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Instructional Coach Professional Learning: Developing Reflective Practices, Cultural Competence, And Self-Efficacy In An Asynchronous Course

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INSTRUCTIONAL COACH PROFESSIONAL LEARNING:
DEVELOPING REFLECTIVE PRACTICES, CULTURAL COMPETENCE,
AND SELF-EFFICACY IN AN ASYNCHRONOUS COURSE

by

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This dissertation, submitted by Mena T. Hill in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

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Date

PERMISSION

Title   Instructional Coach Professional Learning: Developing Reflective Practices, Cultural Competence, and Self-Efficacy in an 8-week Asynchronous Course

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                 Mena T. Hill
                 May 10, 2022

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ACKNOWLEDGMENTS

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ABSTRACT

Effective instructional coaching programs have the potential to promote the development of reflective practices, cultural competence, and self-efficacy of educators, but require intentional professional development for coaches. This research inquiry examines instructional coach participants' reflective practices, cultural competence, and self-efficacy after participating in an eight-week asynchronous Coach-Teacher Partnership Toolkit (CTPT) professional development course and the effects of the CTPT course on their coaching practices (Hill, 2021c). This study also examines teacher perceptions of cultural competence and reflective practice development as related to organizational and instructional coaching supports.

Results of the study indicate instructional coaches desire ongoing and purposeful professional development in order to continue to develop more than technical coaching skills. In direct response to the data collected within the study, the year-long, differentiated Coach-Teacher Partnership (CTP) Coaching Courses were specifically designed to support the ongoing professional development of instructional coaches' reflective practices, cultural competence, and self-efficacy (Hill, 2022).

Teacher participants in this study confirm the importance of a foundational coach-teacher partnership. Even when the participants felt comfortable with their overall cultural competence, they knew they would benefit from additional and continuous cultural competence-specific professional development. a deeper awareness of the existing dominant culture in education, its

implications for relationships, and the importance of knowing, understanding, and addressing systemic cultural inequities.

INTRODUCTION

The unique complexities of education require an investigation of the systems of support vital to the promotion of educators' reflective practices, cultural competence, and self-efficacy. Within the increasingly high demands placed on educators as well as diverse student needs, an examination of existing educational structures and systems is necessary to determine appropriate responses to support the development of educators' instructional practices and pedagogy. The development of reflective practices, cultural competence, and self-efficacy has the potential to transform educators' beliefs, attitudes, and actions, ultimately affecting student learning and growth over time. Through the development of reflective practices, cultural competence, and self-efficacy educators are better equipped to evaluate current practices and make any adjustments necessary to promote equitable access to education for all students. This project bridges research and theory to the application of structures that promote educator growth. Further, by better understanding instructional coaches' and their partnered teachers' perceptions of support and experiences related to existing organizational structures, appropriate interventions may be established which have the potential to develop individuals' reflective practices, cultural competence, and self-efficacy.

This research attempts to answer the following questions: (1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy?; (2) How does the development of coaches' reflective practices and cultural competency prepare them to support teachers?; (3) How are coaches' perceptions of self-efficacy influenced as they develop cultural competency and reflective practices?; and (4) How do

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personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships?

Relevant terminology includes:

Reflective Practices. Reflective practices are a time and space provided to educators to process and digest information, reflect upon situations, behavior, and actions, and make decisions based upon interpretations of situations and experiences (Allen, Brodeur, & Heins Israelson, 2018; Kuswandono, 2017; Schon, 1983).

Cultural Competence. Cultural competence is the ability to understand the critical role culture plays on the beliefs and behaviors of oneself and others while learning to "navigate cross-cultural differences" to better work with others toward common goals (Aguilar, 2018, p. 113; Holt & Chadwick, 2018; Lindsey, Martinez, Lindsey, & Myatt, 2020).

Self-Efficacy. Personal efficacy refers to the beliefs one has about their ability to make decisions and take action to achieve desired outcomes (Bandura, 1997). Efficacy influences one's decision-making abilities, attitudes, and resilience in situations, as well as one's ability to recognize and achieve goals (Bandura, 1997, 2000).

Coach-Teacher Partnerships. Coaches and teachers enter into an autonomous relationship in which they are equals (Knight, 2007, 2018). Coach-teacher partnerships provide a formal space for educators to engage in reflective practices, discuss and set student-centered goals, implement high-yield strategies, and monitor student achievement (Campbell & van Nieuwerburgh, 2018; Knight, 2018).

Artifact I

It is necessary to have a foundational understanding of existing research, theories, and possible solutions to support educators' development of reflective practices, cultural competence,

and self-efficacy in educational systems. The review of literature explores education from three perspectives: (1) The Purpose of Education; (2) Organizational Level Responsibility; and (3) Educator Reflective Practice and Cultural Competence Development. First, a broad understanding of education allows the reader to understand how systems and structures have or have not promoted equitable learning opportunities for all learners. Second, the exploration of existing research examines how some school organizations attempt to implement programs to address the diverse needs of staff and students, including diversity, equity, and inclusion-specific initiatives. Finally, a thorough examination of possible solutions such as professional development plans and instructional coaching models, which promote educators' development of reflective practices and cultural competence, is necessary in order to make informed decisions within school organizations. In response to complexities in education, it is imperative to recognize the value of scholarly research regarding educational expectations at societal, organizational, and individual levels.

Artifact II

Capitalizing on an existing K-12 district coaching program in the American Midwest, this researcher designed a study to promote the development of instructional coaches' reflective practices, cultural competence, and self-efficacy through the completion of an eight-week asynchronous professional development course. The Coach-Teacher Partnership Toolkit (CTPT) was created to equip coaches to respond to the diverse needs of teachers and students through structured opportunities for coaching participants to engage in reflective practices and cultural competence development (Hill, 2021c). Coach participants also were provided coaching conversation tools to potentially implement into their coaching practices from *Culturally Proficient Coaching: Supporting Educators to Create Equitable Schools*, with the authors'

permission (Lindsey et al., 2020). Coach participant data were collected through weekly reflective journal responses, semi-structured interviews, and cultural competence surveys in order to better understand participants' lived experiences as educators. Additional survey data were collected from teachers who actively partner with instructional coaches to understand teachers' perceptions of organizational and coaching support as related to reflective practice, cultural competence, and self-efficacy development.

Artifact III

The Coach-Teacher Partnership (CTP) Coaching Courses were created (Hill, 2022) in direct response to data collected within the study. The CTP Coaching Courses are specifically designed to support the on-going professional development of instructional coaches' coaching skills, reflective practices, cultural competence, and self-efficacy (Hill, 2022). The CTP Coaching courses provide instructional coaches with the desired professional development while also creating opportunities for the development of meaningful, collaborative relationships between coaches and teachers (Hill, 2022). The CTP Coaching Courses provide coaches quarterly opportunities to implement coaching strategies and partner with teachers within coaching cycles using a coaching framework, the Coach-Teacher Partnership (CTP) Cycle (Hill, 2021b, 2022). The development of instructional coaches' reflective practices, cultural competence, and self-efficacy has the potential to transform professional coaching practices, influence teachers' professional practice, and affect student outcomes.

This study examined the purpose of education, existing organizational structures, and sought to understand the experiences and perceptions of instructional coach and teacher participants. Decision-makers must consider how to apply theoretical principles of education, learning, and development in order to create appropriate structures to assist educators'

development of reflective practices, cultural competence, and self-efficacy. This researcher

provides a solution for implementation that has the potential to transform instructional coaches'

practices, teachers' pedagogy, and students' experience in the classroom.

ARTIFACT I

Education serves as a unique theater wherein individuals from a variety of backgrounds, cultures, and experiences interact with one another. School organizations must consider how best to respond to the diverse needs of staff and students in educational environments in order to achieve organizational goals, support educators' ongoing professional learning, and promote the development and growth of students. K-12 leaders must understand the unique nature of education and recognize the individual identities, cultures, and backgrounds of students and educators, in order to provide adaptive supports to meet individuals' needs. With the increasingly high demands placed on teachers and the diverse academic and social-emotional needs of students, school systems can utilize existing structures that support the development of cultural competence and the knowledge of students' backgrounds in order to create equitable learning opportunities for all students (Blitz, Anderson, & Saastamoinen, 2016; Hammond, 2015; Koenig, Rodger, & Specht, 2018; Lindsey et al., 2020). It is important to provide appropriate professional learning supports that prepare educators' development of content standards, high-yield instructional strategies, cultural competencies, and reflective practices. Organizations may provide a variety of structures that include professional development plans, building-level Professional Learning Communities (PLCs), and instructional coaching and mentoring models to support teacher advancement and student achievement (Knight, 2007; Many, Maffoni, Sparks, & Ferriby Thomas, 2020; "Salt River Schools,"2017). Such considerations have the potential to positively influence educator productivity, task completion, and achievement of personal and

organizational goals. Further, schools must recognize teacher individuality and determine how to best develop organizational systems and structures that empower and encourage individuals to reflect upon their role and influence on the lives of students as well as their development as well-rounded human beings.

This study explores existing K-12 systems and structures that support the development of educators' reflective practices, cultural competence, and self-efficacy. This dissertation examines instructional coach participants' perceptions of cultural competence and reflective practice development after to participating in an eight-week asynchronous professional learning course and the effects on their coaching practices. Also examined were teacher perceptions of cultural competence and reflective practice development related to organizational and instructional coaching supports. This research attempts to answer the following questions: (1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy?; (2) How does the development of coaches' reflective practices and cultural competency prepare them to support teachers?; (3) How are coaches' perceptions of self-efficacy influenced as they develop cultural competency and reflective practices?; and (4) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships?

A Review of Literature

Education is an organizational institution that consists of a large body of professional educators and administrators who support the development and growth of students. The success of educational organizations, schools, and individual teachers is determined by student growth and achievement. Understanding specific types of structures and supports needed to successfully achieve organizational goals, promote teacher development, and, therefore, student achievement

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is difficult. Considering the unique complexities of education and diverse learning communities, an investigation of the purpose of school, organizational responsibilities for the development of both teachers and students, and existing structures that support educator development is necessary.

This review of the literature examines existing professional structures of support within a societal context and at organizational and teacher development levels. A large body of isolated studies investigate the purpose of school and professional development supports that influence individual components of educators' professional development and growth. Further, this research considers the effects current educational supports have on the development of educators' reflective practices, cultural competencies, and self-efficacy. It is vital to the development of the whole person to explore teacher supports from a broader, more inclusive lens and consider the implementation of systems and structures that promote the development of instructional and content knowledge, cultural awareness and competence, and the emotional intelligence of teachers. Organizations must evaluate existing structures and consider the effectiveness of such structures. Intentional adjustments have the potential to cultivate cultural competence and self-efficacy while promoting reflective practices in education with the intention of providing equitable access to education and development for all individuals.

The Purpose of Education

It is essential for educators to understand existing societal structures in order to promote the development of equitable access to learning opportunities for all students (Achinstein & Athanases, 2005; Moir, Barlin, Gless, & Miles, 2009; Terrell, Terrell, Lindsey, & Lindsey, 2018). Wolk (2017) states schools have a responsibility to "educate citizen to be informed, critical, and compassionate caretakers of our democracy" (p. 50). Currently, many students leave

the school environment lacking purpose and a readiness to contribute to and engage in the world as empowered, multicultural, and critical thinkers (Dyches & Boyd, 2017; Wolk, 2017). School organizations must embrace the reality that the purpose of education is to provide students with equitable access and opportunities to develop academic knowledge, critical thinking abilities, and social-emotional skills in order to prepare students contribute to society as informed citizens and equitable participants (Bransford, Darling-Hammond, & LePage, 2005; Horowitz et al., 2005; Wolk, 2007, 2017).

