning systems.
- Use formative assessments and feedback to increase intellective capacity.

COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

- Create an environment that is intellectually and socially safe for learning.
  - Make space for student voice and agency.
- Build classroom culture and learning around communal (sociocultural) talk and task structures.
- Use classroom rituals and routines to support a culture of learning.
- Use principles of restorative justice to manage conflicts and redirect negative behavior.

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Figure 11. The "Ready for Rigor" framework from Hammond (2015).

observations because most teachers are familiar with it from teacher training program. I conducted 30-minute observations using the tool, coded the scripts, and set up post-observation debriefs. Teachers found the observation debriefs useful to reflect on how many questions were understanding/recall level, and how many were higher level evaluation or analysis questions. CPR members used the observation debriefs to self-identify next steps which included adjustments to lesson protocols that would be used with the next cohort that day to actions and reflection impacting overall unit planning. In the third CPR meeting (CPR 3), we analyzed this quote from Hammond (2015):

> Over time, because of structural racialization in education, we have seen a new type of intellectual apartheid happening, creating dependent learners who cannot access curriculum, and independent learners who have had the opportunity to build cognitive skills to do deep learning on their own. (p. 31)

We connected the quote to the rigor framework, a theme in our conversation about question levels and critical thinking. Each CPR member identified one principle that was a CLRP goal connected to supporting dependent learners to become independent learners through deepened cognitive demands. This activity was intended to solidify the goal of increasing opportunities for rigor as an equity and social justice action. We spent the rest of the time reflecting as a group on what it was like to be observed and receive feedback focused on questioning levels. We discussed next steps for observation, particularly that we will observe calling on strategies, which is the counterpart to observing for question levels.

Evidence

Next, I discuss the evidence collected in PAR Cycle One and the coding process used to analyze the data. The data collected included: artifacts and transcripts from meetings (e.g.,

107

journey lines), observations, coaching meetings, and personal memos. I recorded and transcribed the CPR meetings and began initial coding by creating a document for each one (see Table 8) with general codes. I highlighted phrases and connected them to experiences influencing culturally and linguistically responsive pedagogy (CLRP), CLRP strategies, beliefs associated with social justice awareness (SJA), community of practice (CoP), and brain processes. This process of clustering resulted in a set of primary or first level codes. I continued the same process for each CPR meeting; each time adding new codes and refining previous codes.

The process of coding and refining codes was detailed; since I had not engaged in this process previously, I was building my capacity for qualitative analysis. After processing the data for CPR meetings, I did a similar process for the memos submitted this semester, totaling five memos. During PAR Cycle One the internship memos focused primarily on reflecting on the design and experience of the PAR, the quality assurances taken, as well as the hopes and fears, and leadership growth. Like the CPR coding, I started with one set of codes developed from the first memo and then continued to add and refine as I coded additional memos. The codes that were generated became the primary codes for memos: Culturally Responsive Leadership (CRL), Community of Practice (CoP), PAR Improvement Science Design Principle (ISDP), Social Justice Awareness (SJA), and CPR reflection.

I met with individual CPR members to discuss teacher observations, and we determined our focus would be observation and feedback on question levels. I conducted 30-minute observations using a tool in which I only scripted questions. I coded the questions using Bloom's taxonomy for cognitive levels of questions. In addition, I coded memos from post-observation debriefs. Post observation codes involved question levels, data analysis, CLRP reflection, CLRP strategies, adjustments to instruction, and next steps. Table 9 is an excerpt from an observation

Table 8

Example of Data from CPR 1 with First Level Codes

Transcript	Code
First for me I thought of like three different times in which I was engaged with *literature* which exposed me to like what are some of the things that we deal with in classrooms.	PEx B PL/Ex K
Like in the cities that I've worked in. The *first* one I was at the beginning of my teaching credential my teaching career and a new teacher kind of credential program.	PL/Ex K
And it was a class on the s*ocial justice issues* in schools. And we read some of the Jonathan Kozol work on the savage *inequalities* which was the first time that I was exposed to data to research.	SJA
Like the fact that *we needed something different in the communities that we serve and the communities that I was working with*.	SJA
And so that was like the first exposure and make me think that like *my own schooling was a different experience and I needed to develop a different set of skills to be able to engage students.*	PEx B /schooling
My first opportunity to lead a school was at an elementary school and *I was able to take a team to Sharrocky Holly.*	PL/Ex K
He was the founder of a school in L.A. but he is known for some of the culturally responsive strategies around *student engagement.* And like his whole school was framed around like student engagement using traditional styles of Student Engagement like *call and response collaborative group processes* and things like that.	CLRP/SE CLRP/strategy

Table 9

Excerpt from Observation for Question Levels

Time	Selective Verbatim Script	Question Level Codes
10:39	Teacher Questions and Student Reponses (T: or S;)	Level or Type of question
	TJ, why do you think I called on you?	Recall
	TJ, Fill in the blank	Redirect
	Why is this my most important memory?	Analyze
	You are writing a story about your_____?	Fill in Blank
		CFU directions
	Kevin, can you clarify?	CFU
		Recall

for question levels. After coding and refining codes for the CPR meetings, internship memos, and the observations, I analyzed and tallied codes. This process helped to solidify primary codes and tease out secondary codes. When a code had a high frequency, it tended to mean the code was too general and needed more specificity. This refining process resulted in secondary codes that were more closely linked to the text they represented. Once the codes were refined, I printed them and posted them and tallied using post its. Seeing the data and codes side by side helped to identify patterns as well as group codes into categories. Next, I explain the process of how I generated categories by analyzing the codes.

Emerging Categories

Categories are supported by the analysis of the codes that emerge from the data (Saldaña, 2016). In PAR Cycle One, the analysis of the data generated two categories: CLRP as social justice and CoPs influence classroom practices. The categories that emerged from the internship memos, which include culturally responsive leadership (CRL) practices and improvement science design principles (ISDP). I provide evidence to support the categories, which includes tabulation of CPR codes, internship memo codes, observation, and debrief codes. Figure 12 illustrates codes and their frequency across three CPR meetings.

CLRP is Social Justice

I present evidence that beliefs and attributes of CLRP are closely connected to social justice. In PAR Cycle One, a total of three CPRs were held and recorded. In the course of the cycle, comments regarding beliefs and purpose of CLRP were coded and were triangulated with reflective memos. In analyzing the Figure 12, beliefs would be a strong code due to the frequency. In the first CPR meeting, I coded personal experiences influencing beliefs (PEx/B) 12 times. An example of this code is from a CPR member, Fuku, who stated "As a family unit I

111

Primary Codes in PAR Cycle One	
SJA Social Justice Awareness	CLRP/strategies 40 (*)
SJA/C Social Justice Awareness name context 3(*)	CLRP/ CH Critical Historian 7(*)
SJA/B Social Justice Liberation Belief 6 (*)	CLRP/ CB Context Building 4(*)
SJA/TR Transform Reform 4(*)	CLRP/ AD Academic Discourse 7(*)
SR/MaC Structural Racialization Macro Challenge 4(*)	CLRP/ HEHH High Expectations High Help 11(*)
SR/MiC Structural Racialization Micro Challenge 10(*)	CLRP/Questioning 16(*)
SRI Structural Racialization Intervention 8(*)	CLRP/ Question Generating 18(*)
PL/Ex K Pro Learning Exp Knowledge Base 10(*)	CRL
PEx/B Personal Experience Influence Belief 12(*)	CLRP/Reflection 27(*)
CLRP and Brain Processes	CLRP/ Reflection Self 8(*)
IP/Information Processing 3(*)	CLRP/ Reflection on practice 17(*)
BP/ Cognitive Routines 2(*)	CoP Community of Practice
BP/SC Safety and Connectedness 6(*)	CoP/ reflect= cogenerate knowledge *
BP/ intellective capacity 6 (*)	CoP/ Inquiry 2(*)
BP/Multimodal 2(*)	CoP/ Peer Accountability 2(*)
BP/Thinking routines *	CA/C Cultural Archetype/Collective 5(*)
CD/IL Cognitive Demand Independent Learner 2(*)	CA/I Cultural Archetype/ Individualistic 2(*)
CD/DL Cognitive Demand Dependent Learner	IA/OT Internal Accountability Ob Tool

Figure 12. Primary codes from CPRs in PAR Cycle One.

approach my classroom, much of what I feel, and who I am is, wow I'm so much like my mom. Who I feel is amazing, strong, fun yet loving yet true and can hold space in a crazy way?" (CF, CPR Meeting, September 30, 2019). This quote is an example of what Fuku believes is an attribute of CRLP, which is to be loving, firm, and hold space like a family unit. Another example of PEx/B is when a CPR member, Maha, shared her experience as a Pakistani American attending school in a privileged community in Southern California and seeing people who struggled not be invited back into spaces, creating notions of insiders and outsiders. Maha shared, "It was influential teachers who made me feel like I mattered and all that came from that connection and them seeing me and them knowing me as an individual." To Maha, an attribute of CRLP is community, connectedness, and inclusivity (MN, CPR meeting notes, September 30, 2019).

As the conversations in CPR meetings deepened, so did the connection between beliefs and personal experiences, influencing what CLRP meant to CPR members and social justice. In Table 10, a code in this category related to beliefs and attributes linked to social justice is social justice awareness beliefs (SJA/B), which I coded five times in CPR 1. SJA/B refers to a belief related to humanizing school or providing, as Freire (1970) would describe, a liberatory education. As an example, Maha shared that a truly transformative educational space is when power shifts in dynamic ways and students know that the way they have been schooled is not the right way (MN, CPR meeting notes October 28, 2019). Another CPR member, Brian, shared "Ultimately we try to get students and people to think critically as a source of freedom. We do this be helping students go from dependent learners to independent learners" (BK, CPR meeting notes, October 28, 2019). These examples demonstrate beliefs regarding CLRP as a means of liberating students and communities.

Table 10

SJA Codes in PAR Cycle One Frequency across 3 CPR Meetings

SJA Social Justice Awareness codes	CPR 1	CPR 2	CPR 3
PL/Ex K Pro Learning Exp Knowledge Base	10		
PEx/B Personal Experience Influence Belief	12		
SJA/C Social Justice Awareness Name Context	5	14	3
SJA/B Social Justice Liberation Belief	5	3	6
SJA/TR Transform Reform		16	4
SR/MaC Structural Racialization Macro Challenge		1	4
SR/MiC Structural Racialization Micro Challenge		2	10
SRI Structural Racialization Intervention		5	8

Similarly, social justice awareness name context (SJA/C) was coded five times in CPR 1. SJA/C refers to naming the context of social justice work in schools. This is a belief that CLRP should aim to understand the context in order to be effective in it. Brian described his struggle working in a community of newcomers from Afghanistan. He was aware that his criticism of U.S. government policy might put students in conflict with their parents who sought asylum in the US (BK, CPR meeting, October 29, 2019). I experienced this code when I made explicit the structural racialization present in our school practices and policies, particularly in school discipline (MG, CPR meeting notes, October 29, 2019). Structural racialization, as defined by Hammond (2015), refers to the complex systems, organizations, and processes that have harmful effects on people of color.

Social justice awareness transform reform (SJA/TR) is a code that illustrates how beliefs about CRLP are directly linked to social justice (coded 16 times in CPR 2 meeting and 4 times in the CPR 3 meeting). SJA/TR refers to beliefs about CLRP as a school reform that could authentically transform schooling. Beliefs captured in this code name challenges and aspirations of CPR members in trying to create a CLRP school. Maha stated,

> I know I am here for a particular reason; I know I work in an urban school for a particular reason; and when we invite people onto our campus, they should know they are here for a particular reason…that requires this personal work of examining the ways we see the world as a norm and the way we need to unpack that in order for our students to feel more human in our spaces. (MN, CPR meeting notes, October 29, 2019)

Maha's belief is that transformative reform requires both self-reflection of individual team members on campus and recruiting new team members with similar reflective capacity, with the goal of humanizing school space. CPR member, Brian added "I think I was raised in traditional

schooling that valued the very traditional way of knowledge being passed down and that is what I have to unpack to learn these more cultured and diverse modes of teaching." (BK, CPR meeting notes, October 29, 2019). Brian illustrates an attribute at the core of transformative reform which is self-reflection and unpacking personal bias.

Culturally responsive teaching beliefs (CLRP/B) is another high frequency code and, as it relates to liberation and humanizing, was coded 11 times. CLRP/B is similar to SJA/B in that codes refer to beliefs about humanizing and liberation, but it is more specific to CLRP practices that support the beliefs. An example of this code is when Fuku shared, "This is why I teach history full on, so they understand and get the tools to critique." Another example of this code is Fuku describing CLRP not as a guide or lesson plan but as a mindset, a way of thinking about and organizing instruction to allow for great teaching (CF, CPR meeting notes, October 29, 2019). Both examples make direct links between CLRP practices and beliefs and social justice.

As previously mentioned, the codes from CPR meetings were triangulated with the codes from the internship memos. Table 11 illustrates the SJA code frequency in the memos coded. In Memos 1 and 2, I reflected on the nature and focus of the PAR; in both memos, I defined the issues both macro and micro related to equity and social justice. Through this triangulation, I linked the design of the PAR to the beliefs held by CPR members about the nature of CLRP. Three codes emerge: structural racialization/ micro challenge (SR/MIC), structural racialization/ macro challenge (SR/MaC), and structural racialization/ intervention (SR/I). An excerpt from the memo illustrates SR/Mac, SR/MiC, and SR/I.

Here streets bustle with movement, music, and life. It is also a place of high poverty and its related symptoms. It is also a place of hope and social justice. It is the home of the Brown Berets and the Black Panther Party who saw a systemic inequity in the country

116

Table 11

SJA Tallied from Internship Memos PAR Cycle One

SJA Social justice Awareness	Memo 1	Memo 2	Memo 3	Memo 4	Memo 5
SJA/C Name Context	1	1			
SJA/B belief I.e., liberation	1	1			
SJA/TR Transform Reform					1
CW Cultural Wealth	1				
CLRP/BP Intellective Capacity					1
SR/MiC Structural racialization micro challenge	3	3			
SR/MaC Structural racialization macro challenge	1	3			
SR/Intervention	1	3			
RC/U Racial Contract upheld		3			

117

and sought local solutions and in this way empowered communities to find

solutions to their own problems. (MG, reflective memo, September 1, 2019)

This excerpt describes the context in which this PAR takes place. The description of macro and

micro issues of equity are linked to a history of social justice activism in the community in which

the PAR is situated. Furthermore, this is a cultural form of what Lave and Wenger (1991) refer to

as *situated learning*. In other words, it makes sense that practitioners who seek to work in this

community take on the values associated with it; in this case. a legacy of social justice activism.

Hence, in this PAR, CPR members believe CLRP is social justice.

CoPs Influence Classrooms

A goal of PAR Cycle One was to ground the work of the CPR team and establish a

community of practice (CoP). The intention was that CoP be a space in which the CoP/CPR team

could incubate CLRP strategies and practice that they would transfer to classroom pedagogy. To

help ground our working definition of CLRP, we read *Culturally Responsive Teaching and the*

Brain by Zaretta Hammond (2015) because of its connection to brain science. One CPR member

affirmed that the text gave validity to the lived experiences of people of color. In our meetings,

CPR members connected specific strategies linked to brain processes with teaching techniques

designed to support independent learning, at each CPR meeting, members shared connections

between concepts in the Hammond (2015) text and their own practices.

Table 12 illustrates the general CLRP strategies and specific CLRP strategies that we

discussed in CPR meetings. These strategies are named and the frequency tallied on Table 12.

The primary CLRP Strategy code was coded 22 times in CPR 1 (first meeting), 23 times in CPR

2 (second meeting), and 40 times in CPR 3 (third meeting). The primary CLRP Strategy code

was used to describe an actual teaching strategy. A strategy that emerged in CPR 1 and was

Table 12

CLRP Strategies Discussed in CPR Meetings

CLRP Strategies Named	CPR 1	CPR 2	CPR 3
CLRP Strategies (General)	22 (*)	23 (*)	40 (*)
CLRP CH Critical Historian	2 (*)	7 (*)	2 (*)
CLRP CP Critical Pedagogy	2 (*)	*	
CLRP CT Critical Thinking	5 (*)	*	2 (*)
CLRP CB Context Building	2 (*)		4 (*)
CLRP AD Academic Discourse		7 (*)	
CLRP HEHH High Expectations High Help		11 (*)	
CLRP*Questioning	*		16 (*)
CLRP*Question Generating			18 (*)
CLRP*SE Student Engagement	5 (*)		2 (*)
CLRP*FE Family Engagement	*		
CLRP*B Beliefs (humanizing, liberation, mindset)	11 (*)	14 (*)	
CLRP*Content+Relevance	10 (*)		*

coded in both CPR 2 and 3 is CLRP/critical historian (CLRP/CH). CLRP/CH refers to teaching

multiple perspectives on historical events and naming biases in resources and artifacts.

CLRP/CH teaches students skills to be critical consumers of history, as well as of current events.

Other strategies named in CPR 2 that support the notion of fostering independent learners

are academic discourse (AD), which was tallied 7 times, and high expectation high help (HeHH),

tallied 11 times. These tell the story of CPR members naming the practices in conversations;

however, transferring those intentions to teaching is sometimes more complex.

One trend noted in the Table 12 is that in CPR 1 and CPR 2, CLRP/beliefs (CLRP/B) is

coded 11 times and CLRP content +relevance is coded 10 times. CLRP/B refers to the practice

of developing curriculum that emphasizes social justice and liberation of the mind. For example,

in the curriculum and planning, students' outcomes are to examine their world, their knowledge,

and to name injustices so as to envision local solutions. CLRP content + relevance refers to

curricular choices of content that is thought-provoking and critical of established systems of

power and oppression.

However, another pattern is evident in CPR 1 and CPR 2 meetings. During that period,

CPR members shared a range of practices and implications based on engaging with the

Hammond (2015) text. Table 12 illustrates a shift in the conversations in the CPR 3 meeting. I

attribute this shift to the fact that at the end of CPR 2 meeting, the CoP decided that the focus of

observations should be on question levels to measure cognitive demand according to the Bloom

et al. (1956) taxonomy that was revised in 2001; neither comprehend or understand fully

explicate the cognitive level, which is slightly more complex than recall and requires learners to

describe, report, or explain but not apply or analyze (see Figure 13). As indicated in Table 13 of

classroom observations and a total of 52 questions, fewer questions were at the analysis,
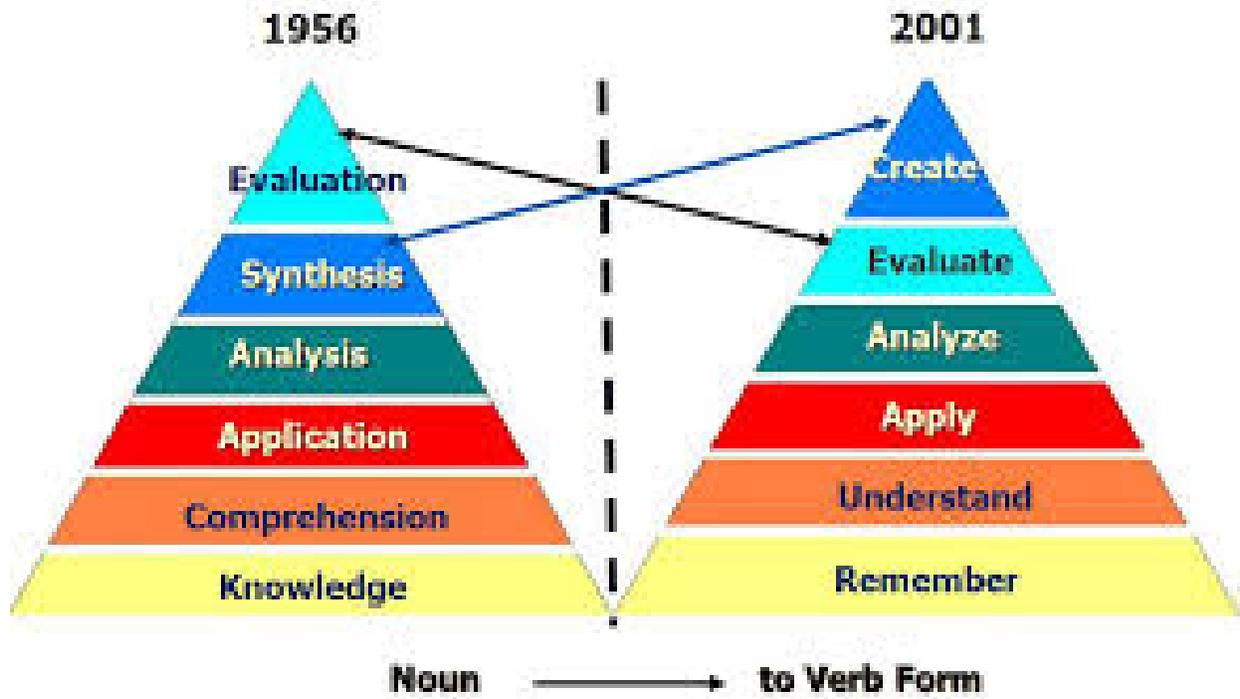
Figure 13. Bloom's revised cognitive domain taxonomy.

Table 13

Observed Question Level Codes Adapted from Bloom's Taxonomy

Codes	MN 10.15.19	CF 10.15.19	BK 10.17.19
Create			
Evaluate	4 (*)	3 (*)	3 (*)
Analyze	*	6 (*)	5 (*)
Apply			
Understand	12 (*)	9 (*)	5 (*)
Recall	5 (*)	*	

evaluate, or create levels (n=10), which are considered higher cognitive demand questions. At this point in PAR Cycle One, CPR members had all been observed once and had engaged in one debrief and coaching with me, unpacking the question-level data. This shift in focus for the CoP is evidence that discussions about questioning and question generating had an influence on classroom practice. The table also demonstrates that there was significant effort in trying to have more *analyze* and *evaluate* level questions. Both tables are evidence that CoPs influence classroom practice.

In addition to data collected linking CoP conversations to classroom practices, there was a connection between the post-observation debriefs and next steps influencing classroom practice. Table 14 illustrates CPR members' reflections on the observation data and next steps based on the reflections. In Table 14 each (*) represents the incidence of a topic discussed in the post conference. All three CPR members named specific CLRP strategies they had used while observed. Maha used an academic discourse protocol in which students had to generate ideas about a memory that they would later write a narrative about. The students had to evaluate the depth of their idea and that of their peers to see if the idea was strong enough to write about. Fuku used Think Routines (Venn Diagram) as students were asked to compare and contrast the challenges of two protagonists from two stories; students were preparing to write an analytic essay. Brian used a form of reciprocal teaching in which students were engaged in peer feedback on a writing task. Students were given exemplars of near, approaching, and standard level written responses.

Table 14 indicates that each CPR member identified next steps that resulted from the initial CoP question-level focus and discussion of rigor. Maha, after reflecting on the question level data, determined that she would refine the lesson for her afternoon core and focus more on

123

Table 14

PAR Cycle One Post Conference Memo Codes

Post conference memo code	MN 10.15.19	CF 10.15.19	BK 10.17.19
CLRP/Strategy	*Academic Discourse	/Think Routines	/Peer Feedback w Rubrique
Questions	*	*	*
Question Level	*	*	*
Observation tool explained	*	*	*
Analyze data	*	*	*
CLRP Teacher reflection	*	*	*
Instructional Adjustment	*	*	*
Next Steps	/Question Generating	*Question Generating	/Socratics

question generating. Fuku recalled a question-generating technique that she and Maha had used a few years back and she decided to incorporate it into the next unit, an ethnography project. Students would be asked to generate interview questions and, as in Maha's lesson, to evaluate their own questions for complexity. In my post-conference with Brian, he shared a tension between the pacing in preparation for the state test and the creation of opportunities for academic discourse. He understood the importance of academic discourse and was looking for ways to balance the two priorities. He planned to develop a series of mini-Socratic seminars. The reflection and transfer of practice is evidence that CoPs influence classroom practice.