Organizations must examine educational policy, goals, and supports from a larger societal context to better understand the critical role culture, beliefs, and behaviors have on individuals as they influence the experiences and learning opportunities within education for both teachers and students (Holt & Chadwick, 2018; Terrell et al., 2018). It is vital for educators to understand current educational systems and fully comprehend how the development of reflective practices, cultural competence, and self-efficacy influence their decision-making in the classroom and students' educational experiences and access to education (Grant & Zwier, 2011; Hammond, 2015; Lindsey et al., 2020; Merryfield, 2000; Reyna, 2008). The personal identities of teachers and students, such as class, race, culture, gender, ability or disability, and other socially constructed identities, create an opportunity for educators to understand how the diverse backgrounds of individuals influence the educational environment, relationships, and experiences of both teachers and students (Aguilar, 2018; C. S. Hunt & Seiver, 2018; Lindsey et al., 2020; Merryfield, 2000; Reyna, 2008). Moreover, such an examination helps school leaders evaluate and respond to the need for equitable structures and systems, while simultaneously exploring the effects systems and structures have on teachers and students (Achinstein & Athanases, 2005; Fiarman, 2016; Reyna, 2008; Terrell et al., 2018). A thorough examination of

socially constructed intersectional identities within educational systems can reveal organizational strengths and weaknesses that foster or discourage the achievement of organizational goals, teacher professional learning advancements, and students' academic and social development (Achinstein & Athanases, 2005; Cook, 2001; Holme, 2002; San Miguel & Donato, 2010).

Broadly speaking, existing educational structures and systems have a history of inequity that affect educational outcomes of students which perpetuate discriminatory educational access for students (Achinstein & Athanases, 2005; Bradshaw et al., 2018; Dyches & Boyd, 2017; Fiarman, 2016; Hammond, 2015; Taysum, 2013; Terrell et al., 2018; Wolk, 2007). Terrell et al. (2018) argue educational achievement consists of all students gaining access to high-quality instruction and curriculum which is measured by student achievement. In some cases, students from culturally diverse backgrounds have been assigned slower-paced, less challenging courses (Hammond, 2015) which focused more on lower-skilled vocational course work and training (San Miguel & Donato, 2010). Such inequities result in students who do not gain equitable access to rigorous learning and do not receive sufficient support, which results in students who are "unable to work to their full potential" (Hammond, 2015, p. 13).

Studies show existing structures promote the development of individuals who lack the foundational social-emotional and critical thinking skills to engage in society (Hammond, 2015; San Miguel & Donato, 2010; Wolk, 2007, 2017). Also, existing organizational expectations place an emphasis on students' abilities to achieve academically proficient marks on standardized testing yet struggle to engage in critical thinking exercises, leaving students lacking the ability to apply critical thinking skills into real-life context (Taysum, 2013; Wolk, 2007, 2017). Educators must consider how to promote the development of both critical thinking and academic skills.

Educators need to be prepared to meet the needs of diverse populations in the classroom while understanding the critical role individuals' background and culture have on instruction, decision-making, and students' interpretation of experiences in the classroom (Grant & Zwier, 2011; Holt & Chadwick, 2018; Terrell et al., 2018). Educators must recognize multiple identities within others, such as class, culture, race, gender, as well as other socially constructed identities, in order to appropriately respond to the complexities of human existence and individual developmental needs (Cook, 2001; Haring-Smith, 2012; C. S. Hunt & Seiver, 2018; Merryfield, 2000). Both teachers and students must learn to recognize the value of individuals' cultures and identities, all of which are foundational to establishing a healthy community of self-aware learners (Aguilar, 2018; Wolk, 2007). The development of teachers' and students' self-identities helps them understand how their individual backgrounds, cultures, and beliefs shape and influence their attitudes and actions within their community contributions (Cook, 2001; Wolk, 2007). Teachers help prepare young people for an active future in their communities by teaching students to examine the world through multiple perspectives in order to develop social and global awareness (LePage et al., 2005; Wolk, 2007, 2017). Thus, both teachers and students develop a sense of social responsibility and global awareness that recognizes every person as a member of multiple communities, potentially increasing their involvement in civic life (B. Hunt & Harrington, 2010; Lindsey et al., 2020; Taysum, 2013; Wolk, 2007). Individuals with developed critical thinking abilities are better equipped citizens and are prepared to function in and contribute to diverse global environments (Aguilar, 2018; Dyches & Boyd, 2017; Wolk, 2007).

Organizational Level Responsibility

Schools have a responsibility to provide equitable learning opportunities for all staff and students. School districts must examine inequities within the local organization, grapple with the

purpose of education, and determine a course of action to support the development of staff and students. District leadership may begin by considering what structures, programs, and personnel must exist in order to create sustainable and equitable learning experiences that promote the development of individuals who can critically engage and contribute to a society.

Understanding student demographics assists with this process. In 2020, 49.4 million students enrolled in PK-12 public schools in the United States (National Center for Educational Statistics, 2022b). Racial demographic information was collected of those students enrolled in public schools. Student demographic information at both the national and organizational levels should inform leaders as they make decisions intended to promote teacher development and support students' access to equitable learning opportunities. See Table 1.

Table 1. *2020 National PK-12 Racial Demographic Information.*

Student Race/Ethnicity	Number of Enrolled Students	Student Poverty Level			
		Low	Mid-low	Mid-high	High
White students	22.6 million	31	38	23	8
Hispanic students	13.8 million	8	19	29	44
Black students	7.4 million	7	19	29	45
Asian students	2.7 million	40	26	20	14
Students of two or more races	2.2 million	24	32	27	17
American Indian/Alaska Native students	.5 million	8	22	32	37
Pacific Islander students	.2 million	13	28	35	24

Note. 2020 racial demographic data and student poverty data are for the 50 states and the District of Columbia (National Center for Educational Statistics, 2022a; National Center for Educational Statistics, 2022b).

Diversity, Equity, and Inclusion Supports

In response to diverse student and teacher needs, district leadership may consider the implementation of various types of a system-wide diversity, equity, and inclusive approaches or models. Organizations must recognize the value of students' culture and must ensue all educators are committed to providing access to learning at high levels (Terrell et al., 2018). A conscious effort to focus on equity challenges teachers to learn how to effectively interact with others who are different than themselves (Merryfield, 2000; Shaw, 2013). One such solution may include the adoption of a cultural proficiency approach to promote diversity, equity, and inclusion in educational spaces (Terrell et al., 2018). A cultural proficiency approach includes: (1) providing a space for educators to evaluate personal values and beliefs, (2) understanding how values and beliefs influence organization decisions, and (3) developing a lens through which to examine all students' needs (Terrell et al., 2018). Developing culturally proficient practices requires school leaders to question perpetuated inequities in education with a willingness to examine existing organizational structures in order to address "educational gaps and achievement gap issues" (Terrell et al., 2018, p. 27). Actions associated with the development of cultural proficiency tasks individuals within organizations to adopt reflective practices in order to process how their personal attitudes, beliefs, and perceptions of class, culture, race, gender, and other socially constructed identities affect their professional practices (Hammond, 2015; Terrell et al., 2018). Acknowledging and being sensitive to the unique differences and identities of individuals initiates the development of inclusive, safe intellectual, emotional, and physical spaces where both teacher and student are encouraged to experience self-inquiry and reflection (Kaur, 2012; Moir et al., 2009).

As school organizations begin to adopt a culturally proficient approach, an evaluation of appropriate ongoing supports, professional development, and training for educators to develop cultural competence is essential in order apply knowledge to their practice (Achinstein & Athanases, 2005; Bradshaw et al., 2018; Whipp, 2013). Cultural competence consists of three key components including cultural awareness, cultural knowledge, and cultural skills (Dunaway, Morrow, & Porter, 2012). Cultural competence is the ability to identify with one culture while objectively understanding the traditions, behaviors, and actions of another cultural group (Dunaway et al., 2012). Dunaway et al. (2012) state, "Cultural competence is a necessary and important skill for *everyone,* regardless of race, ethnicity, or gender," and should be a priority for members of all groups of people (p. 498).

One approach that promotes inclusive and equitable learning opportunities for students is the adoption of a system-wide culturally responsive pedagogy. Blitz et al. (2016) states, "A culturally responsive school recognizes and validates the cultural and racial identity of each student" (p. 523). Applying a culturally responsive teaching pedagogy empowers educators to respond to students' needs by creating a safe learning environment, facilitating learning based upon an understanding of students' cultural backgrounds, while also understanding the importance of teacher-student relationships (Hammond, 2015). Teachers develop awareness when they recognize the influence of culture, race, gender, class, and language on students' experience, and classroom decisions (Hammond, 2015). Through the adoption of culturally responsive pedagogy, teachers foster the wellbeing of students, teach resiliency skills, and the develop their own sense of agency while also supporting the advancement of academic skills (Blitz et al., 2016; Hammond, 2015). The adoption of culturally responsive teaching and pedagogy prompts educators to utilize reflective practices that draw attention to "beliefs,

behaviors, and practices that get in the way of their ability to respond constructively and positively to students" (Hammond, 2015, p. 53). Working through implicit bias requires that teachers intentionally self-examine their own cultural identity and cultural frames of reference to reveal pre-existing bias and initiate the steps to shift cultural beliefs (Hammond, 2015; Terrell et al., 2018). When using culturally responsive practices, committed teachers honor and value students' unique identities and cultures (Hammond, 2015; Terrell et al., 2018) while taking responsibility for each student's social-emotional and mental health wellness (Blitz et al., 2016). Educators empower students to adopt social-emotional skills so they can learn how to critically evaluate, recognize, and resist social oppression (Blitz et al., 2016). Teachers who learn to become culturally responsive are equipped to respond to students' academic and social-emotional (Hammond, 2015) needs while also honoring the diverse identities of students in such a way as to reclaim schools as scared learning spaces for individuals to develop as whole people (Wolk, 2007).

Another viable system-wide option includes the Conceptual Framework for Cultural Proficient Practices, which serves as a structure to help an organizations increase diversity, equity, and inclusion practices among employees in an organization (Arriaga, Stanley, & Lindsey, 2020; Lindsey et al., 2020). The essential elements of cultural competence include developing an awareness of, as well as understanding of, the value of diverse cultures, applying learned cultural knowledge in educational spaces, and intentionally incorporating multiple perspectives and cultural experiences into an everyday classroom practice (Arriaga et al., 2020; Lindsey et al., 2020; Terrell et al., 2018). Incorporating the Conceptual Framework for Cultural Proficient Practices into organizational policy, district-wide equity plans, professional development, and teacher practices recognizes the intersectionality of educational spaces and the

potential for students and staff to experience equitable access and opportunities in order to continue to grow and develop (Arriaga et al., 2020, p. 39; Lindsey et al., 2020; Terrell et al., 2018).

When utilizing the culturally responsive pedagogical principles or the Conceptual Framework for Cultural Proficient Practices, schools and districts may better identify the influence that implicit bias has on school culture, adult-student interactions, the interpretation of data, and classroom behavior expectations and discipline, and how implicit bias affects students' access to educational opportunities (Arriaga et al., 2020; Hammond, 2015; C. S. Hunt & Seiver, 2018; Lindsey et al., 2020; Reyna, 2008; Terrell et al., 2018). Investigations through a lens of cultural competence further examine organization, building, and classroom norms and values, while considering how privilege shapes teachers' and students' experiences. (Kaur, 2012; Merryfield, 2000). It is imperative that organizations recognize implicit biases and scrutinize the assumed and essentialized white, middle-class culture and underlying social hierarchy embedded within education (Achinstein & Athanases, 2005; Cook, 2001; Hammond, 2015; C. S. Hunt & Seiver, 2018; Reyna, 2008; Terrell et al., 2018; Wolk, 2007). Additionally, organizations must conduct an examination of curricular resources to ensure they are academically and social-emotionally balanced, bias free, diverse, and as inclusive as possible so that they support teachers and the development of all students (Achinstein & Athanases, 2005; Cook, 2001; C. S. Hunt & Seiver, 2018; Reyna, 2008; Wolk, 2007). Continuing implicit bias can lead to toxic stress and prolonged student trauma, as well as teacher burnout, compassion fatigue, and an exodus of teachers from the workforce (Blitz et al., 2016; C. S. Hunt & Seiver, 2018; Koenig et al., 2018). By acknowledging underlying systemic inequities in education, organizations can

evaluate the structures and systems for the purpose of making informed, inclusive decisions that support both teachers and students.