I triangulated the CoP data with reflective memos to analyze and identify patterns. Table 15 illustrates the CoP codes across the five memos. In the first memo, I focused on an overview of the PAR and AIM and, as a result, CoP was tallied 6 times. In the fifth memo, I reflected on my leadership growth and impact on my colleagues and co-practitioners:

> The members of the CPR team have increased their reflective capacity as a result of their participation in this project. This has been a voluntary process and the members have come to the CPR meeting prepared with their reading to engage in conversations about culturally responsive teaching. CPR members are making changes to instructional plans based on feedback. In post observation conversations, the CPR members have shared what they viewed as next as a result of reflecting on data presented back to them from observations. (MG, reflective memo, November 3, 2019)

The excerpt reinforces what is seen in Table 15. Two CoP codes are used across all five memos: CoP/ reflection and transfer and CoP generative knowledge. A goal in PAR Cycle One was to establish a CoP that would develop a co-constructed understanding of CLRP. In turn, that would transfer into classroom practice to increase opportunities for academic discourse and

125

Table 15

CoP Codes Tallied from Internship Memos PAR Cycle One

CoP Code	Memo 1	Memo 2	Memo 3	Memo 4	Memo 5
CoP Community of Practice	6 (*)				5 (*)
CoP/relational trust	*				
CoP/reflection and transfer	*	*	*	2 (*)	2 (*)
CoP/ principle of adult learning	*				
CoP/generative knowledge	*	2 (*)	2 (*)	*	*
CoP/SN Support Network			2 (*)		

critical thinking. The data in this section supported that we were underway with the goal of developing a CoP that transfers to classrooms.

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Implications

</div>

Next, I discuss implications of findings on the PAR research questions. Then, I share implications for leadership and discuss implications for PAR Cycle Two.

Implications for the PAR Research Questions

How do the categories intersect with the research questions and theory of action? The two categories that emerged are: CLRP is social justice and Communities of Practice (CoP) influence classroom practices. The overarching question guiding this study is: *To what extent can a CPR team co-generate and adapt culturally and linguistically responsive curricular content and pedagogical practices to increase academic rigor?* Table 16 illustrates the research questions in this PAR. The column to the right shows the alignment between the categories that emerge in PAR Cycle One and the research questions. This suggests close alignment between the research questions and the intentionally planned activities supporting professional learning such as the CPR meeting, class observations, and follow-up debrief coaching sessions.

In reflecting on the implications for PAR Cycle One, I address this question: How did the assets and challenges identified in the fishbone emerge in the PAR? To answer this question, I refer to the Figure 1, which is excerpted from Chapter 1. The assets from the fishbone activity that were present in PAR Cycle One were: the participating humanities teachers were experienced and equity driven and thus fully engaged in professional learning to increase their skill set in CLRP; my experience as an administrator and humanities teacher allowed me to build rapport with the CoP and contribute to coaching conversations with content matter expertise; research supporting academic discourse and CLRP was present because the CoP engaged in

Table 16

Research Questions with Intersections of Categories

Research Question (sub-question)	Intersection of Categories
To what extent can a CPR team co-generate and adapt culturally and linguistically responsive curricular content and pedagogical practices to increase academic rigor?	In PAR Cycle One the lead researcher's data analysis indicates that CPR members have a strong belief that CLRP is social justice. This belief influences their readiness to participate in this project.
To what extent do we co-create culturally responsive curricular and pedagogical approaches that maintain academic access and rigor?	In PAR Cycle One the lead researcher held professional learning sessions in which CPR were consistently asked to make links between social justice and CLRP with the need for rigor. Observation and debrief data indicate participants leaning toward increased rigor.
How do teachers' perceptions of culturally and linguistically responsive pedagogical practices and their expectations of their students change through this work?	In PAR Cycle One the lead researcher's data analysis illustrates transformation. The initial observation and debrief data demonstrate some transfer to classroom practice.
How does this process inform my ability to be a generative and collaborative school leader of the team and coach?	In PAR Cycle One the codes and categories demonstrate intentional discussion and professional learning activities centered on developing generative knowledge of CLRP through CoP and coaching.

professional learning using an anchor text; district professional development in support of academic discourse was present and set the stage for the PAR to focus on academic discourse versus a competing priority; and the relationship with CPR members and district leadership allowed for action steps to take place in authentic ways. The major challenges that emerged in PAR Cycle One were twofold. First, teacher autonomy and past practice created a dissonance in which some participants may have felt they already had rigor or CLRP in their classroom practices. In the category of rigor, the data on questioning, for example, indicate that more growth was needed. Secondly, there were lingering perceptions of top-down curriculum adoption, described in anecdotes about "the good old days" before the district came to change things. The long-term teachers believed that was a time when the school was more culturally responsive.

In reflecting on the process and results of PAR Cycle One, some questions emerged for me. First, as a leader and lead researcher, how do I address the notion of dissonance? This question arises because CPR members believe that CLRP is social justice. However, I want classroom practices to align with that belief in terms of rigor and academic discourse. In other words, how will I address CLRP is social justice with the need to develop more consistent rigor? A second question is how will I maintain engagement of CPR members in PAR Cycle Two? This is important as I reflect on Dewey's (1938) notion of *continuity of experience*. How will I design professional learning experiences that meet the needs of adult learning and ensure that the continuity remain and that I still attend to another Dewey admonition—that the more mature person in an experience has the responsibility to direct the experience in a way that is meaningful. I wanted to keep teachers engaged, but I also wanted them to interrogate their teaching practices. We had ample data that students needed more equitable access and increased

rigor (Boykin & Noguera, 2011). Similarly, and in keeping with the Freire (1970) *philosophy of liberatory education*, how can I foster generative experiences with CPR that supports them to be agents of their learning?

Another question that I reflected on in PAR Cycle Two was how to identify a sighting or "a-ha" that I could tether to more experiences of the same kind. A sighting is an epiphany for the observer that blends one's values with an observation and uses that observation to promote "more of the same" (McDonald, 1996; Velasco, 2009). The sighting for me from PAR Cycle One is that the conversations in the CoP seemed to have a positive influence on classroom practice; I was eager to find ways to build on that observation and make sure that there was more transfer.

Implications for Leadership

How does this process inform my ability to be a generative and collaborative school leader who is both leader of the team and coach? In PAR Cycle One, I held professional learning sessions that incorporated interests of participants. As the lead researcher, I conducted observations in which participants were involved in selecting the tool and focus of the observations. In addition, coaching debrief sessions were held with CPR members, increasing my coaching capacity to co-generate knowledge and understanding. Table 15 reflects instances of two important codes that emerged: CoP reflect and transfer (CoP RT) and CoP generative knowledge (CoP GK). These codes refer to experiences both in CPR meetings and coaching debriefs when participants and lead researcher worked to create meaning together, either through unpacking research or observation data.

Another important theme in my reflective memos was how this work, with my PAR, is

informing learning and building capacity as a leader within my school/workplace. This excerpt from a reflective memo responds to this question.

> I have pushed on the CPR members to examine their instructional practices by engaging in observation and feedback with an emphasis on questioning levels. The goal is for them to see CLRP as more than just the content of their curriculum, which is important, but that the instructional strategies that help students go from dependent to independent learners is the equity challenge we are engaging in. As a leader of this space, I have been strategic in the experiences because I want to build on their passion for social justice and their reflective capacity to examine their instructional strategies that push students' critical thinking, hence examining question levels. This PAR is helping me develop my coaching stance as well as instructional leadership. (M. Garcia, reflective memo, November 3, 2019)

In addition, my leadership actions evolved because I actively took on the professional learning direction of my community of practice. In the past when I directed others to develop professional learning series, I would guide, help, and focused on principles of adult learning in designing these learning experiences.

For example, I made the content applicable and aligned to the work that my team members were already focused on or interested in. I also evolved my leadership actions because I had to navigate district politics and instructional initiatives. As a result, I made sure that the work that we engaged in as a CPR was in alignment with district goals related to academic discourse. To do this, I made sure that the CPR members felt that they would have a say in the curriculum they develop. I also made sure to push their curriculum to be rigorous and to support students to be critical thinkers.

131

Implications for PAR Cycle Two

The analysis from PAR Cycle One suggests two categories: CLRP is social justice, but I am not quite sure yet how completely teachers were defining social justice as pedagogy, and CoPs influence classroom practice. However, a number of questions remained. First, are the two categories sustainable? That is, are the emerging categories a function solely of the work I done with the CPR group or is this work changing teacher practice? The implications for PAR Cycle Two are to see if changes from PAR Cycle One continued and expanded. If so, what factors supported long-term transfer? How would teachers define social justice as more than relationships with students and choice of materials?

Conclusion

After reflection and careful analysis of the data, codes, and categories that emerged, I made revisions in the PAR Cycle Two design. We continued to use Hammond's (2015) grounding text and observations tools to address question levels. In the regular CPR meeting, we continued build and maintain the community of practice (CoP) focused on CLRP. CPR members were asked reflection questions closely aligned with research questions to collect more focused data. However, I adapted my coaching stance adapted to address the issues of dissonance, alternating among collaborative, generative, suggestive, and directive, with a goal of increased opportunities for rigor. In the next chapter, I expect to see more data to reinforce the categories, particularly I hoped to see transfer to practice and I was interested to see if being more strategic in coaching and CPR discussions could influence that transfer.

CHAPTER 6: PAR CYCLE TWO

This chapter provides a detailed account of the second participatory action research (PAR) Cycle in which we continued CPR meetings, discussions, observations, and coaching sessions despite the interruption we had in moving to a virtual teaching environment because of the COVID-19 pandemic. Specifically, I describe the process, including activities, timeline, evidence, and the coding process. Next, the emerging findings generated from PAR Cycle Two data confirmed the categories from the previous cycle of inquiry regarding social justice teaching and the influence of the community of practice on changing teacher practices. In addition, coaching was critical as I learned to shift my coaching stance to respond to teacher's needs and the data from the observation. Finally, I present implications for the research questions and my leadership as well as how we approached PAR Cycle Three.

PAR Cycle Two Process

In this section, I describe the process by which I engaged the co-practitioner researcher (CPR) members and engaged in activities that generated data. The description of the activities includes a timeline for the activities, the PAR project work, and the analysis of data.

PAR Cycle Two Activities

The co-practitioner researcher (CPR) members included two 6th grade humanities teachers, an 8th grade humanities teacher, a humanities coach, and me. Due to scheduling constraints of CPR members, other district and school initiatives, and school closures as the result of the COVID-19 pandemic, the activities and data gathering were limited to a 10-week period. Activities consisted of three CPR meetings (two of which were held virtually in response to school closure), individual coaching sessions, professional learning occurring in the CPR meetings, and one observation and feedback cycle with CPR members. Table 17 lists the

timeline and activities of PAR Cycle Two. The (*) refers to number of occurrences.

The data were artifacts from meetings, such as agendas, journey lines, Flip Grid posts, transcriptions from CPR meetings, observation debriefs, and regular memos. Using open coding, I added to the codebook developed in PAR Cycle One. Figure 14 is an excerpt from the codebook from PAR Cycle Two.

Rupture in Time!

Two unforeseen circumstances caused the activities in PAR Cycle Two to shift. First, the design of activities changed when my partner went into labor three weeks early. The first CPR was rescheduled for a date in late February. However, it was important for me to begin the activities of PAR Cycle Two in a timely manner; therefore, the first activity for the CPR group was a FlipGrid post in early February.

The second unforeseen circumstance was the shelter-in-place orders in early March resulting from the COVID-19 pandemic. This caused the immediate closure of all California schools and a shift to a distance learning model. Activities that were meant to be in person to support community building and continued reflective practice shifted to virtual formats such as Flip Grid posts and Zoom meetings with virtual artifacts. Fortunately, I had been able to complete one round of in-class observations followed by in-person coaching debrief sessions. As a principal during the school closure, I needed to be responsive to the immediate needs of students and families and support my staff so that they could provide outreach and support to students and families; as an organization. In general, we had to shift in our priorities from being primarily an academic organization to being community service organization. Our coordination of service team focused on mental health supports, housing instability, the administration and distribution of a rapid relief fund to support our families, and other direct supports to families,

134

Table 17

Spring 2020 Key Activities and Data Collection (January-April)

Activities	WEEK 3 (22-26 JAN)	WEEK 4 (30-2 FEB)	WEEK 5 (5-9 FEB)	WEEK 6 (12-16 FEB)	WEEK 7 (19-23 FEB)	WEEK 8 (26-2 MAR)	WEEK 9 (5-9 MAR)	WEEK 10 (12-16 MAR)	WEEK 11 (19-23 MAR)	WEEK 12 (26-30 MAR)	WEEK 13 (17-20 APR)
Meetings with CPR with CLE protocols (n=1)					*			School Closure Due to COVID-19			
Meetings Virtual CPR with CLE protocols (n=3)									*		*
Flip Grid (n=3)	3(*)										
Individual Coaching Conversations (n=3)							3(*)				
Classroom Observations (n=3)							3(*)				

Table 17 (continued)

Activities	WEEK 3 (22-26 JAN)	WEEK 4 (30-2 FEB)	WEEK 5 (5-9 FEB)	WEEK 6 (12-16 FEB)	WEEK 7 (19-23 FEB)	WEEK 8 (26-2 MAR)	WEEK 9 (5-9 MAR)	WEEK 10 (12-16 MAR)	WEEK 11 (19-23 MAR)	WEEK 12 (26-30 MAR)	WEEK 13 (17-20 APR)
Phone Chat w* ECU Professors (n=3)	*					*			*		
Regular Memo	*					*	*		*		*

Community of Practice Codes	Codes for Observation Debriefs
CoP BSP Build on/Share Practice	CWD Coaching with Data
CoP RP Reflect on Practice	CCM Co-Construct Meaning
CoP R>I Reflect to Improve	CRP Coach Reflective Prompt
CoP CC Community and Collaboration	CPQ Coaching Probing Question
CoP NEC Name Equity Challenge	CET Coach Explains Tool
CoP AC Authentic Share	CNS Coach Names Strategy
CoP GNS Generative Next Steps	COS Coach Offerings/Strategies
CoP AS/RS Authentic Share/Reflect Self	CRB Coach Reflect and Build on
CoP SPA Share Practice/Artifacts	CRBV Coach Reflect Build Validate
CoP/CLE/CTA CLE Connect through Art	CPCO Coach Push Calling On
CoP SCC Selfcare Check-in	CoP R>I Reflect to Improve
CoP OP Open Practice	TRR Teacher Reflection and Realization
Transformed Practice Codes	TER Teacher Elaboration Response
TPAS* SM Access Strategy (social media)	TGR Teacher Guarded Response
TPAS Access Strategy	TJR Teacher Justification Responses
TPAWSS Awareness of Student Stories	TR DCT Designing Complex Tasks
TP DWV Develop World View	TRQL Teacher Reflects on Question Levels
TP Crit Con CRIT Theory Content	CGS Collaborative Group Structure
TP Crit T Lang CRIT Theory Language	CRIT CON Critical Theory Content
TP RSCM Reflect Self as Change Maker	TPAS Access Strategy
TPFDN Flip Dominant Narrative	TP CTS Critical Thinking Strategy
TPHE Healing Experience	**Codes for Flip Grid Post**
TPCST Connect through Story Telling	CoP Reflection Prompt
TP HM Hope Making	CoP AS Authentic Share
TP AR Awareness of Responsibility	CoP AS LP Authentic Share Learn in Public
TPASP Awareness of Sociopolitical Impact	CoP NCI No Change Identified
TP SN Structured Notes	CoP RP Reflect on Practice
TPSLB Self Love and Beauty	CoP RPF Reflect on Practice w Framework
Culturally Responsive Teaching Codes	CoP RS Reflect on Self
CLRP DL Distance Learning	CoP R>I Reflect to Improve
CLRP BHC Build on Home Culture	CoP CC Community and Collaboration
CLRP CR Cognitive Routines	CoP OP Open Practice
CLRP CSS Create Structured Schedules	CoP CF Critical Feedback
CLRP SW Shift to Wellness	CLRP CR Cognitive Routines
CLRP PIL Path to Independent Learning	CLRP IC Intellective Capacity
CLRP ASN Adapt to Student Need	TP RR Reflect on Race
CLRP RR Reflect on Relevance	
CLRP InQ Inquiry	

Figure 14. PAR Cycle Two codebook.

such as meals to students and families. At the physical school site, I had to support the development and operations of a food distribution center for the community, serving up to 3000 meals a week. In addition, I worked with our instructional leadership team to plan and support distance learning opportunities for students. In the initial phase, the focus of distance learning was maintenance of academic skills. Four weeks into the shelter-in-place, when it became clear that schools would not reopen for the rest of the school year, we shifted to instructional planning to teach new content via distance learning. A major obstacle throughout the district was lack of access to technology and Wi-Fi. We distributed Chromebooks to two-thirds of our students but were unable to mitigate the lack of Wi-Fi, making distance learning an equity challenge. At our best, we had a 60% participation rate, implying that about 40% of our students did not have access to learning. This lack of access is likely to further widen the achievement gap experienced by our students. In addition to dealing with the immediate impact of COVID-19, I had to complete the regular responsibilities of a principal, including teacher evaluation, budget planning, purchasing, student recruitment, and staffing.

Although unintended events interrupted the PAR design, data collection continued. I collected one complete round of observations and debriefs that I used to compare with those from PAR Cycle One. I shifted CPR meetings from in-person to a virtual format that allowed for better recording and capturing of artifacts from CPR meetings. I had more explicit asks of the CPR members; for example, I asked reflection questions more closely aligned to the research questions. Flip Grid and writing prompts in CPR meetings were useful, as noted in Table 17.

PAR Activities

In the opening activity of the cycle, CPR members responded on FlipGrid to this prompt, "As a result of our work together in semester one, how have your thoughts and practices changed

regarding expectations, academic discourse, and culturally responsive teaching?" CPR members Maha, Fuku, and Brian posted their responses.

- CPR member Maha stated that significant takeaways from last cycle were the concepts of cognitive routines and intellective capacity, concepts that were discussed in PAR Cycle One CPRs where we unpacked Hammond's (2015) *Culturally Responsive Teaching and the Brain*. Maha also shared a sense of responsibility in developing our students' intellective capacity and a willingness to grow the capacity of the team through shared instructional practices.

- CPR member Fuku posted in response to the prompt. Fuku noted that she did not feel as though her thoughts or practices had changed. She felt that her and her partner teacher, CPR member Maha, have consistently worked on teaching counter narratives and connecting through storytelling. However, Fuku noted that she has thought more deeply about her instructional moves and curricular content. Fuku a shared appreciation for engaging in the book discussion.

- CPR member Brian reflected on using the warm demander framework from Hammond (2015). Brian felt that in the past he was more of a sentimentalist and that currently he is more of a technocrat according to the framework. He then shared a student anecdote about a female African American student. developing a positive academic identity.

The three CPR meetings happened between February and April. Each of the CPR meetings began with Community Learning Exchange protocols for personal reflection with tools like a journey, poem analysis, sharing artifacts, and connecting through art. Following the reflection,

139

CPR members connected through storytelling, shared their reflections, and listened attentively as I collected attributes of experiences shared.

In CPR 1, CPR members began with sharing an artifact that they were proud of from PAR Cycle One. All CPR members' artifacts, including ethnographic projects, story-telling units, units of study focusing on colorism or culturally responsive content, were projects aimed at accessing higher education and envisioning change. Following the sharing of artifacts, CPR members completed a journey line titled reflective continuum in which each member charted their growth in expectations, academic rigor, and CLRP as a result of their participation in PAR Cycle One. All CPR members charted overall increases in academic rigor. Similarly, all CPR members identified increases in high expectations. Most CPR members rated themselves from novice to just above novice. CPR member Fuku rated herself close to expert, but later shared discomfort with the term expert because she wants to continue to grow. Figure 15 is an example of a CPR member's journey line.

CPR members shared that many felt they were not expert in any of the three areas of the continuum and felt that they would always want to continue to improve. One CPR member indicated that to get closer to expert she would need exposure to good models, observation, feedback, and classroom teaching experience (currently a coach). CPR member CF shared that she needed to be in a true collaboration with peers to get to expert (or more confident). CPR member MN stated that she would need collaboration with peers, critical feedback, and opening classroom practices to all. CPR member BK stated that he would need training in restorative justice and the Teachers' College reading and writing professional learning to get closer to expert. We concluded the CPR meeting with a brief discussion about the next observation cycle.
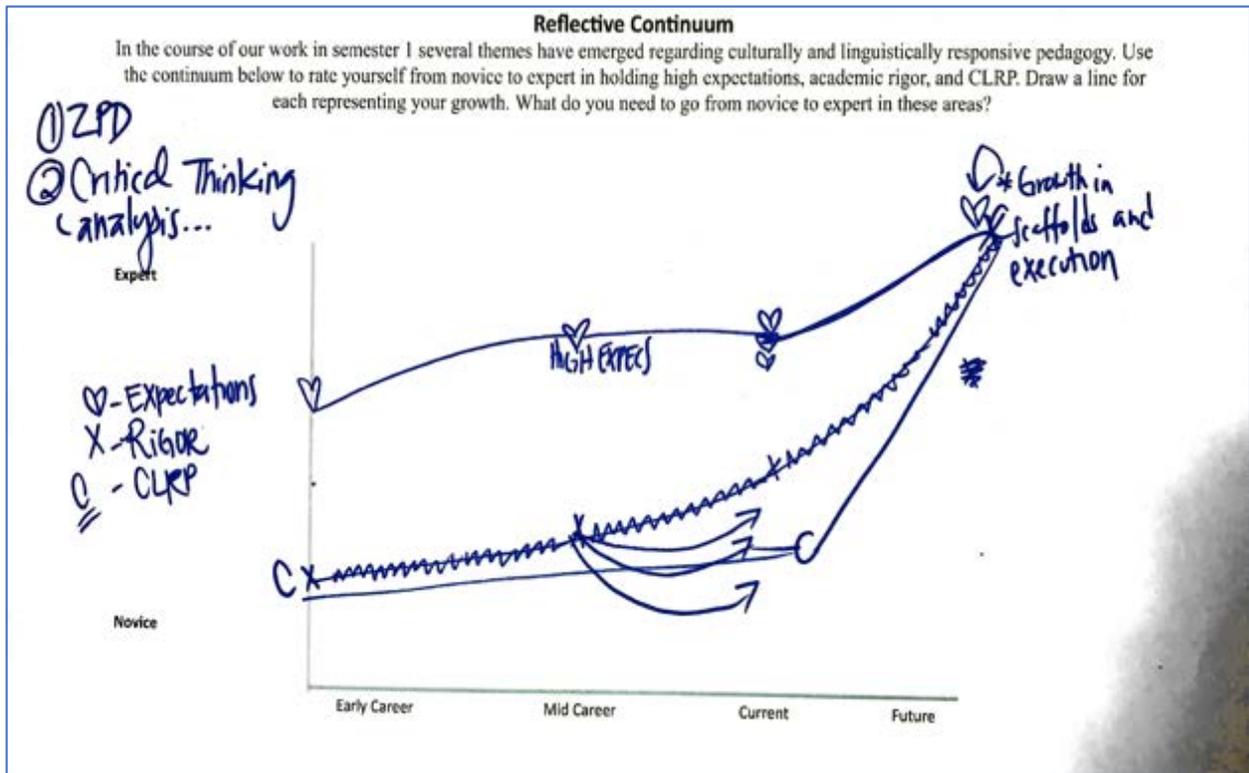
Figure 15. Reflective continuum from PAR Cycle Two CPR 1.

I wanted the CPR team to come to consensus on collection of call on data in addition to question level data. I told CPR members to think about it and let me know.

Then, I had individual coaching/professional learning sessions with each CPR member to review the observation tool kit for protocols for question levels, which we had used previously, and calling on, a tool for determining equitable student access. All but CPR member Fuku agreed to collect both data sets. Fuku preferred to focus solely on question levels. We calendared our observations for the following week. For this observation cycle, I chose to code the question levels together with teachers during debrief sessions. I conducted 30-minute observations using the tool, coded the scripts, and set up post-observation debriefs. The observation debriefs were useful for teachers to reflect on how many questions were understanding/recall level and how many questions were higher cognitive levels of evaluation or analysis questions. Most CPR members self-identified next steps.

In CPR 2, we began meetings with reflection and connection through storytelling. We responded to a wellness check-in prompt, "What are you doing to take care of self?" This CPR 2 was held virtually on the Zoom platform on the 10th day of shelter-in-place orders due to COVID-19, and I wanted to create an authentic and supportive space. CPR members shared that they were trying to keep spirits up by exercising, connecting virtually with family, and connecting virtually with students. Some CPR members shared challenges like balancing work and family schedules virtually and valuing face-to-face interaction and emotion-based interaction. CPR members shared many concerns regarding student and family wellness due to loss of jobs and, for some, loss of homes.

The second activity the CPR members engaged in was a discussion regarding our shift to distance learning as a response to the COVID-19 pandemic. CPR members were asked to reflect

and respond to the following prompt, "How will you reimagine this work of CLRP in a virtual environment?" All CPR members shared some adaptations using CLRP. Much of the focus was concern for student well-being during the pandemic, and concerns of accessibility to basic needs.

CPR members participated in another activity for CPR 2, using CLE pedagogy to connect through art. CPR members responded to the following prompt, "Use your phone or computer to search for images or an image that represent what culturally responsive pedagogy means to you and your teaching, or what you aspire to be in your teaching." CPR members shared important insight into their beliefs about CLRP and their role as teachers. Responses included a sense of responsibility to their students, a symbiotic relationship, creating authentic spaces, and authentic engagement. Like CPR 2, CPR 3 (day 38 of virtual learning) began with a self-care wellness check-in. CPR member Maha shared that it has been challenging with a toddler, but that she has been able to exercise and get into a teaching routine, acknowledging that not all people have the privilege to work from home. CPR member Brian shared that he was doing well because we are able to keep community through our collaboration. CPR member Fuku shared gratitude for being able to shelter-in-place with people in her home and acknowledged how she thrives on being part of community. CPR member Isabel, the humanities coach, shared that she was feeling stressed because she was now supporting her college-aged son who has learning challenges with distance learning. She stated her understanding of what parents in our community must be feeling if they now have to support their children's learning at home, especially if they have learning challenges. Following the check-in, the CPR members engaged in a CLE protocol to connect through art, using the poem *We are Many,* by Pablo Neruda. CPR members were asked to share what resonated personally or to their practice.

In addition, CPR members shared an artifact or a plan that incorporated culturally responsive pedagogy into distance learning. CPR member Isabel shared a professional learning webinar with Zaretta Hammond on CLRP in distance learning. Isabel shared several suggestions, some of which we had discussed in PAR Cycle One when we unpacked the Hammond (2015) anchor text. Suggestions included the use of cognitive routines and building on the rich cultural funds of knowledge already present in the home. CPR member Brian shared a detailed description of an EXPO project in which his students were creating their own presidential election campaign. CPR member Maha shared an update on her plan from CPR 2. Maha shared that she had continued to find ways to create structured schedules using social media to post health and wellness challenges on Instagram. In addition, she shared that she is collaborating with her 6th grade team, including CPR member Fuku, to create online spaces for academic discourse with the use of Zoom breakout rooms. Maha is planning for students to continue to engage with the text *The Skin I'm In,* whose theme is colorism and supremacy. Maha is developing tasks centered on building empathy and compassion that are relevant to middle school students. Fuku shared that the concept of the unit was to build a better Oakland in which she introduced the idea of a dream space. Following the sharing of artifacts, we discussed the possibility of recording segments of virtual classroom discussions to give feedback on CLRP. CPR members Fuku and Maha volunteered to bring back a recording of a Zoom breakout room. We closed with appreciations.

Evidence Collection and Analysis

I present the evidence and describe the coding process used to analyze the data. Specifically, I present the coding process the data, which included artifacts and transcripts from meetings, activities (e.g., journey lines), Flip Grid posts, observations, and observation debriefs. I

recorded and transcribed the CPR meetings and observation debriefs and began initial coding by creating a document for each one like the one in Table 8 with general codes.

After meeting with individual CPR members, we determined that we would focus our observation and feedback on question levels. I conducted 30-minute observations using a tool in which I only scripted questions verbally stated or written prompts. Post-observation codes involved question levels, data analysis, CLRP reflection, CLRP strategies, adjustments to instruction, and next steps.

Emergent Themes

In this section, we generated three emerging themes. First, CPR members believe CLRP is social justice teaching, and by using CLRP curriculum, they are exhibiting social justice as educators. However, they often equate their main roles as social justice teachers with strong relationships and culturally responsive curriculum content and were just beginning to see the need for equating social justice teaching with student access and higher cognitive demand. The second emerging theme: participation in CoPs creates the conditions for adult learning; my participation in the CoP led me to observe changes in classroom practice. As teachers reflect on and discuss practices in the CoP meetings, they planned and taught differently. Finally, coaching practices can support teachers to change their practices (see Figure 16). I provide evidence to support the categories, which includes tabulation of codes for CPR meetings, journey lines, FlipGrid conversations, observations, and debriefs. I propose that the combination of the development of CoPs centered on Culturally and Linguistically Responsive Pedagogy (CLRP), supported with coaching, can result in changes in teacher practice with the specific aim of increasing opportunities for academic discourse and critical thinking for students.
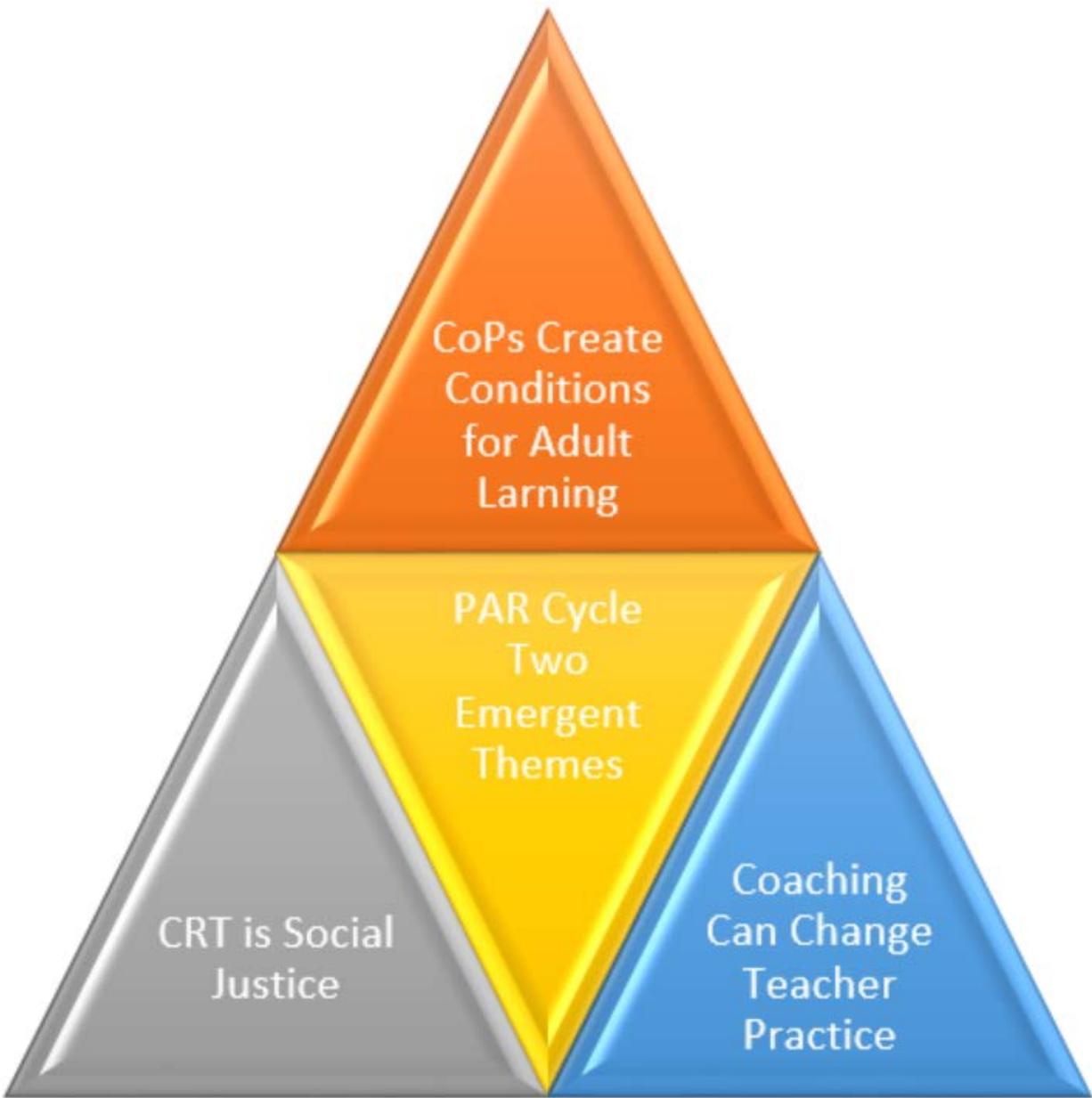
Figure 16. PAR Cycle Two emerging themes.

CLRP is Social Justice Teaching

CLRP teachers are exhibiting some change in practices. This means that CPR members believe that their practices can transform students' lives and, to them, that equates with social justice. This builds on the category in PAR Cycle One. Table 18 shows transformed teacher practice (TP) codes from PAR Cycle Two. TP codes refer to changes in teacher practices that are aligned to culturally and linguistically responsive pedagogy as a result of engagement in this project. This, however, still largely represents the beliefs and values associated with their practices.

In Table 18, the TP code with the highest incidence was TP reflect on self as change maker (TPRSCM). TPRSCM was coded 10 times in CPR 1 and 8 in CPR 3, even after the COVID-19 interruption. To the teachers, a changemaker is a social justice advocate. In CPR 1, this code appeared when Brian presented his artifact of a unit he designed in which students envision themselves as college students and draft letters of recommendation for themselves. To him, this was changemaking because students had never been asked to envision college as a possibility, nor had they been asked to write positive attributes about themselves. In CPR 3, Brian describes a unit of study in which students develop a political campaign envisioning themselves as presidential candidates and present solutions to real problems in their community.

CLRP teachers aimed to help students transform their own lives. An example supporting the claim that CLRP teachers exhibit transformed practices is the high incidence of TP critical theory content (TP CRIT CON). In Table 18, TP CRIT CON was consistent across three CPRs. TP CRIT CON referred to the transformed practice of CPR members infusing critical theory content into their unit designs. Brian shared that many of his students struggle with the concept of writing affirmations about themselves and his goal of demystifying the path to

147

Table 18

PAR Cycle Two Transformed Teacher Practice (TP) Codes

TP Codes	CPR1	CPR 2	CPR3
TPAS/ SM Access Strategy (social media)		2	2
TPAS Access Strategy	8(*)	3	
TPAWSS Awareness of Student Stories	5(*)	4	
TP DWV Develop World View	4		5(*)
TP Crit Con CRIT Theory Content	5(*)	2	6(*)
TP Crit Lang CRIT Theory Language	3	1	5(*)
TP RSCM Reflect Self as Change Maker	10(*)		8(*)
TPFDN Flip Dominant Narrative	4		
TPHE Healing Experience	3		
TPCST Connect through Story Telling	3		
TP HM Hope Making	3		2
TP AR Awareness of Responsibility	1	2	
TPASP Awareness of Sociopolitical Impact	1		
TP SN Structured Notes	1	1	1
TPSLB Self Love and Beauty	1	1	

college. Brian spoke of critical theory influences like Freire, Buell, and Duncan-Andrade. He

closed with the importance of developing an academic identity, telling relevant stories, and

creating hope.

Maha's reflection of her artifact in CPR 1 is an example illustrating the belief that

CLRP teachers wanted to transform lives of students, which, to Maha, is being a social

justice teacher. The student folders, according to Maha, represented what Hammond (2015)

describes as the *learning partnership,* because the students were able to tackle complex tasks and

concepts like supremacy, exploitation, and internalized oppression with Maha's support. She

described her unit as a combination of engaging with complex text using access strategies and

opportunities for academic discourse and social-emotional learning. She stated, "Perhaps the

question to be asked is have they been exposed to the opportunities to practice certain kinds of

thinking and if not why? Then when are they going to have that opportunity and if we're not

going to provide that opportunity then? When is it going to happen?" (MN, CPR meeting,

February 24, 2020).

CLRP teachers had to shift their focus as a result of the COVID-19 pandemic. Table 19 -

illustrates culturally responsive teaching (CLRP) codes that emerged in PAR Cycle Two as a

result of the COVID-19 school closures. I used CLRP codes originally in PAR Cycle One to

describe CLRP teaching strategies participants used or transferred from engaging in the PAR. In

PAR Cycle Two, CPR codes describe shifts and applications of CLRP principles to a digital/

distant learning context and the response to the pandemic. Some CLRP codes in PAR Cycle Two

build on CLRP codes from PAR Cycle Two build on CLRP codes from PAR Cycle One. While

still upholding the attributes of CLRP teachers, CPR member shifted focus from academic tasks

to wellness and assessing student needs. In CPR 2, at the onset of the shelter-in-place orders,

Table 19

PAR Cycle Two CLRP Codes Emerging Post School Closure

CLRP Codes	CPR 1	CPR 2	CPR 3
CLRP DL Distance Learning			4 (*)
CLRP BHC Build on Home Culture			*
CLRP CR Cognitive Routines			3 (*)
CLRP CSS Create Structured Schedules			2 (*)
CLRP SW Shift to Wellness		3 (*)	*
CLRP PIL Path to Independent Learning		2 (*)	*
CLRP ASN Adapt to Student Need		13 (*)	*
CLRP NA Needs Assessment		14 (*)	
CLRP RTP Response to Pandemic		7 (*)	
CLRP RR Reflect on Relevance		2 (*)	
CLRP InQ Inquiry		3 (*)	
CLRP HC Human Connection		4 (*)	

teachers shifted to the following areas according to the incidence of the following codes: code

CLRP adapt to student need (CLRP ASN) coded 13 times, CLRP needs assessment

(CLRP NA) coded 14 times, and CLRP response to pandemic (CLRP RTP) coded 7 times.

Examples of these codes include the following:

- CPR member Fuku said she hoped to continue the curriculum she had planned but that she would have to keep in mind equity issues related to accessibility of space and technology. She also stated discomfort and inexperience with distance learning. Fuku stated that she might need to modify the content to be more uplifting and might need to design more inquiry-type tasks to increase engagement and support for independent learning (a goal discussed in PAR Cycle One).

- CPR member Brian stated that he would continue to plan for rigorous tasks and critical content and would create opportunities for class discussion like virtual Socratic seminars. Brian gave examples of critical content which included works from Tupac Shakur, Assata Shakur, Malcolm X, Martin Luther King, Jr., and themes of totalitarianism and authoritarianism. His goal and challenge would be to make the distance learning experience fun and engaging while tackling complex texts and complex tasks. He stated that he would be looking at different applications to make the experience game-like. However, Brian closed with his greatest worry, attendance. He stated, "And I'm really worried about kids who aren't logging in, because I'm worried they may have bigger issues right now." Brian was alluding to issues of access or survival. He said part of our work will be assessing needs.

- Maha reflected on how difficult it might be for parents who are not teachers and have full time jobs to provide academic support for distance learning. Her vision of CLRP

in distance learning was to create structured schedules for students using social media to keep their attention. Maha challenged us to think about students and the reality of what curriculum looks like now and what the structure of the virtual school day could be (MN, CPR meeting notes, March 23, 2020): "use social media to post health, physical health, mental health challenges like mindfulness. Let's do a push-up challenge, because if they're in their house and their parents are working and they're not allowed to go outside." (MN, CPR meeting notes, March 23, 2020)

CoPs Create Conditions for Adult Learning

Participation in a community of practice (CoP) has impacted the participants. A goal of establishing CoPs was to create the conditions for adult learning. The conditions include trust and shared practice. In the course of two PAR cycles participants have engaged in professional learning on developing CLRP practices, sharing artifacts, and building off of each other's experiences, in addition to observation and coaching input. In this section I discuss attributes developed in CoPs that support adult learning. I will also cite evidence of the impact or changes that participants name as resulting from project participation. In addition, I will share changes in classroom practice. Lastly, I share data to better understand conditions for change.

CoPs were developed in PAR Cycle One with the aim of developing teachers' capacity to implement CLRP practices. The codes that emerged were used to describe conversation in the CPR meetings that dealt with professional learning, learning exchange, defining attributes, and setting conditions for shared practice. Table 20 illustrates codes and their frequency across 3 CPR meetings. Table 20 illustrates the Community of Practice (CoP) codes that emerged from the three CPR meetings held in PAR Cycle Two. It is important to note that CoP codes first emerged in PAR Cycle One.

152

Table 20

PAR Cycle Two Community of Practice (CoP) Codes

CoP Codes	CPR1	CPR 2	CPR3
CoP BSP Build on*Share Practice	4 (*)		3 (*)
CoP RP Reflect on Practice	5 (*)	9 (*)	12 (*)
CoP R>I Reflect to Improve	7 (*)	5 (*)	3 (*)
CoP CC Community and Collaboration	7 (*)	*	3 (*)
CoP NEC Name Equity Challenge		7 (*)	3 (*)
CoP AC Authentic Share	2 (*)	9 (*)	*
CoP GNS Generative Next Steps		*	*
CoP AS/RS Authentic Share*Reflect Self	3 (*)		7 (*)
CoP SPA Share Practice*Artifacts	2 (*)	2 (*)	8 (*)
CoP/CLE/CTA CLE Connect through Art		*	9 (*)
CoP SCC Selfcare Check-in		5 (*)	7 (*)
CoP OP Open Practice	3 (*)	2 (*)	3 (*)

153

The following is an excerpt from a Flip Grid post which illustrates the impact the CoP has had on one teacher's practice:

> I think reading the book has made me really realize it's truly important what we're doing, and we do have to do it better. We do have to keep being really thoughtful and intentional about everything that we do from the time that they walk into the time they leave, and even in the hallways and throughout. And I appreciate the dialogue with our coworkers. (CF, FlipGrid reflection, February 23, 2020)

Table 20 shows evidence that CoPs created conditions for reflection and sharing practice. The code CoP reflect on practice (CoP RP) was coded consistently across the three CPR meetings held and appeared with increasing frequency. Another CoP code that is connected to reflection is CoP reflect to improve (CoP R>I). CoP R>I is similar, but there are clear next steps that a participant identified. For example, Brian's example reflects both codes CoP RP and CoP R>I codes; he had been trying to connect with and define the importance of developing curriculum that is responsive to the needs of students. Brian shares frustration with what he calls "missing it" or connecting curriculum with students, but seeks to address that concern:

> This whole second half has been about Black futures. This has been a deeply radical Afrocentric unit in so many ways. And what's so sad is none of the students who really were complaining have been showing up to the online class. I feel like even when I'm hitting like that sweet spot, I'm still missing it. And so, it sucks, because if they were actually there they would be getting so much out of this unit. I feel there's this frustration of how do we make this go and how do we make this line up like in a good way. This is the only school where we have done the months. Usually there was so much ethnic studies that we felt like it would almost trivialize culture by saying this is the month to do

it. But I took it to heart like they felt like something was missing. And so, I'm trying to figure out how do we connect in a better way. (BK, written reflection from virtual CPR meeting, April 20, 2020)

Table 20 and the anecdote illustrate CoP codes that emerge in response to the COVID-19 shelter-in-place orders. Specifically, code CoP name equity challenge (CoP NEC), a code that emerged in the second and third CPR meetings. The code was used to identify equity challenges when trying to respond to needs of students. CoP NEC was often coded in tandem with CLRP needs assessment (CLRP NA). In the anecdote above, Brian is reflecting on his curriculum to respond to needs of students, but is also referencing an equity challenge experienced during the COVID-19 school closures – low attendance. At the height of our participation in distance learning platforms, we reached 60% participation. This was a significant challenge academically, but offered a way to identify needs of students and families.

CoPs created the conditions for adult learning. CPR member Maha shared that the piece resonated with her because in academic spaces she has often felt invisible or an imposter, which enabled the participant to be more open to feedback and change.

I teach English, but I feel like reading poetry is a very overwhelming experience for me. And just any literary text where there's like hidden meaning there's always been this sense of being an imposter, of not having the right answer. From the time I was in like elementary school all the way up through every college class that I've been in, like there's always someone who can analyze deeper, someone who seems to understand more, someone whose voice is stronger. (MN, reflection from virtual CPR meeting, April 20, 2020)

I triangulated with data from participant reflections using Flip Grid and journey lines

155

with observations and interviews (see Table 21). CPR members responded to a reflection prompt on Flip Grid by sharing learnings in the areas of high expectations, academic discourse, and CLRP. Codes that emerged were CoP, TP, CLRP, and expectations (EX). Each member identified having sought to improve based on participation in PAR Cycle One, indicated CoP R>I. In addition, participants named a specific framework that influenced them (CoP RPF). Maha and Brian referenced Hammond's (2015) warm demander quadrants as well as her notion of intellective capacity. Both examples indicate that participants felt that their practices were influenced by participation in the CoP.

By triangulating data from journey lines, there was another example of the way CoPs influence participants (see Table 22). CPR members rated themselves on the journey line in three areas: CLRP, academic rigor, and high expectation. CPR members needed to plot their growth in these areas from novice to expert, from early in their careers to current. Then CPR members identified what they needed reach expertise. CPR members ranged in CLRP and rigor from near novice to expert. CPR members rated themselves from midway to expert in high expectations. These data indicate that members identified these needs to reach expertise in any or all areas: collaboration, feedback, and training. I expected these could be achieved through CoP participation.

Coaching Supports CLRP and CoP

Although it is not possible to draw a causal line from coaching to improved practices, it is evident that, because of their work with peers in the CoP, the members expanded upon CLRP and equitable practices. Furthermore, teacher use of data happened concurrently with observation, coaching, and feedback, a confluence of factors that influenced CLRP practices. Table 23 illustrates changes in question levels in classroom observations, indicating changes in

156

Table 21

PAR Cycle Two Flip Grid Codes

Codes for Flip Grid Post 2.20	CF	MN	BK
CoP Reflection Prompt	*	*	2 (*)
CoP AS Authentic Share	*	*	3 (*)
CoP AS LP Authentic Share Learn in Public			3 (*)
CoP NCI No Change Identified	*		
CoP RP Reflect on Practice	*		
CoP RPF Reflect on Practice w Framework		*	3 (*)
CoP RS Reflect on Self			2 (*)
CoP R>I Reflect to Improve	2 (*)	2 (*)	2 (*)
CoP CC Community and Collaboration	*		
CoP OP Open Practice		2 (*)	
CoP CF Critical Feedback		*	
CLRP CR Cognitive Routines		3 (*)	
CLRP IC Intellective Capacity		*	
CLRP CTA Call to Action		2 (*)	
TP RR Reflect on Race			2 (*)
TP AR Awareness of Response RR			2 (*)
TP HC Human Connection	*		
EX I GM Expectations Intervention* Growth Mindset			*
EX MS Expectations Modified for Support			*

Table 22

PAR Cycle Two Reflection on Growth Journey Line Data

	CLRP	Rigor	High Expectations	Needs	Needs
IM	Midway	Close to Expert	Close to Expert	Good Models	Feedback
BK	*	Expert	Expert	Training	Feedback
MG	Close to Expert	Midway	Midway	Good Models	Feedback
MN	Close to Novice	Close to Novice	Close to Expert	Collaboration	Critical Feedback
CF	Close to Expert	Midway	Midway	Collaboration	Open Practice

158

Table 23

PAR Cycle Two Observation Changes In Question Levels

Codes	MN 10.15.19	MN 2.24.20	CF 10.15.19	CF 3.6.20	BK 10.17.19	BK 3.6.20
Change in top 3	5 (*)	5 (*)	9 (*)	5 (*)	8 (*)	13 (*)
Create				*		3 (*)
Evaluate	4 (*)	2 (*)	3 (*)	3 (*)	3 (*)	5 (*)
Analyze	*		6 (*)	*	5 (*)	5 (*)
Apply		3 (*)				2 (*)
Understand	12 (*)	3 (*)	9 (*)	2 (*)	5 (*)	2 (*)
Recall	5 (*)	2 (*)	*	4 (*)		
Changes in bottom 3	17 (*)	8 (*)	10 (*)	6 (*)	5 (*)	4 (*)

higher cognitive level questions for each PAR participant. This was a result of sustained focus on increasing question complexity in coaching sessions and reflecting on question level observation data during coaching sessions. The table shows that for Maha and Brian higher level questions stayed the same or increased, and, for all three participants, lower-level questions decreased. To determine how coaching influenced this, I triangulated the observation debrief codes from PAR Cycle Two (see Table 24). The codes in this figure build on debrief codes from PAR Cycle One. However, observation debrief codes in PAR Cycle Two differ because of the emphasis on coaching moves, types of teacher responses to data, teacher reflection, and guided next steps.

Coaching improves the guided reflection of some participants. In Table 24, some codes represent specific coaching moves to guide reflection and to develop a generative stance to coaching. As there is a connection to reflexive capacity and changes in teacher practice, I was careful to plan coaching debriefs that centered on the data I collected and we coded together. Coaching with data (CWD) appears in all three debrief sessions. Because sessions were intended to be generative, the coaching strategy I used was to code question levels alongside the participants. For this reason, you can see the incidence of the code co-constructing meaning (CCM) across all three sessions. Brian and Fuku had higher incidences of CWD and CCM.