School organizations recognize the diverse needs of staff and students when they prioritize cultural competence and reflective practice development. Organizations must select a model or approach that supports the eradication of systemic oppression, addresses entitlement and privilege, and promotes inclusive and equitable learning environments. Such environments provide an equitable learning space for students to gain access to highly qualified teachers and excel in the classroom (Moir et al., 2009). Moreover, it is necessary to develop clearly outlined organizational goals including short- and long-term professional development plans, ongoing professional learning for staff, building-level support, and the implementation of culturally responsive practices. Developing cultural competence reveals perpetuated inequities in school systems that restrict students' opportunities to obtain access and control over their education (Dyches & Boyd, 2017; Lindsey et al., 2020; Terrell et al., 2018). Schools and districts must provide appropriate training for educators that encourages them to recognize the systems and structures that perpetuate inequities, acquire the pedagogical knowledge necessary to transform personal beliefs into action, and implement equitable practices that focus on results for students (Achinstein & Athanases, 2005; Dyches & Boyd, 2017; Terrell et al., 2018). When systems are selected and implemented within an organization, educators have access to further developing culturally competent, sustainable learning and reflective practices.

Educator Reflective Practice and Cultural Competence Development

Educators are prepared to enter the teaching profession with foundational pedagogical and content knowledge (Dyches & Boyd, 2017). Due to the increasingly high demands placed on teachers and the diverse needs of students, reflective practices are an essential component of the

continued development and professionalization of teachers (Allen, Bordeur, et al., 2018). Reflective practices provide educators a space to develop the skills necessary to critically examine teaching and learning through a cultural awareness lens in order to promote equity and advocate for all students (Achinstein & Athanases, 2005; Dyches & Boyd, 2017). The experiences of teachers in the classroom, teacher-to-student interactions, and student achievement influence teachers' perceptions of success, self-efficacy, and teaching abilities. Personal beliefs in capabilities to produce desired outcomes or to accomplish specific tasks promote individuals' ability to exercise human agency, potentially transforming individuals' sense of self and professional identities (Bandura, 1997, 2000; Bieler, 2013; Dweck, 2008). The beliefs, feelings, emotions, and perceptions of one's personal competences and capability to successfully accomplish tasks in a variety of situations refers to self-efficacy (Bandura, 1997, 2000; Guidetti, Viotti, Bruno, & Converso, 2018). A large component of a teacher's identity rests on personal perceptions of teaching abilities (Knight, 2011).

As teachers engage in reflective practices, they must critically examine the effectiveness of instructional skills and professional pedagogy (Allen, Bordeur, et al., 2018; Knight, 2018; Kuswandono, 2017; Pena & de Leon, 2011). Teachers who adopt reflective practices engage in opportunities to evaluate their strengths and weaknesses as professionals, therefore becoming alert to their hidden potential, confronting inefficiencies, and seeking solutions to meet the demands as educators (Dweck, 2008; Killion & Harrison, 2017; Kuswandono, 2017; Schon, 1983). Utilizing reflective practices, teachers also reflect upon their instruction, learning environment, personal beliefs, and students' diverse cultures and needs through a culturally competent and proficient lens (Arriaga et al., 2020; Darling-Hammond, 2016, March 9; Lindsey et al., 2020; Terrell et al., 2018). Also, reflective practices create a space for teachers to evaluate

their personal beliefs and attitudes, the influence of such beliefs on their instructional practices and learning environments, and the potential affect their beliefs on students' learning experiences (Arriaga et al., 2020; Darling-Hammond, 2016, March 9; Lindsey et al., 2020; Terrell et al., 2018). As teachers engage in reflective practices, they may examine situational judgements, behaviors, and feelings and assess decisions made in a variety of scenarios (Aguilar, 2018; Schon, 1983). The reflective process prompts teachers to develop "critical inquiry to sustain the equity, justice, and moral development of a wider society" (Kuswandono, 2017, p. 154).

Becoming culturally competent entails adopting reflective practices to assess beliefs, attitudes, actions, and feelings which influence decision-making (Terrell et al., 2018). Successful implementation of reflective practices asks organizations and teachers to dedicate time to engage in the reflective process so educators may understand how beliefs and attitudes influence decision-making in the classroom (Allen, Bordeur, et al., 2018; Hammond, 2015; Kuswandono, 2017). Previous studies demonstrate that essential reflective practice components encourage open-minded and motivated teachers to reflect upon what they believe, how to critically engage in reflection to understand students' learning needs, and gain a deeper understanding of what strategies demand correction or should remain in the classroom setting that address students' instructional, cultural, and diverse learning needs (Allen, Bordeur, et al., 2018; Knight, 2018; Kuswandono, 2017; Lindsey et al., 2020; Pena & de Leon, 2011). School organizations have a responsibility to their student and staff populations to initiate the work required to understand and respond to the diverse needs of staff and students so that teachers are empowered to "take responsibility for teaching all students," (Kaur, 2012, p. 490). Embracing reflective practices in education creates opportunities for educators to consider how they may continue to create and facilitate equitable learning experiences for students.

Instructional Coaching Support

Coaching frameworks implemented in schools and districts provide continuous ongoing professional learning customized to meet the needs of individual teachers while formalizing reflective practices for teachers (Knight, 2007, 2018; Lindsey et al., 2020). Coaching in school systems has the potential to create positive learning spaces where teachers are engaged, empowered, and valued as individuals (Bieler, 2013; Campbell & van Nieuwerburgh, 2018). Coaching structures also have the potential to serve as an appropriate support for the development of teachers' reflective practices (Campbell & van Nieuwerburgh, 2018; Jenkins, Hamrick, & Todorovich, 2002; Knight, 2018; Lindsey et al., 2020). Coaching is used to "improve the capabilities, performance, and well-being of staff in educational organizations" (Campbell & van Nieuwerburgh, 2018, p. 8). In fact, mentoring and coaching models have become a cornerstone job-embedded, efficient method of support for new and experienced teachers within school organizations which has the potential to positively affect teachers and students (Achinstein & Athanases, 2005; Kho, Saeed, & Mohamed, 2019; Killion & Harrison, 2017; Knight, 2007, 2018; Lindsey et al., 2020; Onchwari & Keengwe, 2010; Teemant, Wink, & Tyra, 2011; Whipp, 2013).

Instructional coaching models provide ongoing professional learning support for teachers. Coach-teacher partnerships have the potential to empower teachers to improve instruction and classroom environments, while also developing more efficacious reflective practices, thus positively influencing students' learning experiences (Bieler, 2013; Campbell & van Nieuwerburgh, 2018; Killion & Harrison, 2017; Knight, 2018; Lindsey et al., 2020). Coach-teacher partnerships help teachers develop confidence and self-efficacy in their decision making, which encourages the implementation of high-yield instructional strategies and further influences

one's understanding of best teaching practices (Batt, 2010; Knight, 2018; Mangin & Dunsmore, 2015). Teachers have the potential to narrow student achievement deficits by implementing high-impact instructional strategies (Batt, 2010; Mangin & Dunsmore, 2015).

Cultivating respect and trust are foundational to the development of effective mentoring and coaching partnerships between teachers and coaches. The development of coach-teacher partnerships leads to highly functioning individuals and group or team collaboration (Knight, 2007). Coaches equipped with qualities such as humility, conversational skills, emotional intelligence, and cultural competence are prepared to cultivate foundational partnerships (Batt, 2010; Campbell & van Nieuwerburgh, 2018; Knight, 2016, 2018; Lindsey et al., 2020; Moir et al., 2009; Schein, 2013). Coaches guide teachers through the reflective process and empower teachers to improve their instructional practices and monitor beliefs and attitudes in the classroom (Batt, 2010; Campbell & van Nieuwerburgh, 2018; Haneda, Teemant, & Sherman, 2017; Knight, 2016, 2018; Lindsey et al., 2020; Moir et al., 2009; Schein, 2013). Coaches and teachers adopt active roles, taking responsibility for their professional learning in order to develop reflective practices, as a result positively influencing student development (Moir et al., 2009; Onchwari & Keengwe, 2010).

Coach-teacher partnerships require that teachers continue to develop their professional identity, including their pedagogical beliefs, goals, world views, and expectations (Bieler, 2013). Coaching support ensures that teachers continue to refine their professional practice, consequently impacting student growth and development (Knight, 2007; Moir et al., 2009; Onchwari & Keengwe, 2010). Coaches who understand the diverse needs of teachers have the ability to tailor coaching conversations and activities to the specific needs of each individual (Haneda et al., 2017; Kho et al., 2019; Lindsey et al., 2020). Coaching cycles provide teachers

the opportunity to make autonomous decisions regarding classroom management, content planning, instructional strategies, and assessment (Devine, Houssemand, & Meyers, 2013; Knight, 2007, 2018). Coach-teacher relationships support teachers as they develop new instructional strategies, classroom management tools, and other important skills of educators. By utilizing coaching cycles as a support for reflective practices, teachers are prompted to set goals, select instructional strategies to implement, and monitor the outcomes of such decisions on student achievement (Campbell & van Nieuwerburgh, 2018; Devine et al., 2013; Knight, 2007, 2018; Pena & de Leon, 2011; Suarez, 2017).

Supporting teacher development requires extensive and ongoing professional development and specific, continuous training for coaches (Desimone & Pak, 2017; Mangin & Dunsmore, 2015). Coaching cycles and coach-teacher partnerships require allocated and protected time to devote to the process of improvement (Desimone & Pak, 2017; Knight, 2018). Coaches reinforce and challenge individuals within the coach-teacher partnership. Such partnerships promote autonomy, self-efficacy, and the ability for teachers to become confident in their roles as educators (Haneda et al., 2017; Knight, 2019). Coaches serve as the "just in time" professional learning support which empowers teachers to balance educational initiatives and implement effective instructional strategies to influence student outcomes.

Developing Cultural Competence within Coach-Teacher Partnerships

Taking advantage of existing models and structures, coach-teacher partnerships have additional potential to support the development of teachers' reflective practices and cultural competence (Aguilar, 2018; Lindsey et al., 2020). Coaches prepared to use the components of the Conceptual Framework for Cultural Proficient Practices guide teachers through reflective practices and support the development of cultural competence (Arriaga et al., 2020; Lindsey et

al., 2020). Teachers are then equipped to recognize social constructs and barriers and identify

practices not meeting the needs of students represented in their classroom (Achinstein &

Athanases, 2005; Arriaga et al., 2020; Lindsey et al., 2020). Coaches and teachers join together

in partnerships to adopt the Five Essential Elements of Culturally Proficient Practices, which

include the ability to: (1) assess cultural knowledge, (2) value diversity, (3) manage differences,