A code that emerged in debriefs that was also present in CPRs was CoP R>I. Two members had higher incidences of CoP R>I. When I cross referenced their change in question level data and what they ranked themselves on the journey line reflection, I noted that Maha, who rated herself near novice in CLRP, showed a significant decrease in lower-level questions and was coded 13 times on CoP R>I. I noted that Brian, who rated himself expert in rigor and expectations, increased the number of higher-level questions and was coded 7 times on CoP R>I. Fuku, on the other hand, had ranked herself as expert in the journey line, but showed a decrease

160

Table 24

PAR Cycle Two Observation Debrief Codes and Frequency

Codes	CF	MN	BK
Codes for Obs. Debriefs	Tallies	Tallies	Tallies
CWD Coaching with Data	10 (*)	3	4 (*)
CCM Co-Construct Meaning	10 (*)	3	4 (*)
CRP Coach Reflective Prompt	3		2
COS Coach Offerings/Strategies	6 (*)	4 (*)	2
CRB Coach Reflect and Build on	1	4 (*)	2
CRBV Coach Reflect Build Validate	1	2	2
CPCO Coach Push Calling On	3		3
CoP R>I Reflect to Improve	1	13 (*)	7 (*)
TRR Teacher Reflection and Realization	3		1
TER Teacher Elaboration Response		3	
TGR Teacher Guarded Response	3		4 (*)
TJR Teacher Justification Responses	11 (*)	*	7 (*)
TR DCT Designing Complex Tasks		9 (*)	
TRQL Teacher Reflects on Question Levels	1	2	1
CGS Collaborative Group Structure	2		2
CRIT CON Critical Theory Content	2		1
TPAS Access Strategy		4 (*)	
TP CTS Critical Thinking Strategy		6 (*)	

in higher level questions and was only coded once on CoP R>I. The codes teacher guarded response (TGR) and teacher justification response (TJR) refer to participants' reactions to data presented. Some participants were more open than others to the evidence. Some provided a guarded response and others justified their teacher moves in response to the data. This could imply a connection between reflective capacity and change in teacher practice.

Furthermore, another set of coaching codes emerge in response to the researcher's perceived resistance on the part of the participants. The codes are coach push calling-on (CPCO) and coach offerings/strategies (COS); these represent direct information coaching moves (Glickman, 2002). The use of CPCO and COS are evidence of the coach shifting from a generative stance to directive/suggestive stance. There also appears to be correlation to the code TGR and TJR. These examples support the claim that coaching can influence teacher practice. The data strongly suggest that coaching can influence practice by reinforcing adult learning principles with particular emphasis on culturally responsive practice, academic discourse, and rigor. In sharing implications on PAR Cycle Three, I discuss the impact of coaching, research questions, and my leadership development.

Implications

In two areas, I note implications: research questions and instructional leadership. Three emerging themes in this chapter are: (a) CPR members believe CLRP practices are equal to social justice teaching and, as such, exhibit transformed practices; (b) CoPs influence classroom practices through peer conversations, input about practice, and observations; and (c) coaching influences practices. These provide evidence for addressing the overarching question: *To what extent can a CPR team co-generate and adapt culturally and linguistically responsive*

162

pedagogical practices to include more attention to academic discourse and rigor? Table 25

outlines how the research questions intersect with emerging themes.

My leadership practice evolved as a result of this PAR as evidenced by this

response to artifacts shared by CPR members:

> One of the things that I was noticing right now is that as we're listening, we're
>
> building and connecting off of each other's right. So, we heard Isabel's experience with
>
> the third-grade class. Fuku, you immediately connected that to your classroom, the
>
> autoethnography project. And then we heard your unit. You know, actually there's a lot of
>
> overlap between the theme of looking at self and also looking at the possibility of being
>
> changemakers. Brian, you know, you made an offering. And Maha, you continue to build
>
> off of that unit. So, I think that for me, that's something that I can say is my artifact.
>
> We're talking and in the course of our conversation over this year we're sharing our
>
> practices and building a community of practice. (M. Garcia, meeting notes, February 24,
>
> 2020)

This excerpt illustrates my growth as a leader in developing communities of practice

which ultimately create the conditions for adult learning and learning exchange. I

was able to weave together the reflections and actions of the participants to be explicit

about how each contributed to building a community of practice.

A question that guided my reflection was how this process informed my ability to be a

generative and collaborative school leader who is both team leader and coach. In PAR Cycle

Two, I facilitated professional learning sessions. However, due to unforeseen events I had to

pivot and respond to the needs of my community and the CPR members. This is a leadership

skill; a leader needs to be able to adapt to any scenario as they are expected to guide teams

Table 25

Research Questions with Intersections of Emergent Themes

Research Question (sub-question)	Intersection of Emergent Themes
To what extent can a CPR team co-generate and adapt culturally and linguistically responsive curricular content and pedagogical practices to increase academic rigor?	In PAR Cycle Two the lead researcher's data analysis indicates that CPR members continue to have a strong belief that CLRP is social justice. As a result, participants have adapted CLRP in service of students in response to COVID-19 pandemic.
To what extent do we co-create culturally responsive curricular and pedagogical approaches that maintain academic access and rigor?	In PAR Cycle Two the lead researcher held professional learning sessions in which CPR made links between social justice and CLRP while citing need for rigor. Observation and debrief data indicate participants leaning toward increased rigor. Notion of dissonance also observed with some participants.
How do teachers' perceptions of culturally and linguistically responsive pedagogical practices and their expectations of their students change through this work?	In PAR Cycle Two the lead researcher's data analysis illustrates transformation. The observation and debrief data compared from PAR Cycle Two with PAR Cycle One demonstrates change classroom practice, specifically changes in question levels.
How does this process inform my ability to be a generative and collaborative school leader of the team and coach?	In PAR Cycle Two the codes and categories demonstrate intentional discussion and professional learning activities centered on academic discourse and rigor as a means of developing CRLP. The emergent theme of "Coaching influences practice" represents intentional leadership and coaching intervention to guide toward increased academic rigor and academic discourse.

through uncertainty. As a result, I consulted with CPR regarding the direction of our work, and thus my leadership became more generative and collaborative.

As the lead researcher, I was able to conduct one round of in-person observations and debrief sessions with CPR members related to increasing coaching capacity, specifically developing generative and directive stance when necessary. The intention was that CPR members would observe each other's teaching. In addition, CPR members who are also members of school leadership teams want to develop rubrics for CLRP in classrooms to develop whole school walk throughs. CPR members want to plan professional learning to be able to have difficult conversations about race and equity. This is an example of how my leadership has influenced others to take actions to create a more culturally responsive school.

However, several questions remained. First, were the three emergent themes sustainable? That is, were the emerging themes a function solely of the work I have done with the CPR group or is this work changing teacher practice? For PAR Cycle Two, I wanted to see if we could sustain our start from PAR Cycle One. Similarly, in PAR Cycle Three, I wanted to see if these emergent themes crystalized in ways that demonstrated that teachers were taking on more responsibility for collaborative change. Because a third theme emerged regarding the impact of coaching, I needed to be more explicit and focused on building my coaching skills.

Conclusion

After reflection and careful analysis of the data, codes, categories, and emergent themes some revisions were made in PAR Cycle Three. We continued using Hammond's (2015) grounding text, conducting observations to capture question levels, and holding regular CPR meetings. In addition, CPR members responded to reflection questions, and I adapted my coaching stance to alternate between collaborative, generative, suggestive, and directive

165

In the next chapter, I expected to see more data to reinforce these categories. I designed PAR activities which were more closely aligned to the PAR research questions so that data would be more precise. The activities will include co-observations with Isabel, the humanities coach, collection of artifacts that show impact of PAR on participants, as well as coaching and assessing myself related to coaching, depending on the teacher and the situation.

CHAPTER 7: PAR CYCLE THREE

In the third participatory action research (PAR) cycle, despite the exigencies of the COVID-19 pandemic, the CPR team members refined their instructional practices by using data and maintaining consistent conversations with each other, the instructional coach, and me. After I summarize the activities and evidence in PAR Cycle Three, I highlight one theme from this cycle of inquiry as an example of how the data helped to solidify one key finding: CLRP is social justice teaching. Then, I discuss how that finding and two other findings of the PAR communities of practice (CoPs) create the conditions for adult learning; and how coaching supports co-construction and changing practices.

PAR Cycle Three Process

In PAR Cycle Three, I engaged the Co-practitioner Researcher (CPR) members (n=4) in a set of activities. As with previous cycles of inquiry, we had a professional learning focus as a CPR group and then used our learning to transfer to classroom practice. In PAR Cycle One, we used Hammond (2015) as an anchor text, and I observed for question levels to measure and reflect on opportunities for rigorous academic discourse. In PAR Cycle Two, the professional learning focus emphasized shared practices with the goal of increasing opportunities for critical thinking and discourse. With the onset of the COVID-19 pandemic, our professional learning pivoted to gauge the transfer of CLRP to practice, particularly distance learning. In PAR Cycle Three, we focused the activities and data analysis on solidifying our understanding of emergent themes from PAR Cycle Two. Finally, I analyze one set of evidence from PAR Cycle Three that exemplifies the ways I tracked the evidence through three cycles of inquiry to determine findings.

PAR Cycle Three Activities/Data Collection

In PAR Cycle Three, the CPR members remained the same: two 6th grade humanities

teachers, an 8th grade humanities teacher, a humanities coach, and myself. The timeline of key

events spanned a 10-week cycle of inquiry in Fall 2020. We continued to respond to the

exigencies of the COVID-19 pandemic and the multiple ways that affected our students and

families. Despite these constraints, we had two CPR meetings, individual coaching sessions,

professional learning in the CPR meeting, and one observation cycle, which the humanities

coach observed and debriefed with teachers. Table 26 lists the timeline of activities and data.

I facilitated two CPR meetings in PAR Cycle Three. As lead researcher in this PAR, I wanted to

cultivate a learning space that was supportive while ensuring transfer of our original CLRP work

into teaching in the virtual context. We collected these data: meeting artifacts, observations,

debriefs, and reflective memos. I developed a coding book in prior cycles that included both pre-

determined codes and open codes; I added coaching codes in PAR Cycle Two and, in this cycle,

I added codes that deepened my understanding of coaching moves.

Our first CPR meeting was in late August, a month into the 2020–21 school year. This

school year was unique because the planning and infrastructure for opening was tentative

pending guidance from state and local agencies with respect to COVID-19. Some CPR members

shared frustrations about the relationship with the district during this period of virtual instruction.

In addition, slow and belabored negotiations with organized labor and the District were not

resolved until mid-August. When I reached out to CPR members in early August, one member

indicated that our meeting time would be over the required minutes of work. I responded to the

concerns of CPR members by reminding them that participation is this PAR was voluntary and

that the purpose of our Community of Practice (CoP) was to create safe space dedicated to

Table 26

Fall 2020 Key Activities and Data Collection (August-October)

Activities	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK10
Meetings Virtual CPR with CLE protocols (n=2)		*								*
One-to-one meetings with teachers (n=3)				*	*	*				
Individual coaching conversation (n=3)				*	*	*				
Member check (n=3)										3 (*)
Classroom observations (n=3)				*	*	*				
Reflective memos (n=4)		*		*		*		*		
Phone Chat w/ ECU Professors (n=4)		*			*			*		*

169

developing culturally responsive practice which would be relevant as we transition to distance learning. Despite the challenges and initial concerns, all CPR members attended the meetings. As lead researcher, I counted it a success that all participants remained in the study through all three PAR cycles.

I used learning exchange pedagogies (Guajardo et al., 2016) to draft the CPR agendas as I had for previous CPR meetings. We began with a reflection using the same poem we had used to start our work, *Two Kinds of Intelligence,* by Rumi. This PAR cycle, however, was in a very different context: shelter-in-place due to a pandemic, making it important to connect with CPR members to provide strength and inspiration. A key principle of adult learning is relevance (Knowles, 1980), and I needed to ensure that CPR members found the meetings useful and that they felt cared for. Drago-Severson (2012) discusses the importance of feeling held by a community so they can engage in collective inquiry and become self-authoring knowers of their work. Therefore, we connected our previous work of the CPR team in developing the members' culturally and linguistically responsive practices (CLRP) with the present context of serving students via distance learning instruction. As we practiced holding each other in the community of practice space, we transferred that feeling and process to holding students and families. In this activity, I asked CPR members to complete a T-chart listing the challenges and assets with implementing CLRP practices in distance learning. CPR members identified fourteen assets and fifteen challenges related to implementing CLRP in distance learning. For me, this exercise and their responses exemplified the spirit and determination of the CPR team to be responsive to the students we serve.

I closed the meeting with an activity on our hopes and dreams, designed to capture CPR members' impressions of what a CoP could look like during distance learning as well as what

CLRP work they hoped to carry forward beyond the scope of this PAR. CPR members identified attributes of CoPs that had been coded in prior PAR cycles, such as community of practice, community and collaboration, and community of practice build-on shared practices. A code that emerged in PAR Cycle One, how CLRP leadership can expand influence, was used to describe the hope of carrying the work of CLRP forward as a whole school.

The last official activity of PAR Cycle Three was the final CPR meeting, held in late October. The final CPR meeting centered on three reflective exercises: a member check, a reflection circle, and a hopes and dreams reflection. In the member check, we confirmed themes from PAR Cycle Two and discussed the findings. In the reflection circle, members expressed the personal and professional impact of PAR participation. In the final hopes and dreams reflection, members shared their comments on the PAR research questions (RQs). However, our work did not conclude with the end of the study; we continued to meet and use evidence to support changes in practice.

Analysis of Data

In analyzing the data for PAR Cycle Three, I share one set of evidence related to the CLRP is social justice theme to detail how the data in this cycle helped deepen our understanding of that theme and resulted in a finding. This analysis and the progression of the data from three cycles of inquiry was characteristic of the other themes from PAR Cycle Two related to the influence of the CoP on teaching and coaching as a forum for co-constructing meaning with teachers. The data for these are considered in the findings section.

Two categories of codes emerged with high incidence in PAR Cycle Three to confirm the theme related to CLRP is social justice teaching: cultivating student voice (36% of CLRP codes) and human connection (44% of CLRP codes), which included connecting through storytelling

(15% of CLRP codes) (see Figure 17). Another category, self as changemaker, had limited evidence and would require further study to determine if it is a strong component of CLRP as social justice. These codes were evident in spite of the COVID-19 pandemic, suggesting increased transfer that represented deep-rooted beliefs and a capacity to change practice to better exemplify espoused beliefs. This evidence built on the codes and subsequent categories in PAR Cycles One and Two.

Cultivating Student Voice

Cultivating student voice is the practice of intentionally designing opportunities in the lesson pedagogy to engender students' belief in themselves as important and empowered to impact the world that they live in. Because teachers are rooted in the belief that CLRP is social justice teaching, they seek ways to cultivate student voice as a means of empowerment in their teaching practices. By PAR Cycle Three, teachers were intentionally seeking ways to support student agency by cultivating student voice. For example, Maha discusses the importance of cultivating student voice during a one-to-one coaching session:

> There're so many layers… but the value is students feeling like they can give back to the adult about how classes are… then the value of either being able to have a conversation about that… the value of seeing the teacher shift that learning environment based on an opportunity for student voice within the classroom, either through their own development or having a very foundational teacher who cultivates and helps them cultivate that voice [and] to develop their ability to articulate. (MN, meeting notes, September 18, 2020)

Maha describes the need to cultivate student voice so that students can feel confident in their ability to question the world around them and effect change. Maha feels that CLRP is social justice teaching because it empowers students by nurturing their voices. CPR member Brian

172
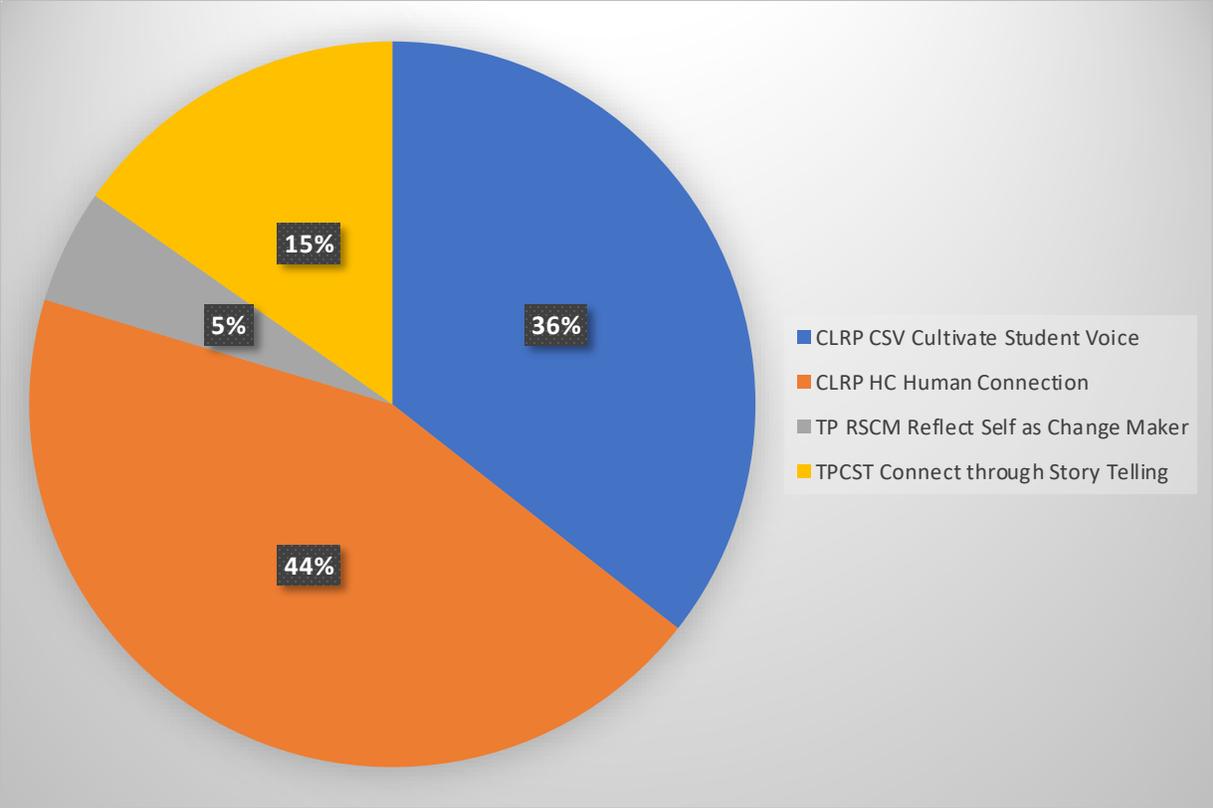
Figure 17. PAR Cycle Three: CLRP is social justice teaching.

speaks of the intentionality of creating opportunities for student voice:

> Each kid's going to have a ten-page book about their life, and then we're going to make a
>
> film about it, and then they're going to write a poem about it. And I've created a website
>
> that's going to feature student work because that was a weakness. Is that because when I
>
> came here, a lot of students were saying, like, I'm triggered? But this year we're going to
>
> say, hey, share with me the thing that you're willing to share with the rest of the kids, and
>
> we'll put it out there. (BK CPR 1, Fall 2020)

In PAR Cycle Two and PAR Cycle Three, CPR members had shared ways in which their curriculum reflected critical pedagogy supporting student voice. These included developing world views, using critical theory content and language, authorizing student stories, and providing opportunities for students to see themselves as changemakers. In a unit that Brian developed, students envisioned themselves as political candidates and picked issues in their community to develop political platforms—activating their voices as well as envisioning change in their communities.

Human Connection

CLRP human connection refers to practices that serve to humanize educational experiences, typically through social emotional work or relationship building; they connect to students by conversations and through storytelling. Table 27 illustrates the incidence of CLRP human connection reported by CPR members as an asset during distance learning supporting CLRP. The data illustrate that the CPR members continued to value the need for human connection and, during distance learning, they felt it was even more important. The following are examples of human connection. Maha describes how social justice teachers need to create the conditions for learning while still allowing time for their social and emotional needs, and how

174

Table 27

CLRP Human Connection Codes PAR Cycle Three: One-to-One Conversations with Teachers

MN one-to-one CLRP Codes	CF one-to-one CLRP Code	IM one-to-one CLRP Codes
human connection 6	human connection 1	human connection 5
joyful learning 2	joyful learning 2	joyful learning 1

the teachers must make decisions that will achieve a balance between academic goals and those

needs (Hammond, 2015):

> And sometimes we don't get through a lot of content in our forty-five-minute period with
>
> kids; that feels really uncomfortable and like if part of that time was allowing them to
>
> connect as humans, what do we, how do we view that? Like what's the give and take or
>
> what's the value of explicitly making time and space for those things to happen? That
>
> will lay the foundation for a really strong academic conversation later. (MN, meeting
>
> notes, September 18, 2020)

Brian shared his source of inspiration, or *springbox,* as the connections through

creative expression. He cites liberation theorists as his influences:

> The springbox comes from doing creative work. We were asked to do a poem with
>
> advisory. So, in the first week, we flipped it into a film and so every student
>
> contributed to it. And by Friday we had made a film. Teaching like that I was really
>
> inspired. I first started every Friday with a performance. This creative performance and
>
> all the performances built up to an even larger performance. It was very arts-based, not in
>
> the sense of high school performing arts but rather an art space, more like Dewey and
>
> Freire in terms of doing creative work that helps us become more aware of our situation,
>
> who we are, and connects us to ourselves. (BK, meeting notes, August 24, 2020)

Fuku provided another example of connecting as humans through a digital space

by creating human connections with her students in any context:

> I mean, I am not naturally gifted in technology, but I would say I am seasoned or
>
> experienced enough to be in tune with what I need to be or who I need to be for the
>
> students, whether it's digital or in person. So, I feel confident I am still able to connect

with the kids. Whatever the circumstances may be, I have confidence that I can make real

relationships with the students. (CF, meeting notes, September 21, 2020)

In PAR Cycle Three, transformed practices through storytelling represented in 15% of

the codes for social justice teaching, demonstrating how teachers intentionally planned

discussion prompts to engage students to share stories. As students shared deeply personal

stories, they learned to know each other, and the teacher then got to know them on multiple

levels. The result was relationship building in a relatively short amount of time. Participants

transferred their shared practice and experiences with storytelling in CPR meetings to

classrooms.

Fuku describes the intentional and organic use of storytelling to learn and build

community as well as authentic learning space:

> I love storytelling. I love hearing other kids share. It was very sweet to see the kid who is
>
> sharing say, I really love this, or making connections to it, you can see that it also makes
>
> them feel connected and a sense of belonging. I'm trying to really think about belonging
>
> and feeling connected, solidarity work, feeling safe even in Zoom space and trying to be
>
> really intentional about that so that when they do write their personal narratives, there are
>
> many auto ethnographies that go there. To go deep to those places that are really
>
> meaningful and it's sometimes painful. Writing is also a form of healing. (CF, meeting,
>
> September 21, 2020)

Maha offered another example of using storytelling as part of the curriculum.

She described using storytelling to connect critical themes to students lives:

> I'm adapting my narratives unit that I do to start with personal narratives and lead to
>
> the oral history because I found that it was too clunky to have both the conversations at

177

the same time… So, what are the stories that have impacted or shaped you and your families? How do those stories shape our lives? In one story I saw the opportunity to talk about representation and why representation matters, and so that became one of the journal questions that we did in a Nearpod and the kids responded and made this collaboration board and they had a lot of great ideas. (MN, meeting notes, September 18, 2020)

In the end, the CPR members consistently sought to create experiences rooted in social justice, namely opportunities for students to view themselves as having voice and agency to change the world in which they live. These data captured the essence of what the CPR members believe about CLRP and their roles as social justice teachers and how they intersect that with their teaching. They view CLRP as social justice in action. This data set provided an example of the depth of qualitative evidence I had gathered to confirm the findings in the next section. I analyzed from this data set in PAR Cycle Three as well as other data sets and intersected those data with categories from PAR Cycle One and emergent themes from PAR Cycle Two to determine the final themes and findings. The final data set for each finding includes CLRP codes, CoP codes, and coaching codes. As the codebook evolved over the three cycles, I became more adept and specific about the coding (see Table 28) for data from three cycles of inquiry, and it came to represent these three findings: CLRP is social justice teaching, CoP creates the conditions for adult learning, and coaching supports improved teacher practices.