(4) adapt to the diverse needs and spaces, and (5) implement cultural knowledge into

pedagogical practices (Arriaga et al., 2020, p. 39; Lindsey et al., 2020). Within the context of

coach-teacher partnerships, teachers think through reflective questions, expand their cultural

awareness, and transform beliefs and attitudes into practice.
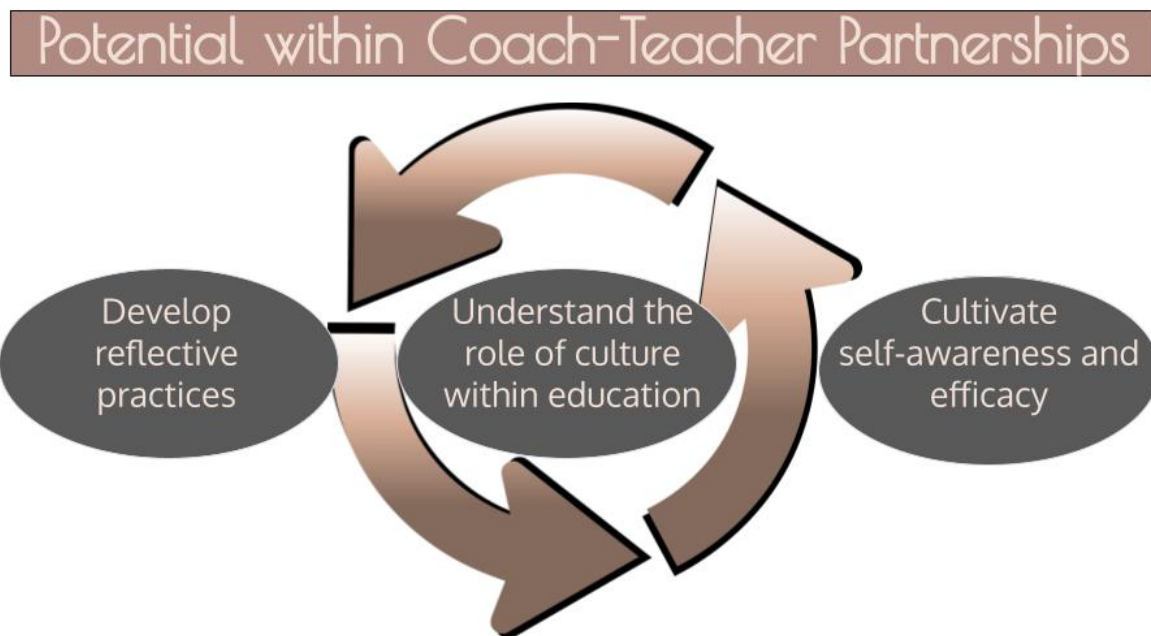
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Figure 1. *Potential within Coach-Teacher Partnerships. Hill, 2020.*

Equity work and transformation can take place in foundational coach-teacher

relationships and requires a quality relationship, safe space, mutual commitment, recognition of

readiness to initiate the work, and sense of partnership (Arriaga et al., 2020; Lindsey et al., 2020). Coach-teacher relationships are built on trust and understanding, which create a safe intellectual and emotional space for teachers (Campbell & van Nieuwerburgh, 2018; Kho et al., 2019; Knight, 2018; Lindsey et al., 2020). Educators then identify blind spots and use the Five Essential Elements of Cultural Competence, as previously listed, to measure attitudes, behaviors, and values (Lindsey et al., 2020). Coaches recognize the cultural diversity of teachers, acknowledging and honoring the identities of individuals.

Coaches work with teachers to chart individual progress along a continuum toward developing cultural proficiency and provide appropriate support (Lindsey et al., 2020; Terrell et al., 2018). Teachers enter partnerships with coaches who then facilitate reflective practices through guiding conversations with teachers (Kaur, 2012; Knight, 2018; Lindsey et al., 2020; Teemant et al., 2011). Within coach-teacher partnerships, coaches utilize questioning techniques which prompt educators to reflect upon how their decisions influence student learning. Coaches use reflective conversations to help teachers become more capable of reflection upon personal barriers, entitlement, and privilege or lack of privilege (Achinstein & Athanases, 2005; Kaur, 2012; Lindsey et al., 2020; Merryfield, 2000). Teachers must challenge current beliefs, perceptions, and attitudes regarding culture, race, gender, and other identities. Coach-teacher partnerships provide a space for both members to develop the capacity to recognize when personal beliefs and attitudes influence decision-making in the classroom, thus equipping teachers to carefully construct equitable learning opportunities for all students (Horowitz et al., 2005). Successful coach-teacher relationships require both members to partner together to solve problems and make plans of implementation (Achinstein & Athanases, 2005; Kaur, 2012; Lindsey et al., 2020; Merryfield, 2000). Teachers develop, or continue to develop, an

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understanding of diversity, equity, and inclusion in education and become aware of and responsive to the diverse student population (Achinstein & Athanases, 2005; Hammond, 2015; C. S. Hunt & Seiver, 2018; Kaur, 2012; Lindsey et al., 2020; Terrell et al., 2018). Culturally proficient practices cultivate equitable, diverse, and inclusive learning environments that promote the development of every student.

Diversity, equity, and inclusive practices require ongoing supports and training for both the coach and teacher. As coaches and teachers engage in this type of personal work, they develop or improve the awareness necessary to understand the complex nature of individuals. Coaches and teachers must recognize how they influence the experiences of students in classrooms. Developing cultural competence results in the improvement of class climate and culture, teacher instructional effectiveness, and, potentially, teacher efficacy and job satisfaction (Bradshaw et al., 2018; Merryfield, 2000; Teemant et al., 2011). Utilizing inclusive practices and structures has the potential to lead to the development of cultural competence and reflective practices. Inclusive and reflective practices are essential to create safe environments that help educators recognize the diverse identities of adults and children and promote the development of the self-identities of individuals. Also, the paired use of reflective practices and cultural competencies support educators as they acquire functional social-emotional skills and prompt educators to utilize critical thinking abilities in multiple situations, all of which promote the growth of the whole person.

Common Approaches

The review of literature demonstrates a recognition of the multifaced nature of educational systems and the diversity within education. Whether in academia or in K-12 spaces, the investigation of reflective practices, development of cultural competence, and the effects on

teachers and students have received individualized attention. It appears that both qualitative and quantitative studies influence decisions made in K-12 systems and draw attention to the importance of educator supports and their potential results for staff and students (Desimone & Pak, 2017; Kho et al., 2019; Knight, 2007, 2018; Mangin & Dunsmore, 2015). Often these works are utilized to develop district-wide pedagogy and justification for various types of structures and tools to support the development of teachers and students (Bradshaw et al., 2018; Knight, 2007, 2018; Kuswandono, 2017; Pena & de Leon, 2011; Teemant et al., 2011; Winch, Oancea, & Orchard, 2015).

Responding to complexities in education, a variety of delivery methods for implementing professional learning can include, but are not limited to, organized professional development sessions, instructional coaching models, and cultural awareness and social-emotional programming.

Cultural Awareness and Social-Emotional Programming. In response to the social-emotional and diverse learning needs of students, some schools may choose to implement programming such as culturally responsive teaching pedagogy, AVID, Responsive Classroom, or trauma-informed or trauma-responsive models and teaching strategies (AVID, 2020; Hammond, 2015; Responsive Classroom, 2020). Those who adopt the culturally responsive teaching (CRT) pedagogy recognize the need to create a strong sense of community that is both intellectually and emotionally safe for all student learners (Hammond, 2015). The CRT classroom empowers all students express their voices in a space that reflects trust and respect through consistent routines, social and academic focused discussions, and authentic engagement activities (Hammond, 2015). Cultural awareness and social-emotional supports serve as one solution to meet students' needs.

Professional Development. Typical professional learning opportunities address the implementation of curricular resources, digital learning tools, student data analyzation, and other district initiatives that continue to align educators to the goals of the organization (Salt River Schools, 2017). Professional development organizers have an opportunity to take into consideration teachers' needs and experience levels in order to create meaningful learning opportunities for adult learners (Trotter, 2006). In addition to traditional professional learning opportunities provided by school organizations, teachers are known to seek out learning opportunities through other avenues, such as social media or Twitter, to exchange ideas and gain inspiration to meet students' needs in the classroom (Prestridge, 2019; Ross, Maninger, LaPrairie, & Sullivan, 2015; Xing & Gao, 2018). Professional learning methods of support are established to promote progress toward achieving organizational goals, teacher development, and, in turn, student growth.

Instructional Coaching Models. Recognizing the importance of certain structures that support educator and student development, school districts allocate funds and maintain coaching positions. Coaching models have the potential to serve as the job-embedded, personalized professional development opportunities for teachers (Desimone & Pak, 2017; Kho et al., 2019). Many studies explore the effect of coach-teacher partnerships on the development of teachers' instructional skills, content knowledge, and other professional attributes essential to teaching success (Campbell & van Nieuwerburgh, 2018; Knight, 2007, 2018). Through the implementation of coaching models, teachers experience opportunities to engage in personalized learning that supports the achievement of organizational goals and potential growth of educator practices (Batt, 2010; Campbell & van Nieuwerburgh, 2018; Knight, 2007, 2018). Together, the teacher and coach gain a clear picture of reality of the teacher's classroom, identify a measurable

student-centered goal, and select appropriate strategies to implement in order to achieve the teacher-selected goals (Knight, 2018). Moreover, such studies demonstrate how foundational coach-teacher partnerships have the potential to promote the development of teachers' reflective practices and self-efficacy in education (Campbell & van Nieuwerburgh, 2018; Knight, 2007, 2018).

The development of coach-teacher partnerships along with the implementation of a coaching model the has potential to continue developing teachers' professional practice and influence student outcomes. District leaders recognize the value of scholarly research regarding such practices to inform decisions, implement some form of a coaching model or structure, provide ongoing professional learning for coaches, and understand the potential for teacher and student influence and development.

While these common approaches answer many of the needs for both students and teachers, K-12 systems must recognize of the complexities of individual educators, respect the unique nature of human experiences, and implement inclusive and equitable supports that promote the reflective practices of all educators. Developing cultural competence has the potential to positively influence teachers' belief systems and perceptions of their abilities so as to successfully achieve organizational, building, and professional goals that ultimately affect student learning and growth over time. Through the development of cultural competence, administrators, coaches, and teachers are equipped to evaluate current practices while acquiring new instructional strategies, content knowledge, and emotional intelligence and skills. When utilizing cultural competencies and reflective practices, teachers are empowered to implement a balance of foundational academic content knowledge while addressing students' social-emotional development and ability to critically analyze the world around them in order to

"reclaim our schools as sacred places for human beings" (Wolk, 2007, p. 658). Policy makers, organizations, teachers, students, and community members must demand that education focus on the development of well-round people who are equipped to critically engage and contribute to a global society.

Possible Solutions

Organizations should consider implementing district-wide professional development proposals that include short-term and long-term professional learning plans for the development of high-yield instructional strategies, content knowledge, reflective practices, and cultural competence for all staff over time. Also, staff require protected time and intentional supports to begin adopting reflective practices. Districts may choose to utilize models such as the Conceptual Framework for Cultural Proficient Practices as a foundational structure to support the development of a teachers' reflective practices and cultural competencies (Arriaga et al., 2020, p. 39; Lindsey et al., 2020). The plan provides a cultural competence continuum to guide planning and develop potential benchmarks for teachers to monitor their progress as their cultural competence grows (Arriaga et al., 2020, p. 39). Approaching teacher supports though a holistic lens helps district leaders create spaces where educators' cultural, intellectual, and emotional needs are met with respect and with the potential to positively promote educator productivity, task completion, and achievement of personal and school organization goals.

Although individual studies recognize and address various types of supports, strategies, and tools for K-12 systems, they fail to address teacher and student needs from a whole-person, holistic perspective that examines intellectual, emotional, and situational supports for teachers simultaneously. Organizational structures of support that continue to exist in isolation are likely to diminish the potential of teacher development, and student growth. K-12 systems which

choose to continue implementing structures and systems of support in isolation will continue to find their teachers feeling frustrated, ineffective, and burned out. Additionally, students who lack necessary critical thinking and emotional skills will find it difficult to contribute to their communities. Schools and districts forego the opportunity to engage with educators on a more personal and meaningful level that promotes the development of reflective practices, cultural competence, and self-efficacy. K-12 organizations must examine individual studies from a broader, inclusive perspective in order to identify how to support the development of the whole person.

K-12 organizations, policy makers, community members, staff, and students must recognize that the measurement of success and achievement by staff and students, includes development of individuals who can critically assess and contribute to their community and society. Education involves humans who enter educational spaces with a variety of experiences, backgrounds, and identities. To meet the diverse educational needs of individuals requires a comprehensive model of support designed to develop educators' technical instructional skills, reflective practices, cultural competence, and self-efficacy.

School organizations have an opportunity to develop and adapt organizational systems and structures that promote reflective practices that empower the whole-person educator. This work is initiated by understanding that education is a not only a science but also a humanity. As humans, educators must reclaim sacred learning environments so that our society can better foster the development of whole people. Understanding the complexities of humans and the importance of supporting the development of reflective practices, cultural competence, and personal self-efficacy, this dissertation examines the adoption of a coaching model to support the development of cultural competence and reflective practices for coaches and teachers in

education in order to promote the development of young people prepared to participate in a society.

K-12 leaders must understand the unique nature of education and recognize the complexities of individual educators to achieve organizational goals, support educators' ongoing professional learning, and provide opportunities for the growth of students. A thorough examination of the literature answers many questions in isolation, yet these questions remain unanswered: (1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy?; (2) How does the development of coaches' reflective practices and cultural competency prepare them to support teachers?; (3) How are coaches' perceptions of self-efficacy influenced as they develop cultural competency and reflective practices?; and (4) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships? Educational organizations have an opportunity to take responsibility for the diverse needs of staff and students and provide appropriate training to develop teachers' cultural competence, reflective practices, and self-efficacy, so that all students have equitable access to learning in their community.

ARTIFACT II

Research Narrative

This dissertation examines existing organizational structures, coaching professional development, and teacher perceptions of support as it relates to the development of reflective practices, cultural competency, and self-efficacy of educators in the American Midwest. Understanding a K-12 perspective and the lived experiences of instructional coaches and their partnered teachers is best accomplished through a mixed-methods approach. Data were examined using a descriptive statistical analysis of quantitative data, as well as a thematic analysis of qualitative data (Braun & Clarke, 2006). Coach participant data were collected through cultural competence surveys, semi-structured interviews, and weekly reflective journaling prompts embedded within an eight-week asynchronous professional learning course. Teacher participant data were collected through two mixed-methods surveys at the beginning and ending of the study. Examining coaches' development of reflective practices, cultural competence, and self-efficacy and teachers' perception of support are the first steps in exploring how to respond to the diverse needs of staff and students in education.

The unique nature of the 2020-2021 school year and teaching during a global pandemic required this researcher to consider creative solutions for participant recruitment, accessibility, and data collection within the design of the study. The study hinged upon digital access for participants. All participants had online digital access to consent forms. The eight-week asynchronous learning course and Coach-Teacher Partnership Toolkit (CTPT) (Hill, 2021c)

modules were accessible through Google Sites. The semi-structured interviews were conducted via Zoom. Also, all survey or reflective journal responses were collected digitally through Qualtrics.

The most important benefits that participants may expect from taking part in this research include reflecting upon personal experiences, beliefs, attitudes, and actions which influence the development of their personal and professional self-concept. Further, participants gained an opportunity to understand how backgrounds, experiences, and culture influence beliefs, attitudes, and actions in personal and professional settings. Other possible benefits included applying newly learned knowledge and tangible culturally proficient coaching strategies within coach-teacher partnerships. The implementation of practical coaching strategies has the potential to influence others' development of reflective practices, cultural competency, and self-efficacy. Additionally, data, information, and knowledge gleaned within the study benefits the profession, local district community, and future studies.

Research Questions and Methods

This research inquiry attempts to understand the lived experiences of the participants through a mixed-methods approach in an attempt to answer the driving questions: (1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy?; (2) How does the development of coaches' reflective practices and cultural competency prepare them to support teachers?; (3) How are coaches' perceptions of self-efficacy influenced as they develop cultural competency and reflective practices?; and (4) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships? Data was triangulated using validated surveys, semi-structured interviews, and collection of weekly reflective journal

responses. Data were collected and coded and examined for emerging themes (Braun & Clarke,

2006). See Table 2.

Table 2. *Data Triangulation: Maximizing Coach-Teacher Partnerships.*

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Research Questions	Data Collection			
	1	2	3	4
(1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy?	Coach Interview	Teacher Survey	Coach Reflective Journal	CCPE Self-Report Scale
(2) How does the development of coaches' reflective practices and cultural competency prepare them to support teachers?	Coach Interview		Coach Reflective Journal	
(3) How are coaches' perceptions of self-efficacy influenced as they develop cultural competency and reflective practices?	Coach Interview		Coach Reflective Journal	
(4) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships?	Coach Interview	Teacher Survey	Coach Reflective Journal	CCPE Self-Report Scale

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Note. Adapted from Mills, 2011. CCPE Self-Report Scale (Dunaway et al., 2012).

Research was conducted in one urban school district in the American Midwest during the spring of 2021 through the fall of 2021. The school district serves approximately 11,000 students across fourteen elementary schools, four middles schools, and two high schools. Primary participant recruitment included twenty K-12 instructional coaches within the school district. The instructional coach role within the school district is to mentor novice and new-to-the-district teachers, collaborate with all teachers within coaching cycles, and develop and facilitate district- and building-wide professional development sessions, as well as other additional duties at both the building and district levels. Also recruited were classroom teachers who actively partner with an instructional coach participating in the study. This researcher anticipated three to six coaching participants and three to six teachers would participate in this study. Understanding the unique nature of the school year, as well as the high-demand and expectations placed on educators to teach during a global pandemic, it was reasonable to expect smaller participation numbers from both the coaching and teacher groups.

After initial recruitment efforts, six instructional coaches elected to participate in the study. Each coach participant cohort completed an eight-week asynchronous professional development course that focused on developing coaches' reflective practices, cultural competency, and self-efficacy. To provide accessibility and flexibility, coaches chose to participate in either a spring or summer CTPT (Hill, 2021c) cohort. One coaching participant officially withdrew from the study during week one of the professional development course, resulting in five coach volunteers electing to complete the full eight-week CTPT modules (Hill, 2021c) at the onset of the study. Each instructional coach worked in either one or two buildings within the district. Teacher participant recruitment emails were sent to a total of seven buildings

within the school district. A total of five teachers provided their consent to participate in the study. See Research Timeline, Table 3.

Table 3. *Research Timeline.*

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	Weeks	**Activities**	**Status**
Phase 1	Week 1	Coach Recruitment	• Email recruitment (3/15) • Presentation Secondary (3/17) • Presentation Elm (3/19) • Coach Informed Consent (3/20)
	Week 2	Coach Recruitment Teacher Recruitment	• Email Coach recruitment, #2 (3/20) • Email Teacher recruitment (3/21)
	Week 3	Coach Recruitment Teacher Recruitment	• Coach consent (3/28) • Email Teacher recruitment, #2 (3/29)
Phase 2	Weeks 4-10 4/5-5/24 6/7-7/26	CTPT Modules	• Email Coach CTPT access (4/4 & 6/7) • Email Teacher Survey #1 (4/10)
Phase 3	Week 11 9/13 or 9/20	Study Conclusion	• Email Teacher Survey #2 (9/5)

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Note. Research timeline: March 2021-September 2021.

Instructional Coach Participants

Coach-Teacher Partnership Toolkit & Professional Learning Course. Instructional coach participants chose between an eight-week spring or summer learning cohort that fit best within their schedule. Participants engaged with the CTPT modules through Google Sites which provided participants a learning opportunity to develop individual reflective practices, cultural competence, and self-efficacy (Hill, 2021c). The CTPT professional learning course consisted of

four thematic learning modules that focus on the development of cultural knowledge, awareness, and skills (Hill, 2021c). Each module included open-source articles and videos, as well as weekly themed reflective journal prompts. Modules also provided instructional coach participants digital access to Culturally Proficient Coaching tools, materials, and self-assessments available with the authors' permission (Lindsey et al., 2020). The CTPT modules required a time commitment of one-to-two hours per week over the course of eight weeks (Hill, 2021c).

Reflective Journal Prompts. Each CTPT module included reflective journal prompts related to the weekly module content and themes (Hill, 2021c). Through active reflective journaling this researcher desired to better understand how participants were influenced by their background, culture, and experiences, as well as how they engaged with the content within the CTPT modules (Hill, 2021c). Reflective journal prompts were completed through Qualtrics. Data were collected and coded for common themes and content analysis (Braun & Clarke, 2006).

Culturally Proficient Self-Assessments. Each CTPT module (Hill, 2021c) included weekly digital self-assessments from Culturally Proficient Coaching (Lindsey et al., 2020). Self-assessments focused on cultural proficiency topics including: (1) The Guiding principles of Cultural Proficiency; (2) The Continuum for Cultural Proficiency; (3) The Five Essential Elements of Cultural Competence; and (4) Barriers to Cultural Proficiency (Lindsey et al., 2020, p. 50-60). Each self-assessment from Culturally Proficient Coaching (Lindsey et al., 2020) were reproduced with permission within Google Docs to provide accessibility for personal reflection and completion. Self-assessments were kept by participants for self-monitoring and reference.

Tools for Action. Coach participants accessed tangible tools to implement into their daily practice and within a coach-teacher partnership (Hill, 2021c). CTPT modules (Hill, 2021c)

included the Culturally Proficient Coaching conversation guides for planning, reflecting, and problem-solving within coaching conversations (Lindsey et al, 2020). Tools for Action from Culturally Proficient Coaching (Lindsey et al., 2020) were reproduced with the authors' permission within Google Docs to provide accessibility for participants.

Cultural Competency Surveys. Cultural competence consists of three key components including, cultural awareness, cultural knowledge, and cultural skills (Dunaway et al., 2012). In order to understand participants' working knowledge and perception of their personal cultural competence, each coach completed two thirty-one-question surveys using the validated tool, Cultural Competence of Program Evaluators (CCPE) Self-Report Scale (Dunaway et al., 2012) with permission from the authors. Surveys were administered through Qualtrics twice during the study, on week one and on either weeks seven or eight, at the discretion of the coach participant. The purpose of the CCPE Self-Report Scale was to assess varying levels of cultural competence development amongst program evaluators (Dunaway et al., 2012). Pre- and post-test data were analyzed by examining the statistical average and difference between individuals' growth of cultural skills, knowledge, and awareness before and after completing the eight-week professional learning course. Information gleaned with the CCPE Self-Report Scale has the potential to influence professional development and the learning of instructional coaches (Dunaway et al., 2012).

Semi-Structured Interview. Participants engaged in one semi-structured interview with the researcher. Interviews were no more than one hour in length conducted via Zoom. Interviews were scheduled during weeks seven or eight of the study, thus allowing for flexibility within participants' schedules. Questions were developed to identify each coach's perceptions of support and lived experiences by better understanding organizational supports, past, present, and

future coaching practices, and how they might apply newly learned information in their practice. The interviews were recorded for transcription, coding, and data analysis (Braun & Clarke, 2006). See Appendix A.

Teacher Participants

Teacher Perspective Surveys. Teacher participants took two anonymous surveys to gain insights into participants' perceptions of support by the district organization and within a coach-teacher relationship. Surveys were administered through Qualtrics twice during the study, once in April 2021 and the second in September of 2021, before and after coach participants completed the eight-week CTPT modules (Hill, 2021c). Data collected were evaluated to see if the instructional coaches' participation in the eight-week course transformed teachers' perceptions of support. Survey data were analyzed to examine the statistical average and difference between individuals' perceptions of support. See Appendix B.

Limitations

The reality of being an educator during a global pandemic during 2021 was a major consideration of this researcher. Teacher burnout, high stress, and staff turnover were considered when designing this study. Teachers and coaches were adjusting to the reality of COVID teaching, which had the potential to influence participants' perceptions of organizational and individual supports within the district. Also, the job expectations of the coach and teacher participants possibly affected perceptions and reports made within this study.

During a typical year, expected participants depends upon a participant interest and desire to participate in the study. The pandemic potentially added additional factors to participants' availability and desire to participate. At the onset of the study, five instructional coaches agreed to participate. However, through natural attrition, a total of three instructional coaches completed

the full eight-week asynchronous course, reflective journal prompts, and participated in the semi-structured interview and both CCPE Self-Report Scales (Dunaway et al., 2012) in weeks seven and eight. Even with a smaller pool of coach participants, reliable and valid data were collected. A total of five teachers consented to participate in the study. Also, through natural attrition, only two teacher participants contributed their answers to both the spring 2021 and fall 2021 teacher perspective surveys. The smaller pool of teacher participants limits the reliability and validity of the data collected.