Findings

The participatory action research (PAR) project presents a potential model for change in addressing increased rigor in classroom practices, particularly with teachers who have a deep commitment to social justice beliefs, but still need to improve their instructional practices to

178

Table 28

Themes and Data in Three PAR Cycles of Inquiry: Number of Instances of Codes

Theme	PAR Cycle One	PAR Cycle Two	PAR Cycle Three	Total
CLRP is social justice teaching	163	96	98	357
CoP creates the conditions for adult learning	27	136	108	271
Coaching supports improved teacher practices	74	157	79	310

increase cognitive demand. The change in teaching requires these intentional leadership efforts: regular facilitated CoP meetings that acknowledge the personal and professional needs of the participants, professional learning that supports the targeted instructional practices, use of evidence-based observation tools, post-observation conversations using the data, and instructional leadership that affirms but pushes teachers. I support this claim with three findings supported by the evidence from three cycles of inquiry (Figure 18 illustrates the three findings). CPR members believe that CLRP is social justice teaching and that their classroom practices reflected student empowerment or agency; in other words, they felt that they embodied social justice in the classroom by their relationships with students and in their curriculum choices. However, as the classroom observation evidence demonstrates, pedagogical practices in terms of higher cognitive demands for students still needed attention. Secondly, the community of practice (CoP)—three teachers, an instructional coach, and the principal—strategically organized and facilitated by an instructional leader, co-generated learning that influenced changes in their classroom practices. Finally, coaching supported teachers by providing opportunities for co-construction and for changing practices. As the instructional leader acting as a coach, I adapted and differentiated coaching practices to teachers' needs by acting collaboratively when possible but was prepared to be more direct when necessary. I provide evidence from CPR meetings, one-to-one-to-one meetings, observations, and debriefs to support these findings. The combination of a well-facilitated CoP, using pedagogical practices I wanted transferred to the classroom, centered on CLRP and supported with strategic coaching, resulted in a model for changing teacher practices.

180

Themes Across Three PAR Cycles: Coded Data Occurences

	PAR Cycle One	PAR Cycle Two	PAR Cycle Three	Total
Coaching supports improved teacher practice	74	157	79	310
CoP creates conditions for adult learning	27	136	108	271
CLRP is social justice teaching	163	96	98	357

■ Coaching supports improved teacher practice
■ CoP creates conditions for adult learning
■ CLRP is social justice teaching

Figure 18. Themes across three PAR cycles.

CLRP is Social Justice Teaching

Teachers in this study believed that culturally and linguistically responsive pedagogy (CLRP) is social justice teaching. They equated their roles as CLRP teachers with their beliefs in social justice, and they believed at the outset of this study that they were enacting social justice principles in their teaching. To some degree, that was true because they practiced key tenets of social justice teaching. They had strong relationships with students, the first criteria of effective CLRP, and they made curricular choices that were culturally responsive and engaged students in thinking about social justice issues of oppression. However, other areas of practice needed attention. They did not fully use their relationships with students to be warm demanders of increased rigor, as evidenced by questioning levels and other forms of academic discourse that require higher cognitive levels (Bondy & Ross, 2008; Simon, 2019; Ware, 2006). As a result of the professional learning, observations with analysed evidence, peer conversations, and coaching, we are now on a path to more effectively combine their belief systems with classroom practices.

Enacting our espoused beliefs has been and continues to be complex in all areas of educational work, but it is a necessary requirement for fully embracing social justice teaching and leadership (Argyris & Schön, 1974). Data from three cycles of inquiry indicate that teachers are more aware of the responsibility to translate their beliefs into changed practices. I discuss how the teachers were firmly centered in beliefs and how their beliefs, to some degree, translated to practices, as well as how they can improve (see Figures 19 and 20).

Teacher Beliefs

CLRP teachers' beliefs about CLRP center on humanizing education in classroom spaces, social justice activism in and out of school, and increasing student agency by cultivating student
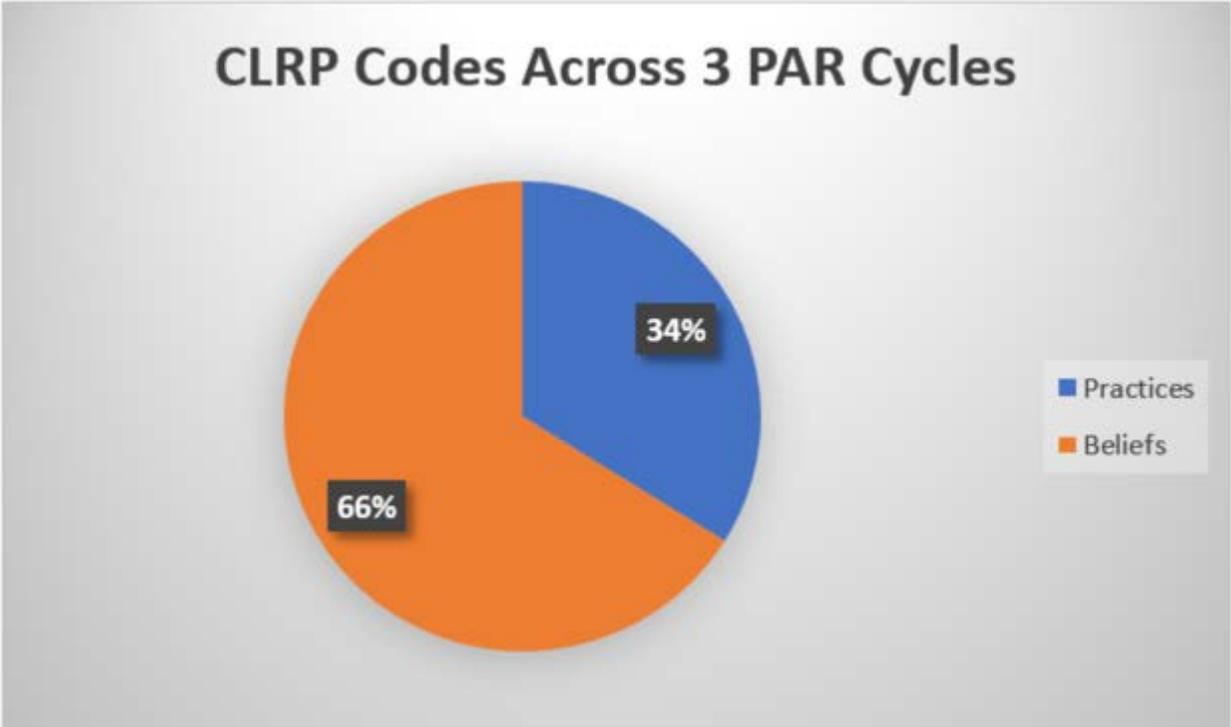
Figure 19. CLRP codes across three PAR Cycles.

Figure 20. Comparison of CLRP practices and beliefs across three PAR Cycles.

voice and providing other opportunities to experience agency. Figure 21 illustrates the categories

of CLRP belief codes with the highest frequency across three PAR cycles. The category of

CLRP codes with the highest frequency (20%) were related to the belief that CLRP teaching

involved humanizing experiences and connections; in other words, the relationships they built

with students were critical, which is a foundational practice of effective social justice teaching

and learning. The next highest frequency (18%) centered on CLRP teaching involved responsive

curricular content relevant to students' lives, infusing critical race concepts, and other critical

theories. The category of social justice transformation or reform had the same frequency

(18%) and was used to describe CLRP as a catalyst for school and community reforms.

Similarly, the category of social justice awareness (13%) described CLRP teachers naming the

social justice issues that occurred in school, the local community, and at the state and national

level.

CLRP teachers did attempt to infuse their beliefs with practice. The following categories,

with a combined frequency of 30%, are examples of espoused beliefs that were enacted:

cultivating student voice, connecting through storytelling, reflecting students as changemakers,

and flipping dominant narratives. The CLRP teachers enacted their espoused beliefs through

curricular designs that created opportunities for student voice and storytelling such as a 6th grade

autoethnography project in which students read autobiographies relevant to their lives and

generated interview questions to design their stories. Students interviewed family members to

gather information for their stories. CLRP teachers provided guiding questions at the compare

and contrast level so students could make connections between texts they read and their own

stories. The unit served as a platform for valuing students' stories and creating community

through storytelling. In Brian's 8th grade unit, students envisioned themselves as presidential

Examples of CLRP Belief Codes and Frequency

- CLRP/ Beliefs Humanizing; liberation; mindset;
- CLRP/Content
- CLRP CSV Cultivate Student Voice
- SJA/C Social Justice Awareness
- SJA/TR Transform Reform
- TP RSCM Reflect Self as Change Maker
- TPFDN Flip Dominant Narrative
- TPCST Connect through Story Telling

20% 18% 11% 13% 18% 7% 3% 5% 5%
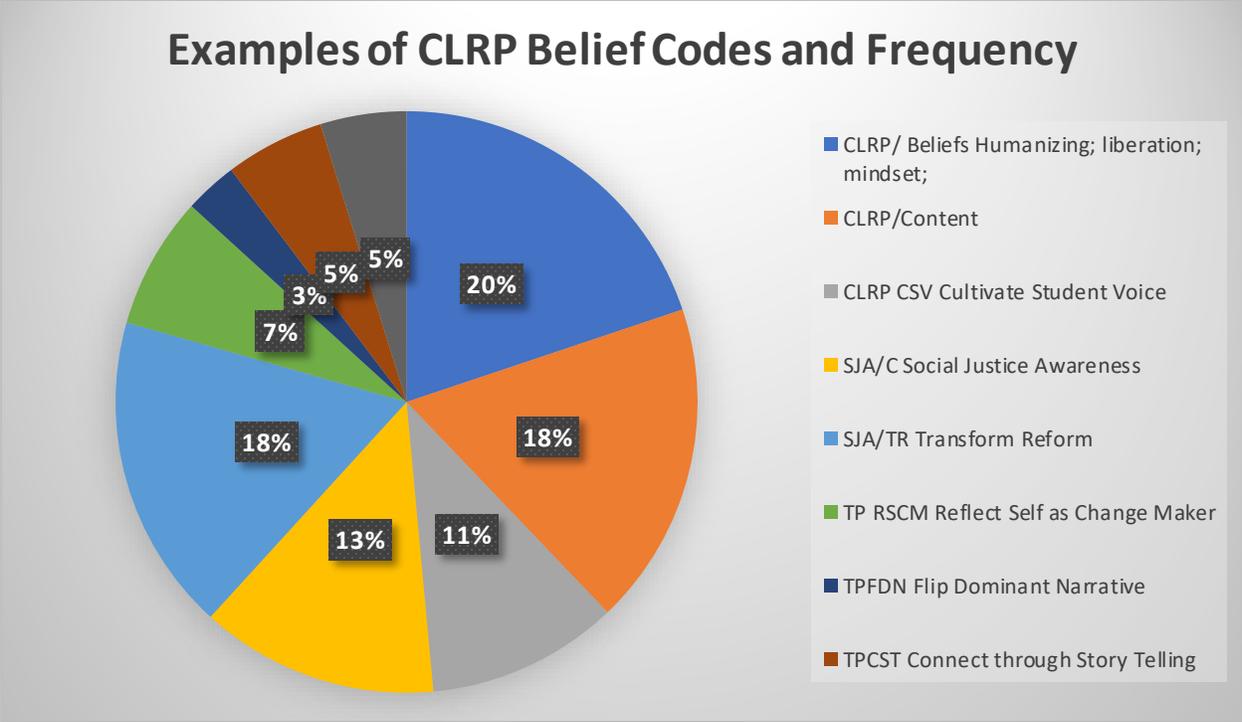
Figure 21. CLRP beliefs reflect their connection to the purposes of CLRP and the content.

candidates seeking to address local and national issues. As a result of this project and study, teachers were developing more consistent practices to match their beliefs in social justice.

Teacher Practices

CLRP teachers developed CLRP practices as a result of focused professional learning that included observations, conversations, and meetings. In early classroom observations, I observed positive teacher connections with students, but inconsistent academic discourse questioning practices that needed refining to boost rigor to higher levels of cognitive demand. Figure 22 illustrates the CLRP practice codes with the highest frequency over three PAR cycles. As the project continued, teachers did increase attention to questioning; the highest frequency codes (19% each) were related to teacher questioning in instruction and tasks (to increase higher order thinking), and students generating questions. This high frequency can be attributed to sustained focus on question levels in CPR meetings and classroom observations.

The categories with the second highest frequency (18% each) pertained to layering complexity to increase rigor and employing access strategies to make sure students could engage with complex text. Both categories are related to increasing rigor to address this question: "What should we do with struggling readers or English learners who may not have the skill or language to engage with complex texts or tasks?" In coaching sessions, we discussed possible access strategies while layering complexity and rigor.

CLRP teachers believed that CLRP is social justice teaching. However, they needed to translate their espoused beliefs to enacted practices, as 70% of their ideas shared across three PAR cycles about CLRP were espoused beliefs, but only 30% of codes refer to practices in which those beliefs were enacted. This finding suggests there is still more work to do to create parity between espoused CLRP beliefs and the transfer to enacted practices (see Figure 20).
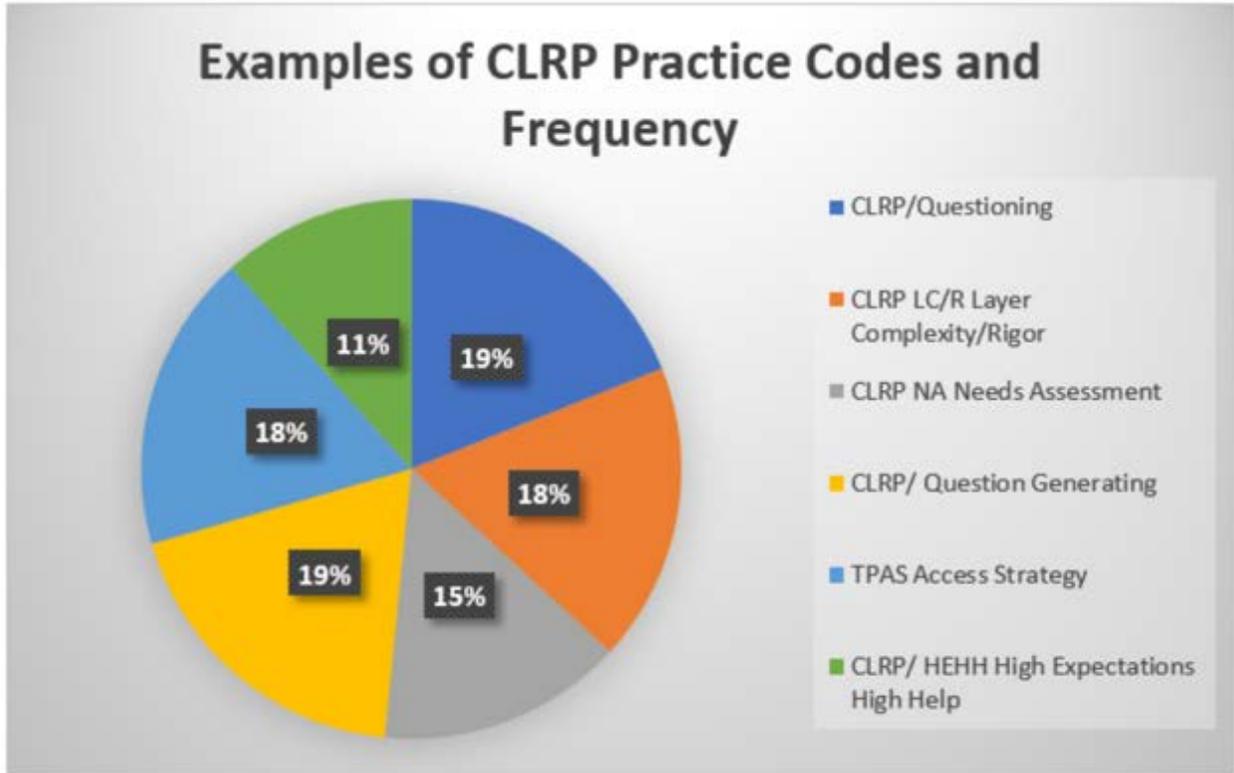
Figure 22. CLRP teaching practice codes and frequency.

The Community of Practice: Creating Conditions for Adult Co-Learning

The community of practice (CoPs) in which we engaged over three cycles of inquiry supported the key conditions for adult co-learning: relevant, constructivist, and developmental (Drago-Severson, 2012; Knowles, 1980). To achieve the goal of adult learning that would translate to practice, we created a collaborative space for building generative knowledge and making meaning of CLRP, and for exploring how the principles of CLRP could and should apply to pedagogical practices. I organized the CoP codes into two categories: (a) generative knowledge and skill, and (b) reflection activities that supported teachers to gradually build capacity to share practices. Finally, I discuss how each category of the finding is connected to effective adult learning conditions.

Generating Knowledge and Skill

An important characteristic of CoPs, as well as a Freirean principle, is that participants co-generate knowledge; in our case, we expected new knowledge to result in increased pedagogical skill. In each PAR cycle, the frequency of this category increased, indicating that, as the CoP members met and collaborated over time, they co-generated knowledge more often. The CoP community and collaboration evidence constituted 17% of CoP data and, as the group continued to meet, there was an uptick in their sense that they co-generated next steps. First, the CoP had to feel they were a community that could collaborate and rely on each other and take care of each other. Thus, the category of self-care and check-ins using personal narratives were a factor that supported CoP development. In an example of the community and collaboration, Maha discussed the importance of true collaboration that supports the strengths and values of individuals:

Fuku and I, having been at the school for a very long time and always wanting to be in spaces where we get to engage in readings together, where we engage in meaningful collaboration, where we create space. Fuku really values the sort of humanizing spaces we create on campus for us to connect and build. And, for me, I value the space to connect and build intimate enough relationships that we can grow to become the educators that we want to be. (MN, meeting notes, October 29, 2020)

In addition, they made agreements about the focus of observation cycles as well as generating next steps as a CoP by taking the lead on this consideration: "The question is, how do we want to show up as a community of practice this fall? What are the things that we would like from each other? What are the ways we can support each other?" (MG, meeting notes, August 24, 2020). I concluded from this analysis that the CoP collaboration provided optimal conditions for adults to share practices and generate new knowledge, and that was bolstered by our reflective practices (see Figure 23).

Reflection to Improve Practice

Intentional reflection proved to be a valuable attribute of CoP. Reflect on practice represented 25% of CoP codes and reflect to improve represented 22% of codes. Thus, reflection in the CoP was nearly half of what we documented as important for our improvements. Freire (1970) distinguishes simple reflection from the kind of deeper reflection required of social justice educators; reflection in order to act— or *praxis*—requires examining self and practices as a key component of critical pedagogy. Teachers were committed in their stated belief systems, but, in the CoP, they engaged as adult learners in interrogating their practices to ensure that they are sufficiently engaging students as learners and teachers of each other. For a CoP to arrive at the space in which they are willing to take up that interrogation requires a commitment by all

190
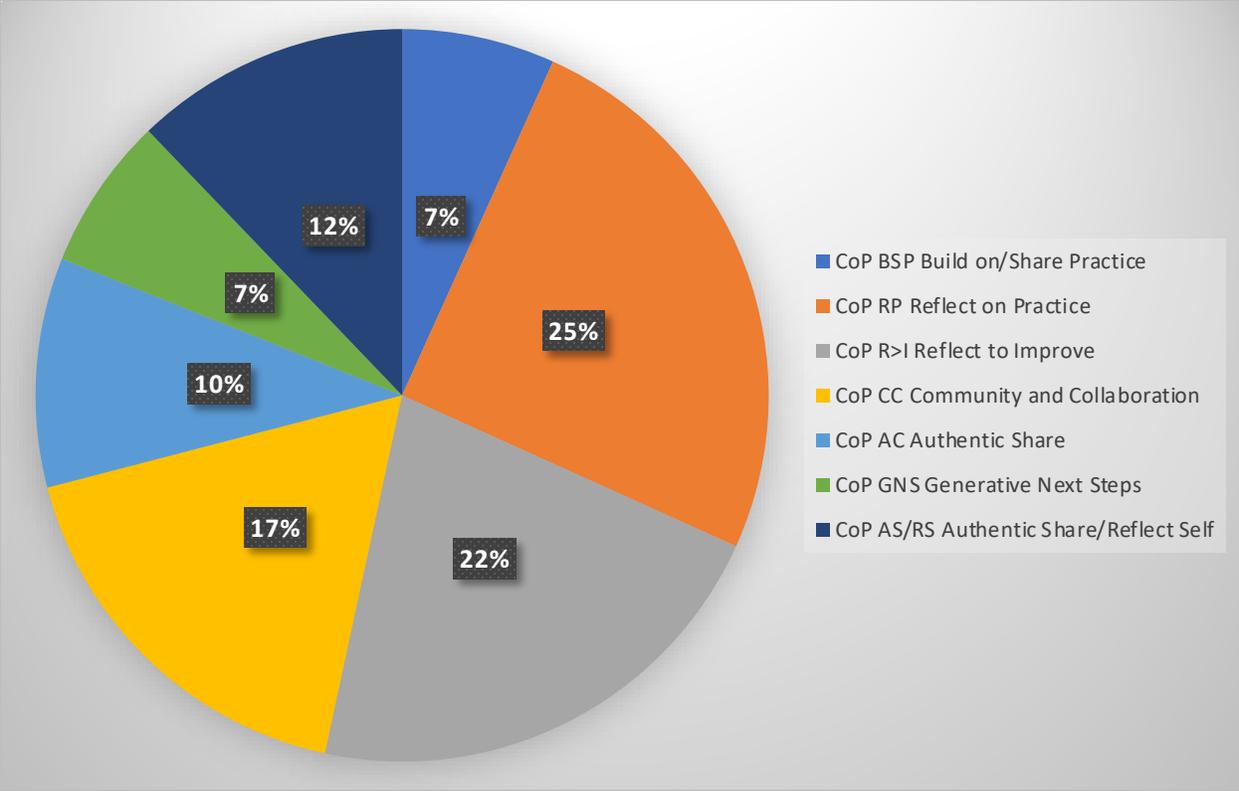
Figure 23. Frequency of CoP categories in PAR Cycles Two and Three.

participants. Our reflection paid attention to the community learning exchange requirement that we have a gracious space that allowed for learning in public—we could make mistakes, we could challenge each other, and we could then make decisions to act differently. These opportunities to reflect in a public way set the conditions for building on and sharing practice. A code from the reflection category was CoP reflect to improve which referred to reflection on practice with explicit actions to improve practices related to CLRP.

Maha is reflecting and building on her practice because of the contributions of Brian. Exchanges like this were characteristic of the CoP established by this PAR:

> I think really being able to engage in thinking about what's in front of me and the people that are in front of me and how I maneuver and how my privilege plays out in that space. And to think about how coming back to life… like Brian's thinking about the ways that we connect a little more from the heart space and out of this … super structured space. (MN Final CPR, October 29, 2020)

Brian is reflecting on practice and names the influences and factors that contributed to his growth in CLRP—cogenerating knowledge and skill development:

> Things have been kind of coming together… I had been working for a while on some stuff from the writing project, and then I've been thinking about deeper learning... and I love that ThinkTrix that you gave us last year. So, I have that but that also helped me. But the levels of questioning, the AVID training, a lot of the work that Maha and Fuku are doing when they are reading Victor Rios…They are trying to connect with students and their relationships with their families and with the community and what it means to be in Oakland. (BK, Final CPR, October 29, 2020)

Brian's reflection demonstrates how participation in a CoP can influence individual

192

practice. In a CoP, the intention is to create the adult learning conditions that include trust, relevance, and exchange of ideas. In his reflection, Brian names specific professional learning and resources from CoP activities. Brian confirms transfer from the CoP to his classroom practice. As a result of the CoP, CPR members found each other's ideas and practices useful as a way to re-imagine how they should teach.

Maha reflected on her unit design and made connections to strategies used by other CPR members:

> Then you're trying to have them analyze from a maybe a literary and from a critical point of view. And what does a unit look like? That includes all those things. So, what I'm trying to do with *The Skin I'm In,* if it makes sense, is to give them a Cornell note, mimicked after something that Brian did for the readings that he's doing with his kids now. (MN, observation notes, October 15, 2020)

Shared practice and building on each other's practice are a characteristic of and speak to the social construction of knowledge and skill that happens in an effective CoP.

Adult Learning

Through the CoP, we co-created the conditions for effective adult learning. A CoP values situated learning in which activities are positioned in a particular social and cultural context and the adults engage in authentic peripheral participation in which adults have horizontal learning with each other in a situated context (Lave, 1996; Lave & Wegner, 1991); in other words, adults learn from peers in their local context and, because they are in a similar context, they tend to trust what their peers say and do. For learning to transfer between and among them, adults need to know why they are learning something and how it will help them specifically, and the learning must be self-directed and relevant (Knowles, 1980). According to Drago-Severson (2012),

key principles of adult learning are:

- Valuing the power of constructive learning

- Honoring developmentalism

- Interrogating the subject-object relationship

In our case, the work was situated in our particular context, bound by both the social and cultural conditions of our school and the students and families in them, the long tenure of two teachers at the school sharing with a more novice teacher, and the conditions presented by the COVID-19 pandemic. The rationale for the learning was clear—to better serve students—and the processes of observation and conversation were immediately usable to the teachers in their practices. The CoP members deemed the learning relevant and gradually the learning became partially directed by them. More importantly, they began, through this process, to see the power of co-constructing learning that matched their beliefs and honored their particular context by providing:

> a holding space for their learning where they could interrogate "the way in which we distinguish between those parts of ourselves that we are aware of and can manage and control (what we hold as *object*) and those parts that we are not aware of and do not yet have a perspective on (*subject to*). (Drago-Severson, 2012, p. 29)

The strong beliefs of the CoP group members were front and center and were what they could hold clearly as they used the space to re-think classroom practices. Our CoP conditions included relevance, trust, shared practice, and the start of something essential in change—being vulnerable to colleagues in order to change.

Coaching: Supporting Teacher and Instructional Coach Learning

Coaching reinforced professional learning in the CoP by supporting teacher learning.

As a result of coaching practices and reflection during the coaching sessions, we co-constructed decisions about changing practices in the classroom that better reflected increased rigor and more effective student participation. In presenting the progression of the coaching codes across three PAR cycles, I analyzed codes in two categories that support the claim that coaching reinforces teacher professional learning: coaching practices and reflection in coaching sessions. Figure 24 identifies the coaching practices in PAR Cycles Two and Three. In addition, as an instructional leader, I had a responsibility to coach the instructional coach, and in the last set of data, I discuss the ways I supported the instructional coach.

Coaching Practices

The key coaching practices included coaching with data (20% of the evidence) and reflecting on the data by building on teacher ideas (17%) or offering ideas about how to change (15%). These data confirm the importance of the use of effective and specific classroom data to support post-observation conversations (Tredway et al., In review) and the use of effective coaching strategies (Bloom et al., 2005; Glickman, 2002). A school leader as coach must be prepared to choose either facilitative and collaborative coaching strategies or instructional and direct-informal strategies. The choice depends on the teacher and the teacher's knowledge base about effective classroom practices.

Using Data to Co-Construct Meaning. Coaching sessions were strategically grounded in data. Data consisted of selective verbatim notes from observing classrooms that I or the instructional coach coded with the participants. For example, Maha and I reviewed observation data and co-coded question levels according to Bloom's taxonomy. As Maha reflected on levels of analysis and shared next steps to increase cognitive demand, I used paraphrasing to coach and validate her strategy, offering some ideas to increase application and analysis. This process

195
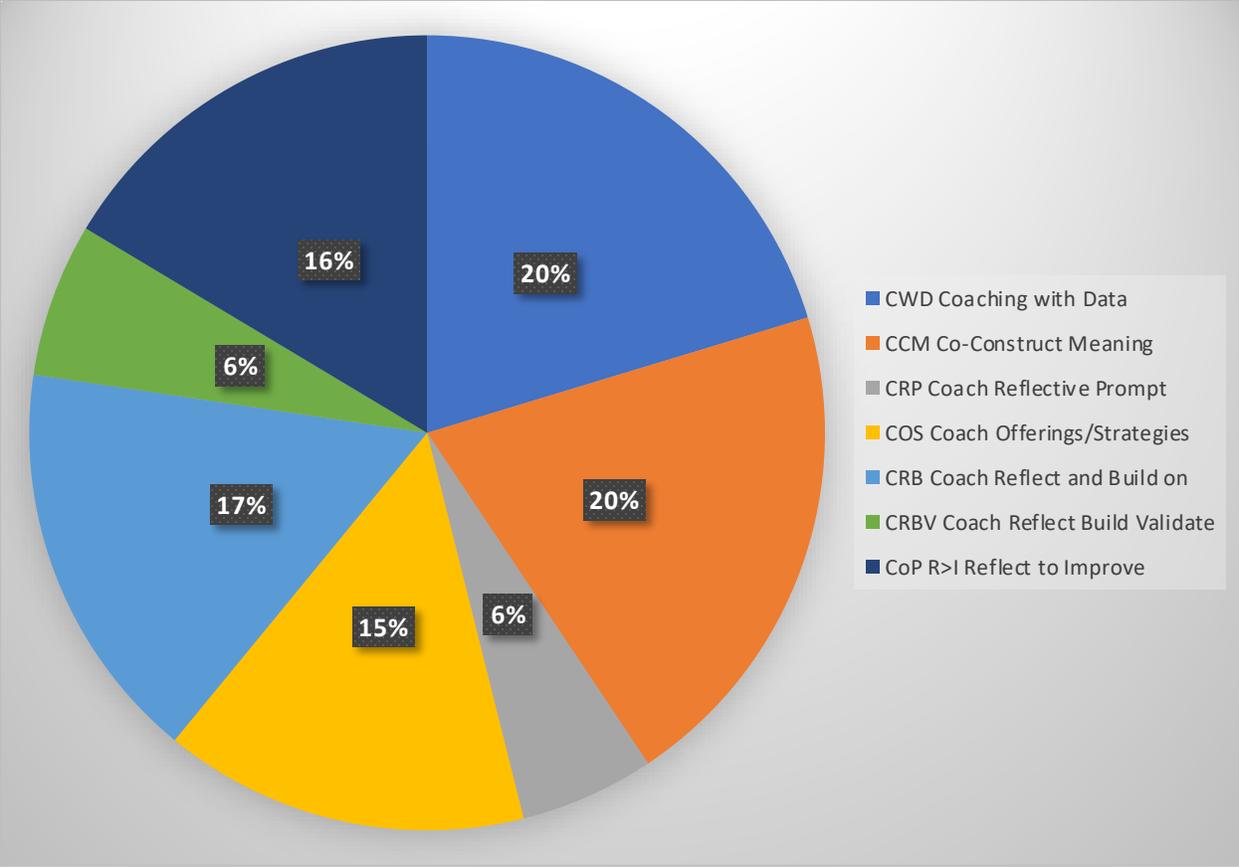
Figure 24. Coaching data from PAR Cycle Two and PAR Cycle Three.

helped reinforce CLRP principles of co-learners. Secondly, teachers became familiar with the method and usefulness of evidence-based observations and data to improve practice. This part of the coaching process—coding data together—was instrumental in setting up the conditions for a reflective space in which participants would either make clear decisions about next steps through facilitative coaching or be guided to improve through direct-informational coaching (Bloom et al., 2005; Glickman, 2002).

Building on Teacher Ideas. Coaching encourages people to reflect to build their knowledge, capacity, and meaning-making; the coach in this case builds on and validates teacher ideas. The two categories of data are building-on teacher ideas (17% of the evidence) and validating teacher ideas (6%). If I effectively used the practice of listening to what the teachers shared in response to data presented in one-to-one coaching sessions, then I could use the coaching strategy of paraphrasing to revoice the strategy or concept they presented, or I would build by shifting the level of abstraction and making connections to professional learning we had engaged in as a CoP or in the school. The practice of paraphrasing in multiple ways—to respond, to restate to clarify, and to support levels of deeper thinking—is well-established as effective (Lipton et al., 2003). Building on is a form of cognitive coaching to confirm practice and is aligned to CLRP principles that fully engage the learner. Glickman (2002) names this collaborative coaching.

For example, in this coaching interchange between a teacher and me, I paraphrased in a way to push for a deeper analysis on the part of the teacher:

Teacher: If the questions have to be about something from the focused notetaking, then that ensures that that element of going back to that information is happening. And then the third layer of that is another focused notetaking…But I also want to make sure that

197

I'm doing my due diligence to make sure that they analyze the texts in a way that they are supposed to write.

Principal as Coach: Having the structured notes will take care of the first few levels of questioning. Because the more that they engage with it, the more they're going to be recalling and understanding. But each time they get engaged, then it's a different opportunity for application and analysis.

Teacher: Right. The third thing that I had them do was look at an excerpt and look at how the main character felt about herself. And then do the *stronger and clearer* protocol. So, my idea is that they read the novel and every time they read, they're doing focused notetaking. Then, this can lead into developing questions. So, they have an opportunity to recall, analyze, evaluate, or synthesize because this is just not taking about facts. The conversation helps them with the sort of analyzing and deeper thinking and getting. Getting a chance to look at it from different points of view. (MG and MN, coaching conversation September 18, 2020)

In these kinds of collaborative, facilitative coaching conversations, the coach and the teacher are "trading" ideas. The coach is confirming or validating responses and raising the level of abstraction by using specific vocabulary for levels of questions to push teacher thinking. However, other examples of coaching conversations need a more direct approach.

Offering Ideas. In the overall data, 15% of the data indicate that I offered ideas as a coach—meaning that I was offering information and being more directive. In PAR Cycle Two, for example, CoP responses (n=22) indicate teachers were guarded, or they justified their actions. These codes describe moments when teachers expressed or showed discomfort with the data or justified the data. Each time the CPR member provided a justification, my coaching move was to

198

redirect our attention to the data and higher question levels to increase academic discourse. I

shifted the coaching stance to direct-informational and instructional (Bloom et al., 2005;

Glickman, 2002). In this memo, I reflected on the rationale for that coaching stance:

> However, in some spaces, I felt that progress toward increased opportunity for academic
>
> discussion or rigor had stalled. This prompted my leadership move of shifting my
>
> coaching stance of reflecting and validating to what I termed "pushing on," or more of a
>
> directive stance. This "push on" code was used in coding observation debriefs. This move
>
> was done with the goal of influencing increased opportunity for academic discussions in
>
> class. (MG, reflective memo, September 27, 2020)

In PAR Cycle Three, I explored the impact of the PAR on the coaching practices of the

coach. The coaching practices of coaching with data and co-constructing meaning supported my

development as a coach. I found these data represented a dissonance between teacher beliefs and

practices. On the one hand, the teachers professed a strong belief in CLRP, but, at times, they did

not fully embrace the data that demonstrated that the level of academic rigor needed to change.

Reflection in Coaching Sessions

Reflection as praxis, reflect in order to act based on CLRP principles, was an essential

component of coaching sessions. Similar to reflection in community of practice, reflection

primed teachers to improve. Figure 24 illustrates that combined reflect to improve (16%) and

reflection prompt (6 %) comprised 22% of coaching codes across two PAR cycles. This signified

that reflection was essential to a coaching model. In coaching sessions through thoughtful

reflective prompting in meeting with teachers, we reflected and identified next steps to improve

lessons and practices. For example, Maha reflected on an upcoming lesson in which she wanted

to introduce a concept she felt would be challenging for students. As she reflected, she

designed a learning experience that would create access to a complex text:

> What I'm trying to figure out is how to do a digital Tea Party about that Chimamanda
>
> story, *The Danger of a Single Story*. I want to introduce the value of seeing ourselves
>
> represented. Representation and the value of seeing multiple perspectives is very above
>
> their head, but I was thinking about introducing that connected to the value of
>
> representation through Tea Party protocol and having them look at the more valuable
>
> quotes. (MG and MN, meeting notes, September 18, 2020)

In these sessions, the value of social construction of knowledge is Kegan's (1982) constructivist development theory.

Coaching the Instructional Coach

Another element of the PAR reflects how I developed my skills as a coach of teachers as well as of the humanities coach; I used the same skills to mentor Isabel. Table 29 demonstrates the use of codes that resulted from our coaching conversation when Isabel was preparing to have a coaching conversation with Maha. In an example of a coach-to-coach conversation in which Isabel is preparing her coaching debrief with Maha, Isabel is highlighting strengths (glows) and areas of growth (grows) in an observed distance learning lesson. The excerpt illustrates the elements of CLRP we focused on in this PAR: human connection, academic discourse, and critical thinking:

> The glows were the different opportunities for students to share… they could unmute and
>
> share chorally, chat their share, and share in breakout rooms. She also made students feel
>
> supported… if they needed help, she would be there to help them. She also had really
>
> good lesson flow from one thing to the other with appropriate breaks and think time. She

Table 29

Principal as Coach to Humanities Instructional Coach Conversation

	Coach to Coach Debrief	
CoP Codes	CLRP Codes	Coaching Codes
CoP BSP Build on/Share Practice /	CLRP SW Shift to Wellness /	CTC Coach the Coach 6(/)
CoP R>I Reflect to Improve //	CLRP PIL Path to Independent Learning //	CWD Coaching with Data 9 (/)
	CLRP RTP Response to Pandemic /	CCM Co-Construct Meaning 9(/)
	CLRP JL Joyful Learning //	CRP Coach Reflective Prompt //
	CLRP Call On /	CIG Coach Identifies Glows 11(/)
	CLRP AD Academic Discourse /	CIC Coach Identifies Challenges 4(/)
	CLRP Layer Complexity/Rigor CLRP LC/R /	CRBV Coach Reflect Build Validate 3(/)
	CLRP Expectations/Accountability /	

gave enough think time to complete their work, so those are all glows. There were also

opportunities to write as well as to share, and the fact that they were writing each other's

statements using academic language, diversity, and literature, and critical thinking

questions is all glows... the only grow is to get students to talk more. (IM, conversation

notes, September 24, 2020)

The codes for this conversation represent the same categories as the findings: CLRP, community

of practice, and coaching categories. Table 29 illustrates the coaching the coach codes. The

codes identify specific coaching techniques, including rehearsing debrief prompts, observation

calibration, identifying glows and grows, and other strategies. One coaching code identifies how

important it is for the coach to build on and validate the reflections in response to data or

feedback. The validation strategy was useful in building positive coaching relationships and

pushing participants toward a certain goal. Table 29 helps to illustrate the assets-based approach

to coaching, seen in the frequency of the instructional coach identifying glows or strengths of the

lesson, coded 11 times in one session. A key benefit is working directly with the instructional

coach so that she can rehearse for facilitating the coaching sections.

These results are important because they offer a blueprint for dynamic coaching that

builds coherence on a team and builds stronger coherence across the school (Aguilar, 2016;

Elmore, 2004). Prior to this study, coaching at UFSA was heavily determined by the person

receiving the coaching. In the dynamic coaching model, we used a balanced approach that

emphasized professional conversations about practice between a thought partner and a guide

using a map (data) that can lead to deeper exploration and encourage reflection about practice.

As a result, to the degree we changed our coaching approach, we saw classroom changes.

202

Summary of Findings

I presented evidence across three PAR Cycles that reinforced professional learning in our community of practice: when professional community is present in a school, teacher self-efficacy, a key variable for improving teacher practice, increases (Wahlstrom & Louis, 2008). We developed key aspects of a successful community of practice: a shared focus and passion for implementing CLRP, learning through iterative inquiry, collective ownership of the results, and sufficient commitment to support change (Wenger, 1998; Yager, 2016). As a result of the practices of improving instructional coaching by using data and developing more intentionality about the coaching moves, I used and the instructional coaching I developed, I increased my capacity as an instructional leader. I engaged in leadership actions that included direct observations and conversations with teachers, both in their classrooms and in team meetings, as recommended by the 2010 report on how leaders can effectively improve instruction (Louis et al., 2010). A well-structured CoP with the attributes of situated learning and supporting teacher learning as well as instructional coach learning were fundamental to our study.

Conclusion

In PAR Cycle Two, I wrote about a rupture in time to describe the disruptive nature of the COVID-19 pandemic that affected all aspects of life, including schooling. In this cycle of inquiry, I demonstrate that, even in the midst of this pandemic, the participants of the PAR showed evidence of transfer as a result of authentic participation in a CoP and coaching. The findings indicate that when we use a collaborative learning process to expand our knowledge and processes to the entire school community, we can literally weather any storm. The CoP participants, who served as co-practitioner researchers, continued to believe CLRP is social

203

justice teaching. Despite the challenges of distance learning, they found assets to draw on in students and themselves.

An important activity in the final CPR meeting was a member check. The member check activity consisted of CPR members reflecting on findings from PAR Cycles Two and Three. For example, CPR members shared their thoughts on a data set showing changes in question levels from one cycle to another. Maha shared that she values critical thinking and sought improved ways to support scaffolding so that students could use their funds of knowledge for higher level thinking tasks:

> The desire has been to concretize prior knowledge when building information for new lessons and hold the understanding that the content from days prior may not have stuck in their brains from the day before. I think we need to look at the scope of the learning task through the phases of applying prior knowledge through novel application of knowledge. Ultimately that is what I value as a teacher: being able to ask and discuss critical questions related to our topics. I think that there are more intentional ways to structure each lesson to integrate these levels of ideas. I think I didn't see the amount of growth I would like to see and that is primarily because I have not been as intentional in that gradual structuring and scaffolding towards deeper more high-level tasks and questions. (MN, written reflection, October 29, 2020)

Similarly, Fuku credits the changes she made to address higher level questions observed through the intentional CoP professional learning focus:

> First term vs second term—but it could also be becoming more intentional about our questions since we've focused on questioning during our time together. Anytime you discuss and make a decision about what you will try is helpful and can be super

impactful. Everyone should have time to implement their learning and reflect on how the

process or experience went. I thought this group allowed for that process. (CF, written

reflection, October 29, 2020)

Both examples confirm that the CoPs do create the conditions for adult learning and, in this case,

transfer. Lastly, the CoP codes were evident before and during the COVID-19 pandemic,

suggesting that transfer of skills and practice through active membership in a CoP and coaching

moves described earlier is effective.

I close this chapter with an excerpt from the final CPR meeting. Brian shared an asset

related to CLRP leadership: the intentional leadership moves are pushing the CoP work outward

to the whole school, growing beyond the scope of the PAR:

The culture of the teacher-student relationship is shifting. I've noticed at UFSA there is a

real perception that the relationship is student vs teacher. It does not have to be that way.

In this time, a different kind of relationship is becoming possible—one that is more

empowering for both teachers and students. (BK, CPR meeting notes, August 24, 2020)

A litmus test for the theory of action of this study is whether professional learning

resulted in transfer to classroom practice. The three findings confirm that transfer, perhaps

tenuous but nonetheless promising, is possible even under conditions I could not have imagined

at the start of the PAR. In the final chapter, I discuss the findings in more detail in relation to the

extant literature and offer a model of school improvement that includes a community of practice,

strategic instructional practices, and reflective inquiry.

CHAPTER 8: DISCUSSION AND IMPLICATIONS

The purpose of the participatory action research (PAR) study was to examine the extent to which three teachers, an instructional coach, and myself, the principal, could change culturally responsive pedagogical practices to increase rigor in middle school humanities classrooms. The intent of this work was to ameliorate the opportunity gap for students in underserved communities of color who too often have limited access to rigorous instruction. The PAR design was predicated on the following theory of action: If a co-practitioner researcher (CPR) team could co-generate and adapt culturally responsive pedagogical practices with attention to equitable access and rigor, then students would have increased opportunities for equitable and rigorous academic discourse.

The context of this project was ripe for change. The school had a rich legacy of social justice in the Fruitvale community of Oakland, California. Teachers were passionate about empowering their students, who faced multiple inequities, to be agents of change in their community. The UFSA humanities teachers (Maha, Fuku, and Brian) and humanities coach (Isabel) who participated in this PAR are champions of social justice and equity. The teachers in the community of practice (CoP) wanted to improve their skills and knowledge of CLRP to provide more opportunities for student learning; and it was that asset—teacher passion and will—that proved to be the primary driver in the PAR.

I begin the final chapter with a vignette from PAR Cycle Two, in which I asked CPR members to share artifacts from their practice to reflect on PAR Cycle One. In this excerpt, CPR members were listening authentically to each other and building on each other's thinking, and I was able to affirm that as a key moment—what McDonald (1996) calls a sighting—when the values we hold match what is happening. By my response, I intentionally connected their

responses and named what was happening in terms of stronger practices; by tethering their authentic listening and responses to strong CoP practices and the kind of pedagogical choices I wanted to foster, I was, as the instructional leader, promoting practices that I wanted to see in classrooms. I chose this piece because the conversation exemplifies the goal of a establishing a Community of Practice (CoP) centered on developing culturally and linguistically responsive pedagogy (CLRP) to increase opportunities for academic discourse, critical thinking, and rigor.

Thank you all. One of the things that I was noticing right now is that we're listening. We're building and connecting off of each other's shares. We heard Isabel's experience with the third-grade class. You (Fuku) immediately connected that to your classroom with the autoethnography project. And then we heard your (Brian's) unit and, from that, all the different ways in which students were exploring. You know, actually there's a lot of overlap between the theme of like looking at self and also looking at the possibility of being a changemaker. You (Brian) made an offering to Maha to continue to build off of her unit. That is what we're talking about over the course of this year. That we're sharing our practices and building—that this is a community of practice around culturally responsive pedagogy. How do we empower our students? How do we give credence to their stories? If I were to have an artifact, it would be this conversation. So, lots of different themes came up in our conversation last semester on culturally and linguistically responsive pedagogy. And so, what I wanted to do is have you rate yourself, from novice to expert in three particular areas, holding high expectations, academic rigor, and culturally and linguistically responsive pedagogy. (MG, conversation notes, February 24, 2020)

The last statement of the excerpt characterizes my role as leader and coach—to build

on their assets and then shift the conversation to another level of reflection and action—honoring what Freire (1970) calls praxis. Over the course of the PAR, I had to balance the generative nature of CoP with my responsibility to the PAR and students by maintaining the focus on academic discourse and rigor.

The PAR, an 18-month action research project and study, consisted of three PAR cycles. In Table 30, I provide an overview of the key PAR activities, which were intended to develop a CoP in which we centered on developing our capacity to use CLRP pedagogical practices. To achieve that goal, I first used observations, one-on-one conversations, and CoP conversations to iteratively understand how effectively we were enacting our beliefs in equity and social justice. In our meetings, we used community learning exchange (CLE) protocols to engage in conversation with each other and anchor texts to increase our knowledge. Secondly, Isabel and I conducted classroom observations followed by one-to-one coaching sessions to reinforce the professional learning from CPR meetings. In summarizing the three findings of this PAR, I make connections to literature and respond to the research questions. As a result of the findings, I developed a framework for changing teacher practices. Finally, I address implications for policy, practice, and research, and conclude the chapter with a reflection on my leadership development over the course of this 18-month PAR.

Discussion of Findings

In examining the PAR findings in relation to the literature, I analyze sources from the original literature review as well as new sources and then I respond to the PAR research questions. Lastly, I present a framework for changing teacher practice to increase opportunities for critical thinking and academic discourse. To reiterate, the PAR findings are: (a) CLRP is social justice teaching; (b) communities of practice (CoPs) create the conditions for adult

Table 30

Key Activities: Three PAR Cycles of Inquiry

Activities	PAR CYCLE I (Fall 2019) (Aug–Nov, 2019) Week 1-12	PAR CYCLE II (Spring 2020) (Jan–Apr, 2020) Week 1- 12	PAR CYCLE III (Fall 2020) (Aug–Oct, 2020) Week 1-10
Meeting with CPR members (n=8)	* * *	* * *	* *
Coaching Meetings with middle school teachers (n=9)	* * *	* * *	* * *
Community Learning Exchange (n=8)	* * *	* * *	* *
Classroom Observations – Formal (n=9)	* * *	* * *	* * *
Co-observation with colleague/coach (n=3) /			* * *
Conversations with ECU Professors(n=11)	* * * *	* * * * *	* *

learning; and (c) coaching supports co-construction and changing practices. After I intersect the findings with the literature, I present a framework for change.

CLRP is Social Justice Teaching

Over the course of three iterative cycles of inquiry, CPR members engaged in a professional learning community of practice (CoP); for half of that time, we were responding to the COVID-19 pandemic and met virtually. The CoP format, including the use of CLE protocols and improvement science process, along with the designated CLRP focus, were critical factors in our work. The evidence is clear: the teachers were and are strong social justice advocates, and they represented those values to students by building relationships and choosing classroom units of instruction and materials that reflected culturally and linguistically responsive content. As I determined through observations and conversations, the teachers embodied their beliefs in critical ways that are foundational to CLRP practices. According to Gay (2018), teachers who practice culturally responsive pedagogy (CRP) validate, facilitate, liberate, and empower ethnically diverse students by cultivating their cultural integrity. Ladson-Billings (1994) defines CLRP as a pedagogy that empowers students socially and emotionally by using cultural references to impart and build knowledge. These factors were present, as the teachers believed their purpose was to empower or liberate students and communities; their practices of making human connections and incorporating storytelling were examples of their deep commitment to social justice principles. They viewed the students as assets to the classroom and made space in the classroom discussions for their authentic experiences and they validated student identities by taking care to choose inclusive content.