Results

Coach Participants Results

  Cultural Competency Surveys. Data collected in weeks one and eight from the CCPE Self-Report Scale (Dunaway et al., 2012) provided answers to questions: (1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy? and (4) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships?

  The purpose of the Cultural Competence of Program Evaluators (CCPE) Self-Report Scale is to assess varying levels of cultural competence development amongst program evaluators (Dunaway et al., 2012). The CCPE Self-Report Scale is a validated, thirty-one-question survey which measures individuals' perceptions of cultural skills, cultural knowledge, and cultural awareness as they pertain to cultural competence development (Dunaway et al., 2012). The CCPE Self-Report Scale consists of twenty-six Likert-scale questions divided into the three cultural skills, cultural knowledge, and cultural awareness subscale categories (Dunaway et al., 2012). According to Dunaway et al. (2012), self-reported subscales have a pre-

determined benchmark scores that are considered "good" development of individual cultural competence. Cut scores greater than fifty-four for Cultural Skills are considered "good" (Dunaway et al., 2012). For Cultural Knowledge, cut scores greater than twenty-seven are considered "good" (Dunaway et al., 2012). Cut Scores greater than nineteen for Cultural Awareness are considered "good" (Dunaway et al., 2012). In addition to the Likert-scale questions, five open-ended questions provided glimpses into participants' working understanding of cultural competence, expectations of educators' cultural competence development, and perceptions of organizational support.

CCPE Self-Report Scale #1.

Quantitative Results. At the beginning of the eight-week asynchronous course, five instructional coaches completed the first CCPE Self-Report Scales (Dunaway et al., 2012). Results of the Likert-scale questions indicate participants' average results were greater than the benchmark cut scores in all subcategories of cultural skills, knowledge, and awareness. Most participants scored the above the cut scores provided by Dunaway et al. (2012). Participants 4 and 5 self-scores were above the cut scores in all three areas, indicating their perceptions of cultural skills, knowledge, and awareness proficiency. Participants 1 and 3 scored above the cut scores for cultural knowledge and awareness but scored below the cut scores for cultural skills. Participant 2 met the cultural skills cuts score, while showing deficiencies in cultural knowledge and awareness. Results of the self-report scales indicate most participants feel comfortable with their overall cultural competence. At the beginning of the CTPT modules (Hill, 2021c), data collected from participants suggests three of the five coaching participants would benefit from additional cultural competence professional development. On average, cultural skills, knowledge, and awareness scores were all above the identified cut scores. See Table 4.

Table 4. *Cultural Competence of Program Evaluators (CCPE) Self-Report Scale #1 Results.*

Participant	Cultural Skills	Cultural Knowledge	Cultural Awareness
1	42	29	23
2	56	23	17
3	51	32	21
4	59	32	24
5	68	35	25
Average	55.2	30.2	22
Cut Scores	>54	>27	>19

Note. Adapted from Cultural Competence of Program Evaluators (CCPE) Self-Report Scale (Dunaway et al., 2012) used with authors' permission.

Qualitative Results. In addition to the twenty-six Likert-scale questions, coach participants also responded to five open-ended questions pertaining to cultural competency development on a personal level, in the field of education, and at an organizational level (Dunaway et al., 2012). Participants were prompted to provide their interpretation of cultural competence. One participant indicated that cultural competence helps individuals "work with people from many different cultures in a successful way." Another participant suggested cultural competence means that individuals have an "understanding [of] culture and the relevance it has on our daily lives." A third participant stated that cultural competence means individuals are "aware enough about differences that shape us all, in order to bring compassion to interactions with others." Generally, all participants understand that culture influences individuals' perceptions and interactions with others.

Coach participants responded to what they believe makes an educator culturally competent. One participant stated it is important for educators to recognize others' cultural backgrounds and to be willing to learn about cultures other than their own in order to apply knowledge as part of their daily classroom practice and interactions with others. A culturally

competent educator must be willing to reflect upon their current practice to "make thoughtful shifts in [their] approach" to meet students' needs, stated one participant. Similarly, another participant wrote, "When the educator takes time to learn about cultures other than their own and understand how others' beliefs influence their practice," then they are practicing cultural competence. Other additional themes included educators having an open mind about cultures other than their own and recognizing that through varied backgrounds and cultural experiences, individuals have multiple perspectives that should be validated.

Each participant was then asked how the implementation of cultural competence initiatives affect the field of education. A participant stated:

> When educators learn about cultures and ethnicities, they have a better understanding of their learners and coworkers. I would like to see more educators taking the initiative to learn about other cultures and not just when it is expected of them to do during [Professional Development] PD.

Coach participants stated they would like to see educators equipped with skills that lead to reflective and productive conversations about students "before they are in charge of their own classroom."

Coach participants were asked to reflect upon district provided cultural competence training and the implementation of professional learning initiatives. All participants confirmed employees within their district are required to attend a two-day training, Beyond Diversity, as well as additional professional development sessions focusing on Courageous Conversations about Race and Microaggressions. When asked if participants were aware of formal cultural competence training at the district level, all participants stated there was not a required district-wide cultural competency training after the initial diversity-focused training. Another participant

revealed that current district-provided trainings "may or may not be your last real opportunity to engage [in cultural competence development]." Participants also noted that when the district provides supplementary equity-focused trainings for veteran staff, they are not mandatory. Additional optional training includes district-offered breakout sessions during professional development or building-level equity-focused training that varies from campus-to-campus. However, building-level professional development supports "are sporadic and inconsistent." All participants spoke of a lack of continuous cultural competence-specific professional development provided by the district.

CCPE Self-Report Scale #2.

Quantitative Results. Coach participants completed the second CCPE Self-Report Scale (Dunaway et al., 2012) upon completing the eight-week CTPT modules (Hill, 2021c). Three coach participants completed the full eight-week CTPT modules (Hill, 2021c). In an effort to provide a non-judgmental space for participants to share honest reflections, this researcher did not collect participants' names or other identifiable information. Data are limited due to the survey being anonymous. Due to participants' randomly assigned participant number, this researcher was unable to track the individual growth of each participant.

Individual scores indicate that two of the three coach participants scored above the identified cut scores for all three constructs within the CCPE Self-Report Scale (Dunaway et al., 2012). Participants' average score of cultural skills development increased by 2.8 points, while participants' cultural knowledge also increased by 2.8 points. Average cultural awareness scores remained at twenty-two, showing no increase of cultural awareness. These scores, however, were above the "good" cut score level. Average growth results indicate that most participants benefited from completing CTPT modules (Hill, 2021c). Average scores demonstrate increase of

cultural skills and knowledge. Cultural awareness average scores did not change from the initial

CCPE Self-Report (Dunaway et al., 2012) data. However, average data do not accurately

represent individuals' growth. See Table 5 and Figure 2.

Table 5. *Cultural Competence of Program Evaluators (CCPE) Self-Report Scale #2 Comparison.*

Participant	Cultural Skills	Cultural Knowledge	Cultural Awareness
1	65	35	25
2	60	31	25
3	49	33	16
Average	**58**	**33**	**22**
Cut Scores	**>54**	**>27**	**>19**

Note. Adapted from Cultural Competence of Program Evaluators (CCPE) Self-Report Scale (Dunaway et al., 2012) used with authors' permission.

CCPE Self-Report Averages
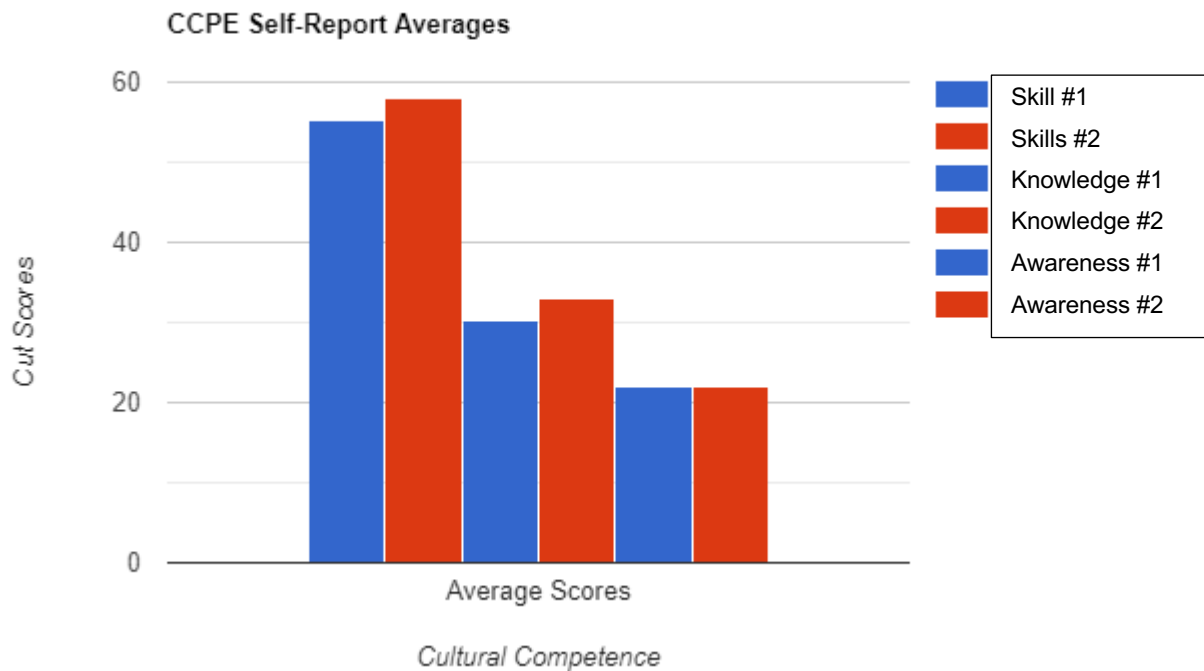
Figure 2. *Cultural Competence of Program Evaluators (CCPE) Self-Report Scale #1 and #2 Average Results.*

Note. Cut scores are as follows: Cultural Skills > 54, Cultural Knowledge >27, and Cultural Awareness > 19.

Qualitative Results. Upon completing the eight-week CTPT modules (Hill, 2021c), coach participants were asked again to respond to five open-ended questions pertaining to cultural competency development on a personal level, in the field of education, and at an organizational level (Dunaway et al., 2012). Coach participants contributed their thoughts regarding cultural competence. One coach participant answered:

The understanding that culture affects how humans interact with one another and when we are aware of how ours differs from that of others, we can learn new aspects of life, and also work to make connections with others from different "groups."

A third participant concluded that cultural competence means "being able to work with others, no matter who they are, race, gender, ethnicity, it doesn't matter. You are willing to value who they are [and] work to understand them and how they learn and work." Participant responses had elements of cultural awareness and a willingness to acknowledge others' identities. Additionally, compared to the responses from the first CCPE Self-Report Scale (Dunaway et al., 2012), coach participants shared how they might apply cultural competence skills, knowledge, and awareness in a professional setting.

When prompted to consider what makes an educator culturally competent, coach participants indicated the importance of committing to respect others and work toward understanding inequitable systems within education. A coach participant replied, "[A culturally competent educator has] the ability to recognize, accept, and discuss the cultures of people both in the dominant and also non-dominant groups." Believing there is a need to assess inequitable structures and systems in education, the same participant wrote, "The educator should work to alleviate as many boundaries between groups as possible." Another coach participant concluded that an educator who is culturally competent "listens to understand, embraces, differences, and works to make changes. We have to value others, especially those who are different than us." Compared to the responses of the first survey, responses shifted from general cultural awareness to a deeper awareness of the existing dominant culture in education and its implications for relationships within that environment. Further, coaches also indicated they desired to address systemic cultural inequities.