However, the classroom evidence suggested that the teacher dispositions needed to shift from empathy to warm demanding; in other words, they needed to ramp up the level of

rigor in terms of questioning levels, cognitive demand, and academic tasks. Tekkumru-Kisa and Stein (2015) indicate that teachers need new ways to look at teaching and learning so they can improve cognitive demand of the academic task, the pedagogy that supports the learning, and the ways they interact with the learners to accomplish the learning. As social justice teachers, they not only needed to cultivate strong personal relationships, but they needed to use relationships to be stronger warm demanders of student thinking (Bondy & Ross, 2008; Delpit, 2012; Safir, 2019; Ware, 2006). The teachers needed to communicate high expectations in these ways: encouraging student-to-student dialogue; urging student-generated questions; and ensuring that students were using evidence to analyze texts and were then synthesizing their understandings in writing or other forms of final products that represented higher levels of cognitive demand. Gay (2018) states that teachers need to ensure academic success through their pedagogical practices; cultural affirmation is important, but insufficient. Thus, teachers must do as Ladson-Billings (1994) says -- empower students intellectually and politically. As the teachers gained knowledge of the ways they needed to raise the rigor, they ramped up the level of discourse by addressing levels of questioning and academic tasks

In the professional learning activities, we collectively addressed Hammond's (2015) claim that students of color have less access to instruction in higher order thinking skill development, which denies them what is referred to by neuroscientists as productive struggle. This, in turn, creates a disproportionate number of students of color who are dependent learners. Thus, in order to foster stronger agency in students' learning and lives, the teacher's responsibility is high demand and high support. In addition, teachers connected to Duncan-Andrade's (2009) notion of hope and caring; however, they needed to address his admonition that our belief in students must include academically rigorous pedagogy geared toward social

justice. While teachers connected schooling to the real, material conditions of urban life, Duncan-Andrade asserts that teachers who are most effective hold high expectations. The way they show love and support for students is through amplifying the material hope in the form of challenging academic rigor. As students build their academic skills, they become more confident of their knowledge and skills; by integrating rigor with relationships and content choices, students can be more successful (Simon, 2019).

As a result of this work, teachers explored how to improve practice to enact their espoused beliefs (Argyris & Schön, 1974) and embodied two of the dispositions that Bondy et al. (2017) found were important for social justice educators: radical openness (Hooks, 1994) and humility (Kumashiro, 2015). They practiced radical openness in their willingness to interrogate the oppressive societal practices and the conditions of the students' lives and demonstrated humility in their willingness to join with students to address oppression, but they now needed to practice openness in interrogating their practices and professional humility in understanding that rigor is directly connected to relationships and curricular relevance and responsiveness.

Finally, using evidence for improvement is critical. Safir and Dugan (2021) call this type of evidence street level data and Cobb et al. (2018) name them pragmatic data. Because we used observation tools that produced evidence of equitable access and rigor and then used that data to focus the conversations with teachers, I was more successful than I had been in my previous experiences with "sticking to data" to inform our conversations.

As I move beyond this PAR, I continue to expand my knowledge and skills of using a culturally responsive leadership lens that honors what teachers are doing as confirmed social justice advocates but pushes their thinking and classroom pedagogy to include more complex texts, projects, and higher cognitive demand (Khalifa, 2018; Zwiers & Crawford, 2011). In doing

so, we began to observe a butterfly effect across the whole school setting the conditions for schoolwide learning and discussions that would lay the foundations for a culturally responsive school. The teachers shared their learning with other teachers and cross-pollinated our CoP learning across the school. We did this through co-creating conditions that promoted adult learning. Clearly, while the study is complete, the work of changing our practices is not.

CoPs Create Conditions for Adult Learning

The CoP design and the activities in which we engaged as a community of practice supported the conditions for effective adult learning. The key factors of adult learning, according to Knowles (1980), provide a rationale for why they were learning, how it would be useful and relevant specifically and immediately, and how they could direct that learning and make choices. Aguilar (2016) summarizes these factors for supporting equitable and useful adult learning:

- Because adults come into learning experiences with histories, facilitators need to acknowledge them and build on those strengths.

- Because adults have a problem-centered orientation to learning, we need to allow time for exploration of root causes to challenges, which can transform practice.

- In any learning, adults need to sense that they are heard and engaged, which requires strong lines of communication and feedback.

- Adults need practice to internalize learning; feedback on practice and reflection time is essential for transfer.

For this reason, CPR meetings centered on the focus of practice and reflection that was directed at improving practice. The focus was specifically designed to address what they cared about most—being effective social justice teachers for the students in our school, and we needed to reinforce adults in ways that drew on their assets to support areas of growth. If we did not

213

model that in CoP meetings, we were violating our principles of social justice teaching and learning.

According to Dewey (1938), learning is a social process and learning experiences should be built on the principles of continuity and reciprocity. Dewey's learning is confirmed by the community learning exchange axiom: "leadership and learning are dynamic social processes" (Guajardo et al., 2016, p. 24). Like Dewey, Lave and Wenger (1991) define learning as situated in a particular community and defined by that context. Thus, learning is a process of shared cognition resulting in internalization of knowledge by individuals, leading to becoming a member of a sustained community of practice. Over the course of 18 months, we gradually developed the CoP through co-generating knowledge and developing a shared understanding of CLRP that guided our practices. As members of this CoP, we have started to expand our sphere of influence to other people in our school community.

The CoP in this PAR had the attributes of a professional learning community (PLC), but because it was specifically focused on social justice, we added additional attributes to Little's (2006) elements and defined those elements in terms of our purpose (Freire, 1970; Hooks, 1994; Paris, 2012):

- We had shared values and purpose that included a collective focus on and responsibility for student learning and well-being—directed specifically at social justice teaching.

- We used collaborative and coordinated efforts to improve instruction by choosing practices that supported learning for the purpose of liberation.

- We engaged in mutual support that supported de-privatized practice, problem-solving, and reflective dialogue that helped us affirm and interrogate.

- We had collective control over decisions affecting curriculum that would include culturally responsive and culturally-sustaining content.

When schools have strong professional communities, the quality of the classroom pedagogy improves. For example, in the member check at the final CPR meeting, Fuku attributed changes in question levels from PAR Cycle One to PAR Cycle Two to the sustained focus of the CoP on higher question levels, and that we were intent on boosting student learning by our work. In the Louis and Marks (1998) study, achievement is higher when teachers focus on the intellectual quality of student learning, and that is what I was striving for in this work.

There is a strong link between the finding that CoPs create conditions for adult learning and the potential for increased use of practices that would improve student learning opportunities. The member checks confirmed that the sustained focus on CLRP and higher-level questioning led to higher cognitive demand observed in class observations over the course of the PAR. Thus, it is plausible that if members of the CoP in this study continue their focus on increasing opportunities for academic discourse and use more higher-level questions, then we can expect to see an increase in academic achievement as it relates to critical thinking. In large part, however, coaching was essential to the changes we observed.

Coaching Supported Co-construction and Change

The principal as coach can have an important effect on the instructional program and affect student outcomes if they focus concurrently on teacher well-being and teacher instructional practices (Liebowitz & Porter, 2019). Additionally, principals who use observations to have individual conversations and inform professional learning have a better chance of shifting teacher practices (Grissom et al., 2013). By using coaching to support co-construction of knowledge and decisions about next steps, we were able to change some instructional practices.

215

Operating from a range of practices, termed blended coaching by Bloom et al. (2005), I was able to support teachers and the instructional coach in strengthening their knowledge and skills.

Glickman (2002) provides four approaches to working with teachers to improve their practice: directive-control, directive-informational, collaborative, and nondirective. In this PAR, I focused on two of these approaches and blended them to achieve results: collaborative and directive informational. In collaborative, if the teacher was using the data from observations to make choices about next steps, then we could discuss; collaborative is useful when the teacher is knowledgeable about practice and uses the evidence from the observations to think about how to change. The conversation is two-way with an emphasis on teacher talk. The responsibility of the coach is to ask questions that elicit teacher talk and teacher decisions. The directive-informational emphasizes the same behaviors but is distinct in that the leader provides options for the teacher to choose from to think about next steps. That teacher needs direction or information to support their decisions about what to do. I drew on these coaching approaches because I wanted to keep CPR members grounded in CLRP tenets while co-generating knowledge and meaning-making that supported next steps for transfer. The *coaching dance* between instructional (direct-informational) and facilitative (collaborative) is reiterated by Bloom et al. (2005) in their description of blended coaching. A coach might use one approach or the other at different times in a coaching session depending on the response of the teacher. While instructional coaching supports knowledge and skill development, facilitative supports relying on internal capacity. The latter is best achieved through cognitive coaching techniques.

Costa et al. (2014) cite the role of the coach as a mediating function by shifting the locus of control to teachers, who have the power to transform education and outcomes for students. As a mediator with coaching strategies, I supported individuals through encouragement and

216

reflection while drawing them closer to the unifying mission of increased opportunities for academic discourse and higher-level questions. I used a set of common tools for observation, coding evidence from observations. Wise and Jacobo (2010) confirmed in their study that using common tools for coaching in a community of practice supports participants in developing capacity; the tools act as additional mediators of the teachers in co-constructing learning. Member check data confirmed that a sustained focus on higher-level questions (in coaching) yielded changes in practice.

Finally, I paid attention to Aguilar (2020) in *Coaching for Equity* because I needed to model at all times the asset focus that I expected teachers to use with students, even when I might be frustrated because of the urgency I felt for enacting change in student learning. This mantra helped me:

> We relentlessly strive to center the humanity of others. We preserve honor and dignity above all. We know that kindness is our greatest power…We know the journey to liberation will be long, so we rest and attend to our minds, bodies, hearts, and spirits. (p. 142)

I applied this mantra when I observed cognitive or emotional dissonance, instances in which I felt that the teacher's perception differed from the actual results of the data or my perception of the teaching. By applying the mantra and the use of CLE protocols to develop gracious space, I was able to respectfully push back in coaching sessions, inform and bring the CPR members closer to the unifying mission of the PAR, and increase opportunities for rigor, critical thinking, and academic discourse. A coach can foster the conditions for deep reflection and learning—praxis—in which a teacher can take risks to change their practice; powerful conversations can take place if I recognize and celebrate growth. With these in mind, however,

what I developed was an amalgamation of some coaching processes mixed with my experiences in the PAR to name this coaching as dynamic coaching.

Dynamic Coaching

As the instructional leader, I shifted coaching stances and practices depending on the data and the teacher. The practice of pivoting from a collaborative stance to more directive stance is what I define as adaptive or dynamic coaching. Figure 25 illustrates dynamic coaching as a wave and breaker metaphor. This metaphor presents the coaching relationship as a set of ebb and flow conversations in which the coach and the teacher or instructional coach make meaning together. Another important element of the dynamic coaching graphic is the breaker, which represents the unifying goal or boundary – critical pedagogy. In this study, the breaker represented redirecting and reminding team members when necessary of the goal of increased rigor and cognitive demand as indicated in the evidence. Dynamic coaching is similar to the blended coaching model of Bloom et al. (2005) because it requires the coach to remain nimble and adjust according to teacher responses. However, dynamic better captures the nature of the conversation as it requires an energy and movement on the part of the coach to gauge teacher readiness and adjust coaching stances. And while dynamic coaching may, at times, need to be direct informational (Glickman, 2002), the dynamic between the coach and the coachee is dialogical as set in motion by a set of processes in which social justice and critical pedagogy are the foundation of the relationship.

I was able to set the conditions for dynamic coaching through the intentional use of CLE protocols in the community of practice and individual coaching sessions that established trust, transparency, and authentic conversations. Through regular observation cycles and use of data to co-create meaning, we set the stage for dynamic coaching to occur. This transformation to understanding the complexities of dynamic coaching allowed me as the coach to push

218
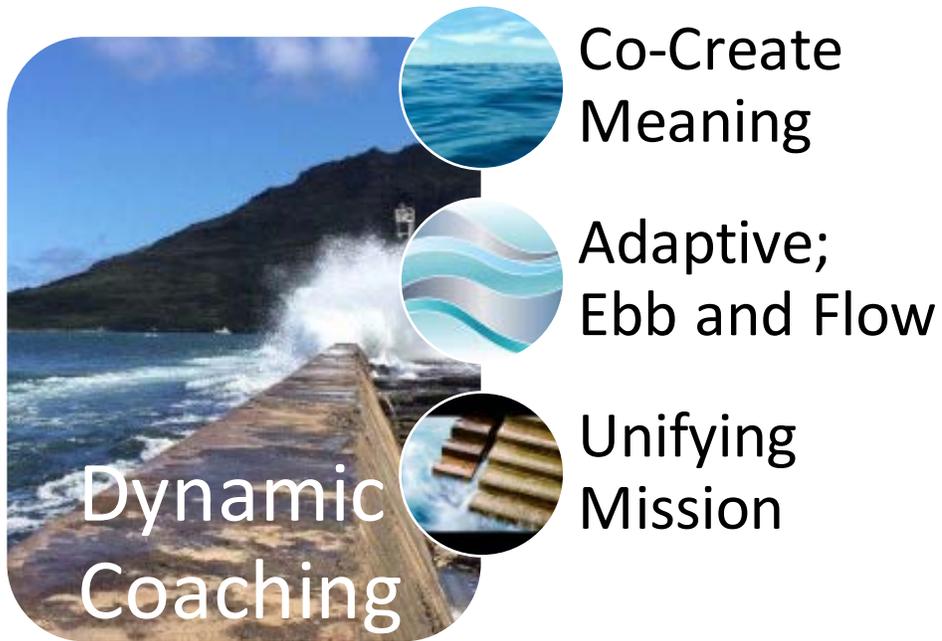
Figure 25. Dynamic Coaching is a process that depends on the unifying mission of social justice as the key tenet of conditions for the ebb and flow between coach and teacher.

participants to improve their practice. Dynamic coaching changes the power dynamics in a coaching relationship between evaluator/or administrators and teachers to one of parity as co-learners in which the coach is not directing, but using data to bolster the thinking of the participant. In this way, dynamic coaching has the potential to reimagine professional learning as an evolving process and not a fixed one. However, that level of parity is only possible when we examine learning through a Freirean lens and commit to dialogical teaching and learning as adults as a precondition for teachers working with the students more effectively.

Research Questions Re-Examined

The overarching question guiding this study was: *To what extent can a CPR team co-generate and adapt culturally and linguistically responsive curricular content and pedagogical practices to increase academic rigor?* The three sub-questions were:

1. To what extent do we co-create culturally responsive curricular and pedagogical approaches that maintain academic access and rigor?

2. How do teachers' perceptions of culturally and linguistically responsive pedagogical practices and their expectations of their students change through this work?

3. How does this process inform my ability to be a generative and collaborative school leader of the team and a coach?

Over the course of eighteen months, as our group of co-practitioner researchers met regularly and engaged in professional learning, we used Hammond's *Culturally Responsive Teaching and the Brain* as an anchor text. In our community of practice (CoP) structure, CPR members reflected on their practices and shared with each other. This professional development was supported with one-to-one coaching to create meaning and generative knowledge regarding

220

culturally responsive teaching. CoP data confirmed that sustained focus on CLRP with attention to question levels did increase the number of higher order questions asked in classroom observations, the use of academic discourse, and the levels of rigor and cognitive demand.

Secondly, teachers in this study perceived that CLRP is social justice teaching and expressed their belief through relationships with students and curriculum planning that sought to empower students. Teachers were able to analyze data from observations and engage in coaching conversations to support changed practices to increase rigor. Teachers needed to build on their assets of relationships and culturally responsive content by increasing the cognitive demand and being warm demanders of student learning. To support teacher change, we created the conditions for adult learning, and coaching supported changes in practice. CPR members implemented CLRP with more attention to rigor through intentional reflection in CoPs with a sustained focus on CLRP and a reinforcement of this learning with the use of coaching.

Framework for Change

As a result of this PAR project and study, I developed a framework for supporting teacher change. Figure 25 represents the framework for change in teacher practice based on the findings of this PAR. To increase student academic learning, we engaged in focused professional learning to address teacher practices. In this case, the focus was on CLRP practices. The vessel that best supported the focused professional learning was a community of practice (CoP) that attended to the principles of adult learning. Furthermore, to promote transfer to classroom practice, instructional coaching was critical. Particularly a dynamic coaching model. The combination of these three drivers of change led to changed teacher practices with the intention of improving student learning.

- Trust
- Reflection
- Building on
- Shared Practice

CoP

CLRP

Coaching

- Academic Discourse
- Cultivating Student Voice
- Human Connection

- Dynamic Coaching
- Reflective Conversations
- Data to inform conversations
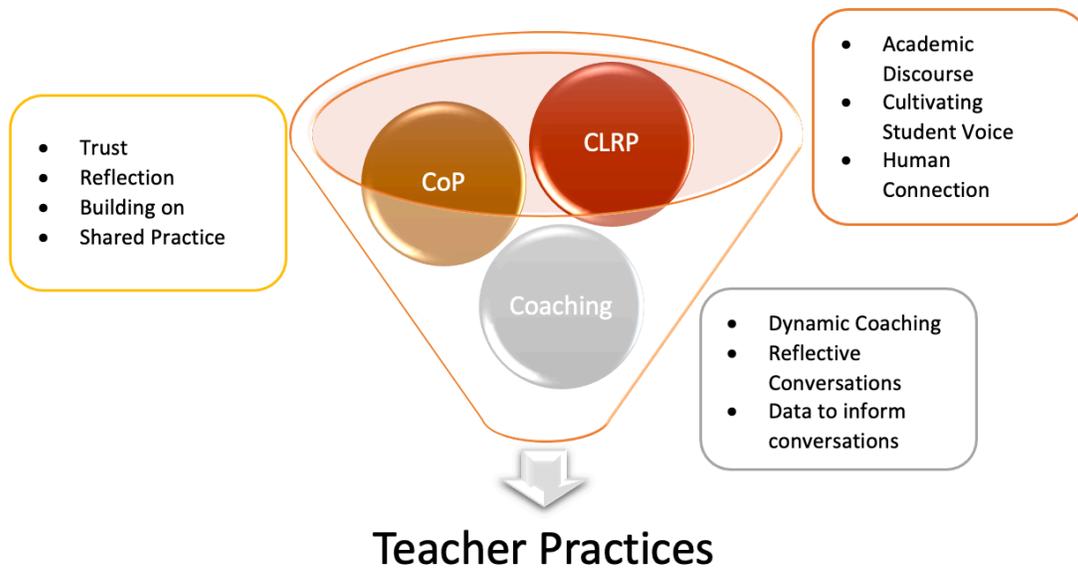
Teacher Practices

Figure 26. Framework for changing teacher practices for CLRP depended on three factors.

Implications

The practice implications are multiple; the framework offers a systematic way for the school leader as the instructional leader to promote teacher change in ways that honor and support the assets of teachers but remain steadfast in attention to rigorous learning for students. While programs often support replication, I urge school leaders and teachers to use a scaling model in adaptability and innovation that they can tailor to their contexts while maintaining the core principles I have outlined in this dissertation (Morel et al., 2019). The policy considerations at the micro, meso, and macro levels are critical to support teachers and principals in adapting the curriculum and instructional practices, including observations, to their context. While there is a plethora of literature on culturally and linguistically responsive pedagogy and what that constitutes, the literature on how teachers—who are deeply committed to social justice and practice it in some ways, but not in others—is limited and needs further research.

Practice Implications

The PAR findings highlight promising practices for leaders, teachers, and schools. As a result of participation in this PAR, CPR members have developed their skills and understanding of CLRP to include attention to rigor and academic discourse. Participation in this PAR has made explicit the connections to what Little (2006) refers to as the instructional triangle and has offered a model that includes more attention to equity and CLRP. This framework attends to three relationships: teacher to the content, student to the content, and teacher to the student. In this way, we developed a new theoretical design for examining the relationships: practitioners to content, student to the content, and teacher to the student. Thus, a new theoretical design for practitioners that expands the original instructional triangle is in order.

The PAR findings offer a framework for change in teacher practice that can be replicated

by principals and teacher leaders. The findings demonstrate that if participants engage in sustained professional learning to increase access to rigor and academic discourse via a CoP based on adult learning principles that is reinforced with coaching, then changes in practice can occur. The framework of the three interacting components could be used to address other curricular or instructional efforts.

Finally, the PAR is important to the practice community because we addressed the opportunity gap, a national issue with local consequences. When the youth living in Oakland or many other similar communities in the US do not have access to rigorous instruction that is culturally relevant, they are more likely to disengage, leaving them more vulnerable to academic decline, exclusionary discipline, and ultimately to dropping out. Or they may complete a high school education but emerge unprepared for college and beyond. In this PAR, teachers, a coach, and an administrator learned to reflect on the ways they scaffolded, supplemented curriculum, and delivered instruction to meet grade level standards and ensure rigor that is culturally relevant and engaging. The model could be used in many school contexts for improving teacher practice.

Policy

To address and interrupt institutional racism, we must examine the policies at all levels of the educational system that uphold or reinforce racist beliefs and practices. Kendi (2019) says:

> The history of racist ideas is the history of powerful policymakers erecting racist policies out of self-interest, then producing racist ideas to defend and rationalize the inequitable effects of their policies, while everyday people consume those racist ideas, which in turn sparks ignorance and hate. (p. 270)

The PAR was designed to address a specific equity challenge. The equity challenge identified was national and local, which was the lack of opportunities for critical thinking and rigor for

224

students. The CPR members named a meso level district policy that they believed was inequitable, which was the implementation of an ELA curriculum that they felt was not culturally responsive; however, they acknowledged that in school level adaptation, maintaining the curricular and pedagogical level of cognitive demand is critical. At the micro, or school level, the CPR members made curricular adaptions and substitutions, fostering a narrow interpretation of CRLP on content that is culturally relevant or politically or socially conscious; however, additional attention to cognitive levels was necessary.

One district policy implication would be a recommendation to give teachers more professional learning in culturally and linguistically responsive pedagogy (CRLP) that focuses on high cognitive demand, drawing on their warm relationships with students to support increased rigor. A broader interpretation supported across a district should focus on conditions for learning, critical thinking, and increased opportunities for rigor to allow some students to move from dependent to independent learners. This recommendation would promote autonomy at the micro level and curricular rigor at the meso level. Secondly, districts could better support communities of practice (CoPs). In a CoP, members strengthen relationships by using learning exchange pedagogy and principles of adult learning to create the space to generate knowledge collectively. This policy recommendation for the local school and district arenas should include the necessary resources that allow teachers collaboration time, observation, and debrief time. Finally, districts need to better support principals to be instructional coaches. Principals need the evidence-based observation tools and practice in effective conversations as well as knowledge and skill in coaching practices. In a dynamic approach to coaching, the principal as coach learns to craft a conversation to better support the teacher's knowledge and skill.

Research Implications

This PAR project used community learning exchange and improvement science principles to develop a qualitative study that tested the following principles: Make the work problem-specific and user-centered; accelerate improvement through networked communities (CoP); develop pragmatic metrics to gauge iterative improvement and respond to variation; believe in the power of dialogue among teachers; and honor local wisdom. Because we cannot improve at scale what we cannot measure, we anchored our practice improvement in disciplined inquiry and the use of communities of practice to drive adult learning (Bryk et al., 2015).

This research contributed to the research literature in all these important areas. Practitioners can collect and analyze evidence to make decisions and improve school and district conditions by using a participatory action research process that relies on iterative evidence to make decisions. By engaging in inquiry cycles centered on observation data and reflecting on data to inform instructional next steps, we can, at the school level, serve as activist researchers devoted to engaging others to address a social justice issue. More research of this type is needed to inform the practice community.

A second research recommendation would be to look more closely at the relationship between the cognitive dissonance of teachers' understanding of social justice and their application of it in classroom instruction. We have multiple studies on teachers effectively implementing social justice and inquiry; however, we need more studies on how teachers who subscribe to social justice principles, have strong relationships with students and families, and bring socially conscious content to the classroom still do not fully enact high cognitive demand.

Some additional research questions that I would offer to future researchers as a result of this study include:

1. How are administrators prepared to be instructional coaches with attention to CLRP practices?

2. How are teachers and coaches prepared to be equity leaders?

3. To what extent can CLRP teachers create a liberation pedagogy through cultivation of student voice and storytelling that reflects high cognitive demand?

4. To what extent can a group of co-practitioner researchers create a momentum for change at a school site focused on rigorous critical pedagogy?

Leadership Journey

As I reflect on my growth as a leader over the course of this participatory action research project, I examine my role as a researcher-practitioner and school leader. First, relying on the community learning exchange axioms were critical to the PAR and to my growth as a leader. I had participated in national CLE events and had used the axioms in other leadership work, but as I incorporated them fully in the PAR, I understood them more deeply and benefitted from them as a foundation of my leadership work. These were and are my espoused values and I learned to enact them in new ways (Argyris & Schön, 1974; Freire, 1970; Guajardo et al., 2016):

1. I enacted learning and leadership as dynamic social processes in the community of practice (CoP) by building on the collective and individual strengths of the participants through storytelling and appreciative listening.

2. Concurrently, I believed but came to know more fully that conversations are critical and central pedagogical processes. Through intentional reflective exercises in group circles, feedback cycles, and one-to-one coaching conversations using cognitive coaching, I participated in and facilitated conversations as learning events more effectively.

227

3. I saw how relying on and trusting the people closest to the issues to discover answers to local concerns was possible through intentional structures and actions by the leader.

4. By crossing boundaries, we were able to enrich the developmental and educational processes of adults as we co-generated knowledge and skills to address social justice issues in our school.

5. Finally, and clearly, hope and change are built on assets and dreams of locals and their communities. Students, teachers, and communities bring a complement of assets. Over three cycles of inquiry, we enacted Duncan-Andrade's (2009) transformational hope.

As a result of these experiences and learning, I became a stronger practitioner-researcher and a better school leader.

Researcher-Practitioner Journey

Figure 27, a research journey line, shows a progression of thematic learning experiences centered on my identity as a Chicano student moving through different stages. I used this journey line early in this project to begin to delineate actions of a practitioner-researcher and leader. In the critical moments in my journey as I grew as a researcher-practitioner, I applied my experiences and developed *conscientização* (Freire, 1970), the spirit and the action of being more conscious of my responsibility to engage in education as a practice of liberation for myself and others.

In a prior graduate school experience, I designed an action research project focused on teaching practices and curriculum. The project allowed me to step out of the role of practitioner and view the problem as an observer and then apply organizational theory with specific

228

Journey Line of Research

Great Importance

Parent: Why it matters?

CAL PLI LARP Protocols in PLCs to increase critical thinking in classrooms

Teaching LAUSD

Learning Community Context

UCLA Poli Sci 10 Theory

Poli Sci 40 Marxism

Poli Sci 140 Ethnic Politics of LA

Medium Importance

HS Research Papers

Topics that were relevant

American Legal Studies

Middle school interest in Chicano Studies

Curiosity inspired Abuelos stories of childhood and Mexico,

Visits to Mexico

| Childhood | Young Adulthood | Adulthood | Current |

Figure 27. Research journey line.

instructional strategies or actions. In the doctoral participatory action research (PAR) project journey, I designed a project centered on an equity issue in which I could empower a team to take action. As a researcher, I shifted "from normative to analytical, from personal to intellectual, from particular to universal, and from experiential to the theoretical" (Labaree, 2003, p. 16).

I believe that the attributes of educational researcher-practitioner include a sense of moral responsibility to improve outcomes for students, and sense-making skills to understand the problems. Each of the events on my journey line was rooted in curiosity about self, my role in the world, and my desire to help others like myself. Each step in that journey has given me greater access and influence. I gained what Hochbein and Perry (2013) refer to as the *tools of war*: "If practitioners are to transform PK-20 education, then they must be armed with what we call the 'tools of war,' or the research skills necessary to address the pressing problems of practice our education system faces" (p. 182). My hope is to combine my moral responsibility with the tools of war to understand the problems of practice with the goal of improving outcomes for students.

Leadership Journey

The journey line of leadership (see Figure 28) highlights key leadership moves I made during the course of this project. The CPR members held strong feelings regarding top-down leadership moves made by the district regarding ELA curriculum implementation, and CPR members felt that many initiatives left teachers with limited agency. As a site leader and PAR leader, I had to authorize the voices of CPR members by focusing the PAR on CLRP strategies that would enable them to adapt any curriculum to meet the needs of students. Secondly, I needed to balance my positionality. Three of the members of the CPR group were members of the school's leadership team. I needed to be strategic in my responses to schoolwide

230

PAR Leadership Journey Line

What leadership moves did you make in this project?

	PAR Cycle 1	PAR Cycle 2	PAR Cycle 3
Great Importance	*Adaptability*	*Adaptability*	*Adaptability*
	Observation cycle	<mark>Observation Cycle</mark>	CLRP team influence
	1-1 Feedback	<mark>1-1 Feedback w coaching moves</mark>	<mark>schoolwide PD Foci</mark>
	<mark>Negotiate strategies vs.</mark>	Mid cycle shifts due to COVID-19	Observe distance learning
	<mark>Curriculum</mark>	Maintain CoP for support	(DL) for CLRP
	Balance positionality	Virtual CLRP Meetings	1-1 Feedback w coaching
	CLRP Meetings	FlipGrid	moves
Medium Importance	Anchor Texts	1-1 sessions to provide	Collect challenges and assets
		support/assurances	related to CLRP in DL

Figure 28. PAR Leadership journey line.

leadership challenges so as to maintain positive relationships and authentic engagement in the PAR. When I felt progress stalling toward increased opportunity for academic discussion or rigor, I had to make strategic decisions about how to coach to maintain teacher agency but push for academic rigor. As a result of diving into data collection and analysis, I now lead with data in teams as well as coaching and observation sessions.

I make sure that my teams are using data to inform decisions as well as monitoring growth or efficacy of action items. I have been able to use dynamic coaching in regular observation and feedback cycles, thereby improving my clinical supervision practices. Many administrators have not been coaches, and administrative credential programs tend to undervalue coaching as a function of supervision. With this PAR, I was able to develop skills as a coach, particularly using a model of dynamic coaching to reinforce professional learning and meaning-making, and I recommended that as a way district can better support school leaders. Finally, although not directly connected to the PAR, I had to make leadership moves to support my CPR members during the pandemic and virtual learning. I needed to pivot from academic discourse and rigor and shift to immediate concerns of safety, wellness, and distance learning. Any other discussion would have been disingenuous and perceived as disrespectful. Therefore, each of the CPR meetings following the closure began and ended with connections and check-ins naming their concerns and worries.

As a person and leader of color, I bear the heavy burden of lifting up equity work in all its facets (resources allocation, policy decisions, power dynamics, partnerships, etc.). This has been the core of my mission in serving the communities in which I work. As a parent of sons and daughters of color this is particularly personal because the outcomes are a matter of life and death. Equity is more than a buzzword for me; it's a reality my family and I face.

Currently, schools are closed and children are dying in the streets due to lack of housing, food insecurity, and violence, all symptoms of poverty and institutional racism. As academics and policy advocates, we can theorize how best to reform schools, but until we begin to truly use data/evidence to inform change and give agency to those closest to the problem, we are contributing to the problem of lack of opportunities for students of color.

Social Justice Warriors

Eighteen months ago, I began a journey with a team of social justice warriors – what Leverett (2002) names as persons who "regardless of their role in a school or district, passionately lead and embrace the mission of high levels of achievement for all students, regardless of race, social class, ethnicity, culture, disability or language proficiency (p. 1). The challenge we had was bringing students to levels we had already reached because we stood on the shoulders of others. However, the scaffolds we had, such as affirmative action, are no longer there for our students. Our mission in the study was to teach future social justice warriors—our students—how to realize their full potential. To do this, we needed to create opportunities that challenged students academically while giving them agency and hope. We did this by developing culturally responsive pedagogy that pushed students' critical thinking, developed student voice, and offered an educational path to liberation. Love (2019) says in her book title: *We Want to Do More Than Survive*. In fact, our responsibility as educators is to promote abolitionist teaching in the pursuit of educational freedom so that students thrive, not simply survive

In the journey, we developed our tools by building on the assets of the team. Through community, collaboration, storytelling, and hope-making, we learned to rely on our collective knowledge and skill-building. By truly understanding the problems we seek to address, we can then design interventions and actions that utilize our assets and mitigate the challenges in our

contexts. In marrying the CLE axioms to improvement science principles, we can empower educators to be agents of change and equity warriors who become the teachers Delpit (2012) urges us to be: teachers who "expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment" (p. 77). This powerful realization compels us to action in a time that is ripe for change.

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APPENDIX A: ISTITUTIONAL REVIEW BOARD APPROVAL

EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board
4N-64 Brody Medical Sciences Building· Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office **252-744-2914** · Fax **252-744-2284** ·
rede.ecu.edu/umcirb/

Notification of Amendment Approval

From: Social/Behavioral IRB
To: Marcos Garcia
CC: Matthew Militello
Date: 12/21/2020
Re: Ame1_UMCIRB 19-001614
UMCIRB 19-001614
Culturally Responsive Pedagogy in Middle School Humanities

Your Amendment has been reviewed and approved using expedited review on 12/18/2020. It was the determination of the UMCIRB Chairperson (or designee) that this revision does not impact the overall risk/benefit ratio of the study and is appropriate for the population and procedures proposed.

Please note that any further changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a Final Report application to the UMCIRB prior to the Expected End Date provided in the IRB application. If the study is not completed by this date, an Amendment will need to be submitted to extend the Expected End Date. The investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Description
Study expected end date extended to 6/1/2021

For research studies where a waiver or alteration of HIPAA Authorization has been approved, the IRB states that each of the waiver criteria in 45 CFR 164.512(i)(1)(i)(A) and (2)(i) through (v) have been met. Additionally, the elements of PHI to be collected as described in items 1 and 2 of the Application for Waiver of Authorization have been determined to be the minimal necessary for the specified research.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

APPENDIX B: CITI PROGRAM TRAINING

CITI PROGRAM

Completion Date 06-Jan-2019
Expiration Date 05-Jan-2022
Record ID 29925761

This is to certify that:

marcos garcia

Has completed the following CITI Program course:

Human Research (Curriculum Group)
Group 2.Social / Behavorial Research Investigators and Key Personnel (Course Learner Group)
2 - Refresher Course (Stage)

Under requirements set by:

East Carolina University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w67eafb2f-bf3f-4a9e-823e-7c6d5d148bd5-29925761

APPENDIX C: IRB APPROVED INFORMED CONSENT FORM

ECU *CAPTURE YOUR HORIZON*

Informed Consent to Participate in Research
Information to consider before taking part in research that has no more than minimal risk.

Title of Research Study: Culturally responsive teaching strategies in middle school humanities

Principal Investigator: Marcos Garcia under the guidance of Dr. Matthew Militello
Institution, Department or Division: Dr. Militello: Institution, Department or Division: College of Education
Address: 220 Ragsdale, ECU, Greenville, NC 27858
Telephone #:(919) 518.4008
Study Coordinator: Dr. Matthew Militello
Telephone #:(919) 518.4008

Researchers at East Carolina University (ECU) study issues related to society, health problems, environmental problems, behavior problems and the human condition. To do this, we need the help of volunteers who are willing to take part in research.

Why am I being invited to take part in this research?
The purpose of this research is to examine the extent that a team can co-generate and adapt culturally and linguistically responsive pedagogy that can increase academic discourse and rigor. You are being invited to take part in this research because you are an experienced educator and demonstrate reflective practices for improved instruction. The decision to take part in this research is yours to make. By doing this research, we hope to learn ways to improve instruction.

The overarching question guiding this study is:
To what extent can a CPR team co-generate and adapt culturally and linguistically responsive pedagogical practices to include more attention to academic discourse and rigor?

You are being invited to participate because you are either (a) an administrator or coach at the participating middle school, (b)or a teacher at the participating middle school.

If you volunteer to take part in this research, you will be one of about __8__ people to do so.

Are there reasons I should not take part in this research?
There are no known reasons for why you should not participate in this research study.

What other choices do I have if I do not take part in this research?
You can choose not to participate.

Where is the research going to take place and how long will it last?
The research will be conducted at your school. The total amount of time you will be asked to volunteer for this study is approximately two hours per month over the period of three semesters.

Title of Study:

What will I be asked to do?

You will be asked to do the following:

If you agree to participate in this study, you may be asked to participate in one or more interviews. Interviews will be audio/video recorded. If you want to participate in an interview but do not want to be audio recorded, the interviewer will turn off the audio recorder. If you want to participate in a focus group but do not want to be video recorded, you will be able to sit out of field of view of the video camera and still be audio recorded. Interview questions will focus on your reflections and experiences in Community Learning Exchanges. Your classroom will be observed and you may be asked to observe other participants' classrooms. You will also be asked to written reflections on your participation.

What might I experience if I take part in the research?

We don't know of any risks (the chance of harm) associated with this research. Any risks that may occur with this research are no more than what you would experience in everyday life. We don't know if you will benefit from taking part in this study. There may not be any personal benefit to you but the information gained by doing this research may help others in the future.

Will I be paid for taking part in this research?

We will not be able to pay you for the time you volunteer while being in this study

Will it cost me to take part in this research?

It will not cost you any money to be part of the research.

Who will know that I took part in this research and learn personal information about me?

ECU and the people and organizations listed below may know that you took part in this research and may see information about you that is normally kept private. With your permission, these people may use your private information to do this research:

- Any agency of the federal, state, or local government that regulates human research. This includes the Department of Health and Human Services (DHHS), the North Carolina Department of Health, and the Office for Human Research Protections.
- The University & Medical Center Institutional Review Board (UMCIRB) and its staff have responsibility for overseeing your welfare during this research and may need to see research records that identify you.

How will you keep the information you collect about me secure? How long will you keep it?

The information in the study will be kept confidential to the full extent allowed by law. Confidentiality will be maintained throughout the data collection and data analysis process. Consent forms and data from interviews will be maintained in a secure, locked location and will be stored for a minimum of three years after completion of the study. No reference will be made in oral or written reports that could link you to the study.

What if I decide I don't want to continue in this research?

You can stop at any time after it has already started. There will be no consequences if you stop and you will not be criticized. You will not lose any benefits that you normally receive.

Who should I contact if I have questions?

The people conducting this study will be able to answer any questions concerning this research, now or in the future. You may contact the Principal Investigator at marcosmgarcia1@gmail.com.

If you have questions about your rights as someone taking part in research, you may call the Office of Research Integrity & Compliance (ORIC) at phone number 252-744-2914 (days, 8:00 am-5:00 pm). If you would like to report

Page 2 of 3

Consent Version # or Date:_____

Title of Study:

a complaint or concern about this research study, you may call the Director for Human Research Protections, at 252-744-2914

Is there anything else I should know?
Your information collected as part of the research, even if identifiers are removed, will not be used or distributed for future studies.

I have decided I want to take part in this research. What should I do now?
The person obtaining informed consent will ask you to read the following and if you agree, you should sign this form:

- I have read (or had read to me) all of the above information.
- I have had an opportunity to ask questions about things in this research I did not understand and have received satisfactory answers.
- I know that I can stop taking part in this study at any time.
- By signing this informed consent form, I am not giving up any of my rights.
- I have been given a copy of this consent document, and it is mine to keep.

_____

Participant's Name (PRINT)   **Signature**   **Date**

Person Obtaining Informed Consent: I have conducted the initial informed consent process. I have orally reviewed the contents of the consent document with the person who has signed above, and answered all of the person's questions about the research.

_____

Person Obtaining Consent (PRINT)   **Signature**   **Date**

*Consent Version # or Date:*_____

APPENDIX D: CODEBOOK OF CLRP CATEGORIES ACROSS THREE PAR CYCLES

PAR 1

CLRP Codes	CPR 1	CPR 2	CPR 3
CLRP/Questioning	/	/	16 (/)
CLRP/ MP Multiple Perspectives	/	/	/
CLRP/SL Students Lives	/	/	/
CLRP/SE Student Engagement	5(/)	/	/
CLRP/FE Family Engagement	/	/	/
CLRP/ relationships	/	/	/
CLRP/ Cooperative Learning		/	/
CLRP/ Question Generating			18 (/)
CLRP/ CT critical thinking			//
CLRP/ CB Context Building			4(/)
CLRP/ AD Academic Discourse			7 (/)
CLRP/ HEHH High Expectations High Help			11 (/)
CLRP/ Constructivist			/
Practices	10	7	65
Total			83

PAR 2

CLRP Codes	CPR 1	CPR 2	CPR 3
CLRP InQ Inquiry		////	
CLRP BHC Build on Home Culture			/
CLRP CR Cognitive Routines			////
CLRP PIL Path to Independent Learning		//	/
CLRP NA Needs Assessment	14(/)		
CLRP RTP Response to Pandemic	7(/)		
CLRP RR Reflect on Relevance		//	
CLRP DL Distance Learning			////
TPAS Access Strategy	8(/)	////	
TP SN Structured Notes	/		/
TPAS/ SM Access Strategy (sociamedia)		//	//
Practices	8	33	12
Total			53

PAR 3

CLRP Codes	CPR 1	CPR 2
CLRP Narrative Technique	/	////
Practices		4

CLRP Codes from 1-1s	MN	CF	IM
TPAS Access Strategy	6(/)		/
CLRP BHC Build on Home Culture			/
CLRP CR Cognitive Routines	/		/
CLRP LC/R Layer Complexity/Rigor	17(/)		
CLRP PIL Path to Independent Learning			/
CLRP LP Learning Partnership	//		
CLRP D/B Depth vs Breadth			
CLRP R Representation	4(/)		
CLRP Validate Contributions		//	
CLRP JL Joyful Learning	//	//	/
	34	5	4
Practices			43
Total			47

PAR 1 (continued)

CLRP Codes	CPR 1	CPR 2	CPR 3
CLRP/ Beliefs Humanizing; liberation; mindset;	13(/)	14(/)	/
CLRP/Content	10 (/)	/	/
CLRP/ CP Critical Pedagogy		/	
CLRP/ L Leadership		//	
CLRP/ CH Critical Historian	//	7(/)	/
CLRP/ Oral History			
CLRP/ ST Story Telling	5(/)	/	/

SJA Social Justice Awareness	CPR 1	CPR 2	CPR 3
SJA/C Social Justice Awareness name context	5(/)	14 (/)	////
SJA/B Social Justice Awareness Belief	5(/)	////	6(/)
SJA/TR Trasnform Reform	/	16 (/)	4(/)
SR/MaC Structural Racialization Macro Challenge	/	/	4(/)
SR/MiC Structural Racialization Micro Challenge	/	//	10 (/)
SRI Structural Racialization Intervention		5(/)	8(/)
Beliefs	49	69	45
Total			163

PAR 2 (continued)

CLRP Codes	CPR 1	CPR 2	CPR 3
CLRP SW Shift to Wellness		///	/
CLRP HC Human Connection		////	
CLRP ASN Adapt to Student Need		13(/)	/

Transformed Practices Codes	CPR1	CPR 2	CPR3
TP Crit Con CRIT Theory Content	5(/)	//	6(/)
TP Crit TLang CRIT Theory Language	//	/	5(/)
TP RSCM Reflect Self as Change Maker	10(/)		8(/)
TPFDN Flip Dominant Narrative	////		
TPCST Connect through Story Telling	///		
TP HM Hope Making	//		//
TPHE Healing Experience	///		
TP DWV Develop World View	////		5(/)
TP AR Awareness of Responsibility	/	//	
TPASP Awareness of Sociopolitical Impact	/		
TPSLB Self Love and Beauty	/	/	
TPAWSS Awareness of Student Stories	5(/)	////	
Beliefs	38	30	28
Total			96

PAR 3 (continued)

CLRP Codes	CPR 1	CPR 2
CLRP CE Creative Expression	//	//
CLRP TC Teacher Confidence	/	/
CLRP LHC Limited Human Connection	4(/)	//
CLRP SW Shift to Wellness	/	/
CLRP CSV Cultivate Student Voice	//	/
CRLP Leadership Expand Influence	/	/
CLRP HC Human Connection	10(/)	5(/)
CLRP ASN Adapt to Student Need	3(/)	/
TP RSCM Reflect Self as Change Maker	//	/
TPCST Connect through Story Telling	/	/
Beliefs	27	16
		43

CLRP Codes from 1-1s	MN	CF	IM
CLRP HC Human Connection	6(/)	/	5(/)
CLRP ASN Adapt to Student Need		//	
CLRP CSV Cultivate Student Voice	12 (/, 6(/)		
TP HM Hope Making	3(/)	5(/)	
CRLP Leadership Expand Influence	/		
TP Crit TLang CRIT Theory Language	3(/)		
TPFDN Flip Dominant Narrative			
CLRP LHC Limited Human Connection			/
TPAWSS Awareness of Student Stories	/		
TPCST Connect through Story Telling	3(/)	4(/)	
Beliefs	31	18	6
			55
Total			98

APPENDIX E: CODEBOOK OF COP CATEGORIES ACROSS THREE PAR CYCLES

PAR 1

CoP Codes	CPR1	CPR 2	CPR3
CoP/ reflect= cogenerate knowledge	/	/	/
CoP/ Inquiry	/	//	/
CoP/ Peer Accountability //	//	/	/
CA/C Cultural Archetype/Collective	/	5(/)	/
CA/I Cultural Archetype/ Individualist /		//	/
IA/OT Internal Accountability Ob Tool /		////	/
	7	14	6
Total			27

PAR 2

CoP Codes	CPR1	CPR 2	CPR3
CoP BSP Build on/Share Practice	////		///
CoP RP Reflect on Practice	5(/)	9(/)	12(/)
CoP R>I Reflect to Improve	7(/)	5(/)	///
CoP CC Community and Collaboration	7(/)	/	///
CoP AC Authentic Share	//	9(/)	/
CoP GNS Generative Next Steps		/	/
CoP AS/RS Authentic Share/Reflect Se.	///		7(/)
CoP/CLE/CTA CLE Connect through Art		/	9(/)
CoP SCC Selfcare Check-in		5(/)	7(/)
CoP OP Open Practice	///	//	///
CoP NEC Name Equity Challenge		7(/)	////
CoP SPA Share Practice/Artifacts	//	//	8(/)
	36	42	58
Total			136

PAR 3

CoP Codes	CPR 1	CPR 2	MN 1-1	CF 1-1
CoP BSP Build on/Share Practice		3(/)	CoP BSP Build on/Share Practice /	CoP R>I Reflect to Improve //
CoP RP Reflect on Practice	3(/)	10(/)	CoP NEC Name Equity Challenge /	CoP AC Authentic Share //
CoP R>I Reflect to Improve	//	13(/)	CoP/CLE/ Learning Exchange 3(/)	
CoP CC Community and Collaboration	4(/)	11(/)		
CoP AC Authentic Share		3(/)		
CoP GNS Generative Next Steps	4(/)	4(/)		
CoP AS/RS Authentic Share/Reflect Self	4(/)	4(/)		
CoP/CLEP Learning Exchange Pedagogy	/	/		
CoP Purpose/Intentionality		4(/)		
CoP DLA Distance Learning Adaptation	/	/		
Other CoP codes	4	22		
	23	76	5	4
		99		9
			Total	108

APPENDIX F: CODEBOOK OF COACHING CATEGORIES ACROSS THREE PAR CYCLES

PAR 1				PAR 2				PAR 3				
CoP Codes	CPR1	CPR 2	CPR3	CoP Codes	CPR1	CPR 2	CPR3	CoP Codes	CPR 1	CPR 2	MN 1-1	CF 1-1
CoP/ reflect= cogenerate knowledge	/	/	/	CoP BSP Build on/Share Practice	////		///	CoP BSP Build on/Share Practice		3(/)	CoP BSP Build on/Share Practice /	CoP R>I Reflect to Improve //
CoP/ Inquiry	/	//	/	CoP RP Reflect on Practice	5(/)	9(/)	12(/)	CoP RP Reflect on Practice	3(/)	10(/)	CoP NEC Name Equity Challenge /	CoP AC Authentic Share //
CoP/ Peer Accountability //	//	/	/	CoP R>I Reflect to Improve	7(/)	5(/)	///	CoP R>I Reflect to Improve	//	13(/)	CoP/CLE/ Learning Exchange 3(/)	
CA/C Cultural Archetype/Collective /	5(/)	/		CoP CC Community and Collaboration	7(/)	/	///	CoP CC Community and Collaboration	4(/)	11(/)		
CA/I Cultural Archetype/ Individualist /	//	/		CoP AC Authentic Share	//	9(/)	/	CoP AC Authentic Share		3(/)		
IA/OT Internal Accountability Ob Tool /	////	/		CoP GNS Generative Next Steps		/	/	CoP GNS Generative Next Steps	4(/)	4(/)		
				CoP AS/RS Authentic Share/Reflect Se.	////		7(/)	CoP AS/RS Authentic Share/Reflect Self	4(/)	4(/)		
				CoP/CLE/CTA CLE Connect through Art	/	9(/)		CoP/CLEP Learning Exchange Pedagogy	/	/		
				CoP SCC Selfcare Check-in		5(/)	7(/)	CoP Purpose/Intentionality		4(/)		
				CoP OP Open Practice	///	//	///	CoP DLA Distance Learning Adaptation	/	/		
				CoP NEC Name Equity Challenge		7(/)	///	Other CoP codes	4	22		
				CoP SPA Share Practice/Artifacts	//	//	8(/)					
	7	14	6		36	42	58		23	76	5	4
Total			27	Total			136			99		9
											Total	108