Another question asked participants to, again, determine what effective cultural initiatives and solutions might look like in the field of education. Coaches concluded that some inequities in education are linked to the implicit bias of teachers, but they also recognize the connection to

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larger systemic issues within education broadly speaking. One coach participant suggested teachers need to consider their implicit bias when "reporting attendance, behavior issues, selecting for a [Special Education] evaluation, etc." She added that as teachers recognize and work to address bias in their classrooms, students will feel a greater sense of belonging, have increased engagement, and potentially experience greater success as students. Coach participants also suggested the importance of developing relationships with students' families in order to make decisions that best support students' growth and development. On a larger scale, another coach participant suggested the need to increase diversity amongst teaching faculty, adding, "I think we need to a better job of advertising our field to those of different ethnicities and cultures." While no concrete solutions regarding cultural initiatives in education were suggested by the participants, one coach concluded it is imperative that a "purposeful and cohesive approach" is taken to support staff development of cultural competence.

Coaches then evaluated existing district cultural competency trainings. As with the first survey, coach participants restated existing district-provided professional learning sessions including Beyond Diversity and Courageous Conversations about Race. One coaching participant reiterated, "I believe we need more ongoing training for everyone and a much deeper dive." Coaches concluded that while there are existing professional development opportunities for cultural competency development for staff, there does not appear to be a long-term professional learning plan or provided training sessions.

Responses provided by coach participants provided a glimpse into participants' working understandings of cultural competence, expectations of educators' cultural competence development, and perceptions of organizational support. It became apparent that the equity-focused training provided by the district may not provide specific cultural competence

development elements. Coach participants were able to acknowledge and value individuals'

identities. Importantly, coach participants made connections to their depth of cultural

competence development and its influence on professional relationships. Again, while most

participants appeared to have adequate self-reported cultural competence development, the open-

ended questions revealed inconsistencies within district-provided supports, including coach

participants' desire for continuous, intentional professional learning opportunities for educators

within the district, as well as additional building level supports.

      Reflective Journal Prompts. Coach participants were provided opportunities to engage

in weekly reflective questions to promote personal development of reflective practices, cultural

competency, and self-efficacy. Reflective journal entries were collected anonymously to

encourage honest answers without fear or concern of judgement. Each week, reflective journal

prompts tasked coach participants with connecting the CTPT module (Hill, 2021c) learning with

their personal experiences, beliefs, attitudes, and actions. Weekly themes prompted individuals

to begin considering how they might apply newly learned concepts in their coaching practices.

The reflective journal prompts also provided qualitative data to answer: (1) How do

organizational supports influence the development of educators' reflective practices, cultural

competency, and self-efficacy? and (4) How do personal beliefs, attitudes, cultures, and

experiences, of the coach and teacher, influence the perception of the development of coach-

teacher partnerships? See Table 6.

Table 6. *Reflective Journal Questions Prompts.*

Week	Weekly Prompts
Week 2	• What is your personal story? • How does your personal identity and story influence your coaching identity and story? • Can you describe how your intersectional identities influence your story?
Week 3	• Now that you have completed the Continuum for Cultural Proficiency, what comes to mind when you think about good intentions versus being equipped with skills, knowledge, and awareness, as it relates to cultural competency? Please, elaborate.
Week 4	• How successful do you feel with implementing reflective opportunities into your current practice? Please, elaborate. • Have you considered adding a cultural competence component to your reflective practices? What would that look like for you? What are the benefits?
Week 5	• Describe a time when a personal barrier got in the way of connecting and communicating with a teacher partner? • If you could re-do that conversation, what would you do differently? • Think about a colleague you would like to support through a reflective coaching conversation. What would that look like?
Week 6	• How might incorporating Culturally Proficient coaching concepts improve your practice? What actions could you take right now?
Weeks 7 & 8	• What has been the most impactful part of this learning process? Please, elaborate. • Where are you now, compared to where you were, in your thinking about reflective practices, cultural competence, and self-efficacy? • What are you going to take and apply to your practice?

Note. Hill, 2021.

The Influence of Intersectional Identities and Backgrounds. In the first week of the

CTPT course (Hill, 2021c), coach participants were asked to consider how their personal

background and experiences influenced the development of their personal identities. One

participant stated, "My values and my family are the driving force behind everything I do."

When reflecting upon their backgrounds, each participant recognized how personal drive and

values influenced their decisions to enter the field of education. Coaches were also asked to

reflect upon how their background and experiences influenced their coaching pedagogy and

relationships with other educators. Participants made connections to their intersectional identities and the influence their identities have on relationship development with the teachers they support. One coach participant determined to "become more conscious" of who they support. Another coach referenced the importance of taking "time to understand [others'] and their cultural background." Participants expressed a desired to be transparent with teachers. Coach participants mentioned the importance of being open to learning from others and the significance of sharing personal and cultural experiences.

Good Intentions Versus Cultural Skills, Knowledge, and Awareness. Participants reflected upon the difference between good intentions and the importance of cultivating cultural skill, knowledge, and awareness as instructional coaches. While considering the importance of developing the coach-teacher relationship, one participant shared, "When a person has knowledge about other people, they can also gain skills for how to interact with them and also rework their attitude to reflect their openness." One coach noted the importance of gaining a clear understanding about people who have different intersectional identities and become prepared to "negotiate their differences." Coaches defined certain behaviors or traits they expected to see in a person who has developed cultural skills, knowledge, and awareness. According to one participant, "Our awareness and attitudes are the foundation [for cultural competence development], but then we must have the knowledge and skills" necessary to support other educators.

Reflective Practices and Cultural Competence. Building upon the weekly theme of assessing personal values and beliefs, the weekly journal reflection prompts asked participants to consider how successful they felt about implementing reflective opportunities in their current practices as instructional coaches. Most participants believed they already took advantage of

reflective opportunities. Participants used the art of reflection to assess what was going well and what might be improved upon. One participant reflected, "I feel I am successful in implementing reflective opportunities into my current practice as I am constantly striving to be better." Participants concluded that next steps should include collecting feedback "by inviting and allowing feedback and evaluations" from partnered teachers. "I could collect feedback from them on how I am supporting them to know if is effective or if there are ways, I could change to make it better," stated one participant. One coach concluded they would need to develop a system to collect feedback from teachers that would collect important information to "see where they excel and where I can grow." The importance of getting to know teachers and staff within buildings was considered essential by coach participants in order to identify staff needs, create and provide meaningful professional learning opportunities, and support teachers' transformations.

Participants were then asked to consider the benefits of adding cultural competence components to their reflective practices. Coaches acknowledged the importance of including reflection within their coaching practices. Another participant discussed the importance of honoring multiple perspectives saying:

> Through reflective practices, I have learned to be a better listener, attempting to hold myself accountable for not making judgements about a person as they are sharing their thoughts and feelings, remembering we all have our own backgrounds and current issues that affect who we interact with the world around us.

One coach pondered how they could "help guide the staff member to an understanding or desire to learn more about the students' culture and cultural competence in general." They later concluded that supporting teachers in their cultural competence development would influence

students' learning experiences and "more authentic learning will take place!" Multiple participants determined that using a cultural competence lens within reflective practices made them feel better equipped to help guide teachers, understand multiple points of view and the backgrounds of others, and ensuring that others are validated, as well as feel seen and heard.

Personal Barriers and Coaching Conversations. Coach participants learned about how personal barriers can affect relationships, specifically within coach-teacher partnerships. Coaches were asked to reflect upon a time when a personal barrier or unconscious bias affected their beliefs, thoughts, actions, and feelings in relation to teacher support. Coach participants discussed how unconscious bias can influence the type of support they provide to teachers. Further, participants concluded that personal barriers and unconscious biases may affect both the development of relationships and the learning environment of their teachers.

Participants stressed the importance of authenticity within coach-teacher relationships. All coaches concluded that being open, honest, and vulnerable have the potential to create a space where others can grow. One later added, "When I show vulnerability, the teachers that I collaborate with do as well. As a result, we have a much more productive and REAL working relationship." Participants reiterated that it is essential to make sure they behave authentically with their partnered teachers to create an environment free of judgement for reflective practice and cultural competence conversations. Coach participants recognized the importance of supporting teachers through the reflective process in order to understand teachers' desires, needs, and how best to support their decision-making, thus potentially influencing students' classroom and learning experiences.

Incorporating Culturally Proficient Coaching Practices. The CTPT module four (Hill, 2021c) provided tangible tools for coaches to implement, including: The Tools of Cultural

Proficiency conversations guides which include, Table 11.1 Using Cultural Proficiency to Deepen a Planning Conversation, Table 11.2 Using Cultural Proficiency to Enhance a Reflecting Conversation, and Table 11.3 Using Cultural Proficiency to Enhance a Problem-Resolving Conversation (Lindsey et al., 2020, p. 37-40, 147-151). Week six prompted coaching participants to consider how they might apply newly learned Culturally Proficient Coaching (Lindsey et al., 2020) techniques in their coaching practices. Participants stated they wanted to have conversations about race and culture with the teachers they support. One coach reflected upon the importance of feeling equipped to engage in conversations with teachers about students' backgrounds, cultures, race, and other intersectional identities. Another participant reflected:

In my practice, I am working to improve my ability to raise the awareness of these boundaries teachers put between themselves and their students simply because they are different [than the teacher]. So far, asking questions about assumptions teachers make has led to some thoughtful conversations about race and culture!

Another participant suggested implementing the Culturally Proficient conversations guides (Lindsey et al., 2020) within a coach-teacher planning conversation, adding:

I could implement Table 11.1 right away when having a planning conversation with a teacher. I love how it walks through the steps of planning goals, specifying success indicators, etc. But it also provides sample questions or prompts that would help the teacher to be aware of all learners in their classroom and if their [students'] needs are being met, and how to plan to meet all of their needs. This document would help and guide that planning conversation.

However, not all participants were ready to implement Culturally Proficient Coaching tools (Lindsey et al., 2020) into their practices. One participant stated after a year of teaching and

learning during a pandemic, the first step was to simply reconnect with teachers. They added, "Having lived in a virtual and distant world this past year, I think that is the first place I want to start." Regardless of where participants are with implementation, coaches have access to Culturally Proficient Coaching tools (Lindsey et al., 2020). Further, coaches can choose to implement the tools in their practice when both they and their teacher partners are ready to engage in conversations about personal beliefs, thinking, actions, and feelings.

Taking Learning to Application. In the final weeks, coach participants were asked to reflect upon their learning experience throughout the eight-week CTPT modules (Hill, 2021c). Participants agreed that one of the most impactful components of this learning process was setting aside protected time to reflect upon how they might capitalize on Culturally Proficient Coaching principles (Lindsey et al., 2020) within coach-teacher partnerships. One coach stated, "The most impactful part of this process has been having the set aside time to ground myself and reflect on where I am, where I want to be, and the steps I need to take to get there." Another participant added, "I think taking the time to sit and really focus my learning towards the cultural competence within coaching" has been most impactful. She went on to add:

> Most of my professional development in coaching has been focused solely on the [technical] "coaching" aspect, but never addressing the part about really working with others of different cultures and how you really have to value and have knowledge and skills for that. It stuck out to me in one of the modules when it said, "If we don't have knowledge and skills, good intentions aren't enough!" We need to help people negotiate their differences better. That really stuck out to me in this learning. Also, we must embrace differences and seek to understand every individual and the identities we all

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bring, not just accept [them]. This is so important in our field!! Especially right now

when I feel that education is so tough!!

Coaches agreed it is imperative to create intentional opportunities to engage in reflective

practices.

In the final prompt, coaches examined their personal reflective practices, cultural

competence, and self-efficacy development after completing the CTPT modules (Hill, 2021c)

compared to the start of the professional learning course. Coach participants believed they had

grown by engaging the learning modules. One coach stated, "I am no longer passively engaged

in the work. I am now much more intentional about reflecting on the work that I need to do."

Participants also described how they plan to implement the Culturally Proficient Coaching

conversation guides to deepen planning and reflecting conversations through intentional planning

and implementation (Lindsey et al., 2020). Coaches plan to utilize acquired skills and knowledge

to motivate teachers to engage in the process of cultural competence development. Another

participant wrote:

> As I move forward with my coaching that I want to model some of these practices with
>
> teachers, to apply with their students in dealing with students of different cultures. I love
>
> some of the [Culturally Proficient Coaching] tables that help to model this in the planning
>
> and reflection.

Coach participants also concluded that the act of engaging in reflective practices and the cultural

competence skills and knowledge gleaned from participating in the CTPT modules (Hill, 2021c)

is essential to incorporate in their daily coaching practices.

Semi-Structured Interviews. In weeks seven and eight of the CTPT modules (Hill,

2021c), coach participants engaged in one thirty-minute non-anonymous virtual interview.

Fifteen interview questions were developed to answer all four driving research questions: (1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy?; (2) How does the development of coaches' reflective practices and cultural competency prepare them to support teachers?; (3) How are coaches' perceptions of self-efficacy influenced as they develop cultural competency and reflective practices?; and (4) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships? Further, questions sought to uncover coach participants' perspectives of organizational supports, their experience completing the CTPT modules (Hill, 2021c), and how they might use knowledge gained from this experience in their coaching practices. The three coach participants who provided responses are identified as Coach A, B, and C. See Appendix A.

Coach participants agreed that the school organization provides educators opportunities to engage in reflective practices and cultural competence development. Reflective opportunities include district-provided professional development opportunities, building-level professional learning communities (PLCs) and data meetings, and one-on-one coaching support. Coach participants mentioned that during professional development staff are encouraged to think about what was learned and how they may apply it their teaching practices. Coach C added:

> They [teachers] have to have a plan for how they're going to implement the PD in their practice. And then they have to, of course, reflect on how did that plan actually work when you put it into practice? And then, was there data to show that the actual impact?

As an extra incentive for staff to engage in reflective practices, educators can also submit documentation and implementation of new teaching strategies for horizontal movement points on the teacher salary scale.

As previously mentioned within the CCPE Self-Report Scale (Dunaway et al., 2012) and from the reflective journal responses, the school district has created opportunities for educators to engage in reflective practices and equity-focused trainings. However, coach participants acknowledge that equity-focused professional development sessions often lack additional learning opportunities from the organization. Coach B added diversity, equity, and inclusion-specific training are often delivered "quite literally as a one and done" learning session.

Regarding coach-specific supports and on-going professional development, all instructional coaches attend the Jim Knight Instructional Coaching Institute. Coaches also regularly attend weekly coaching PLC meetings. When asked about specific reflective practice opportunities and general coaching related professional learning within PLC meetings, Coach B stated:

> I know in the past, I feel like we've had more opportunities within our weekly [coaching PLC] meetings. And we kind of got into a little bit of a roll before the pandemic in having some very satisfied and structured time in the morning to kind of reflect on best [coaching] practices and where we were moving forward. I wouldn't say that has been something that's carried through this last year. If it's happened, I don't know that it's been intentional from an organizational side things. I don't know that coaches have been really supported in how to move staff and at least not in a way that would be consistent building-to-building, coach-to-coach.

While there are existing professional development and collaborative structures in place for coach development, coaches were not aware of any long-term plans of support for instructional coaches.

Coaching participants concluded that district structures that support educators' development of reflective practices and cultural competence must be "very direct and intentional." According to Coach B, the district and teachers would benefit from "having [reflective practice and cultural competence development] woven into everything that we do… but I don't think that it's become a realization quite yet." Participants concluded that the district is making strides to provide foundational equity-focused training for staff. While there are some organizational structures in place to support educators' reflective practice and cultural competency development, coach participants agreed the existing supports are, nonetheless, limited.

Coach participants discussed their experience after participating in the eight-week CTPT modules (Hill, 2021c). Coaches stated that the modules built upon existing general coaching knowledge and pedagogy. The modules' cultural competence information was new to the coach participants. Coaches concluded that the modules provided a weekly opportunity to intentionally engage in self-reflection. Coach B added that the modules prompted her to be mindful of her intentions within a coach-teacher partnership, stating, "So that's been probably the most powerful piece is that me just having a moment to be mindful about my intentions and really why I want to be a coach… to help kids through helping teachers." Coaches confirmed that through participating in the CTPT modules (Hill, 2021c), they were tasked with doing some of the self-reflective work necessary to understand how their backgrounds and experiences potentially influence the development of a coach-teacher partnership.

All coaches noted the importance of establishing foundational coach-teacher relationships in their buildings. The participants suggested that through casual conversations they can establish a safe space for both the teacher and coach to engage in reflective practices. One participant

stated that her experiences in coaching conversations were typically technical conversations about curriculum and instruction, forgoing discussions of diversity, equity, and inclusion. After participation in the CTPT modules (Hill, 2021c) coaches recognized additional layers to the coach-teacher relationship. When establishing a coach-teacher partnership, Coach A said it is important to recognize and value individuals' differences and intersectional identities, while "getting to know my teachers as a whole [person]." Through relationship development coaches gain an understanding of teachers' backgrounds and can develop differentiated support.

Coaches stated that by participating in the CTPT modules (Hill, 2021c) they feel more equipped to work with people from diverse backgrounds and engage in cultural competence conversations. One coach stated, "I think in my practice, as I'm working with teachers, it's really embracing those differences, but also seeking to understand [differences]. So, I'm really looking at those identities, and trying to learn more about those teachers." Additionally, coach participants shared that, through their participation in the modules, they considered how they might engage in culturally focused conversations with teachers. Coach C stated, "It's helped me think about the ways in which I talk about diversity and cultural competency with my mentees and with other staff members." Coach C went on to add, "There are certainly times when there will be cultural practices that teachers might not be aware of…" Participants concluded they had not engaged in this type of training or coaching before, especially related to the culturally proficient coaching components. Coach A concluded, "This is something I haven't really learned about." Cultural competency, as related to coaching, is underdeveloped for this group of coach participants.

Applying skills and knowledge gleaned from completing the CTPT modules (Hill, 2021c), participants stated they gained additional coaching tools to use when they engage in

conversations with teachers about diversity, equity, and inclusion in schools. All participants

concluded CTPT modules (Hill, 2021c) provided them with tangible tools to implement in their

coaching practice. Tools include the Cultural Proficient conversations guides for planning,

reflecting, and problem-resolving (Lindsey et al., 2020). One coach stated that after completing

the CTPT module (Hill, 2021c), she feels she has had more productive equity-based

conversations with her mentees. Another participant says she plans to have copies of the

Culturally Proficient conversations guides (Lindsey et al., 2020) available to use as part of

coaching conversations that will help educators consider how to respond to and create equitable

learning opportunities for diverse students in the classroom. She added, "Those are not questions

that I think I have ever coached with." After engaging with the CTPT modules (Hill, 2021c) and

exploring the Culturally Proficient Conversation conversations guides (Lindsey et al., 2020),

Coach C concluded that the reflective practice and cultural proficient work in which she had

engaged "actually helped to focus our conversations" when working with her mentees.

After eight weeks of asynchronous learning, coach participants agreed completing the

CTPT modules (Hill, 2021c) was a valuable learning experience. Participants appreciated the

cultural awareness, knowledge, and skills themes that were connected to reflective questions and

journaling exercises. Participants found the Culturally Proficient Coaching Self-Assessments and

the Cultural Proficient Continuum useful tools to guide their reflective practices (Lindsey et al.,

2020). Coaches also appreciated the tangible tools of support, specifically the Cultural Proficient

conversations guides (Lindsey et al., 2020), and intended to immediately apply them in their

coaching practices. They recognized the importance of reflecting upon their own practices first to

examine how they enter coach-teacher relationships and conversations. When engaging in

discussions with teachers, it is important to respect and validate the multiple perspectives of

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individuals with whom they work. Overall, the learning experience was considered engaging and valuable for coach participants. Coach participants stated the knowledge gained and the tools provided by the study has helped them to feel more prepared to support teachers. Coach participants' responses from the semi-structured interview acknowledged existing district supports that encourage the development of reflective practices, cultural competence, and self-efficacy. However, they also recognized insufficiencies within district-provided professional development, coaching-specific training, and additional opportunities for deeper development of coach-teacher relationships.

Teacher Participants Results

Teacher Perspective Survey. It is equally important to understand teachers' perspectives of reflective practices, cultural competency, and self-efficacy development support in school organizations. A twelve question, mixed-method survey was designed to answer the guiding questions: (1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy? and (4) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships?

The first six questions were developed using a six-point Likert-scale to rate teacher participants' perceptions of organizational and instructional coaching support. Additionally, teacher participants responded to six open-ended questions. Questions asked participants to describe how the school organization supports the development of reflective practices cultural competency. Teachers were also asked to describe their working definition of reflective practices and cultural competency. Finally, teachers were asked to describe the type of relationship they have with their instructional coach and if that relationship influences their development of

reflective practices, cultural competency, and self-efficacy. The first teacher perspective survey was made available to consenting teacher participants for two weeks in the spring of the 2020-2021 school year. The second survey was sent to participants in the fall of the 2021-2022 school year. Of the five consenting teacher participants, only two teachers completed both the fall 2021 and spring 2021 surveys. The teacher participants are identified as Teacher A and B. See Appendix B.

Teacher Survey #1.

Quantitative Results. The first three Likert-scale questions asked teachers to rate how they believe organizational supports influence their personal development of reflective practices, cultural competency, and self-efficacy. The next questions asked participants to describe how their beliefs and attitudes, culture and background, and personal experiences influence their relationship with the instructional coach. Both teacher participants "agreed" or "strongly agreed" that their educational organization provided learning opportunities to develop reflective practices, cultural competency, and self-efficacy. Additionally, both participants agreed or strongly agreed that their beliefs, attitudes, and personal experiences relate to their relationship with an instructional coach. However, Teacher A agreed that her culture and background impact her relationship with the coach, while Teacher B indicated that her culture and background does not affect her coach-teacher relationship.

The average results of the organizational supports indicate teacher participants "agree" the district provides adequate support for the development of teachers' reflective practices, cultural competence, and self-efficacy. Teacher participants had an average score of 5 on the six-point scale when considering if their background and culture affected their coach-teacher relationship development. Regarding the influence of one's personal experiences, teachers'

average scores were 5.5, thus indicating they believed that personal experiences potentially affect

a coach-teacher relationship. However, the teacher participants had varying opinions regarding

the influence of culture and background on relationship development. See Table 7.

Table 7. *Teacher Survey #1 Results.*

Participant	Organizational Supports			Coaching Supports		
	Reflective Practices	Cultural Competency	Self-Efficacy	Influence of beliefs & attitudes	Influences of culture & background	Influence of personal experiences
A	Agree	Agree	Agree	Agree	Agree	Agree
B	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Disagree	Strongly Agree
Average	**5.5**	**5.5**	**5.5**	**5**	**3.5**	**5.5**

Note. The six-point Likert scale asked participants to rate questions by selecting 1-Strongly
Disagree, 2-Disagree, 3-Slightly Disagree, 4-Slightly Agree, 5-Agree, or 6-Strongly Agree.

Qualitative Results. The next section of the survey was broken into three topics: (1)

personal understanding of reflective practices and cultural competency, (2) perception of

organizational supports, and (3) identifying personal experiences within the coach-teacher

relationship. Teacher participants concluded that reflective practices include examining current

teaching practices. Teacher B explained that reflective practices require "looking at the positives

as well as ways to improve." Similarly, another participant mentioned using self-assessments and

an evaluation rubric to reflect upon current instructional practices. Teacher participants were

asked to provide their interpretation of cultural competency. Both participants suggested that

teachers must be aware of how explicit and implicit bias influence learning in the classroom and

the development of relationships with students. When asked to define what it means to be a

culturally competent educator, Teacher B concluded that teachers must recognize how culture is

represented in curricular resources in the classroom. Teacher A added that being culturally

competent means teachers must understand the student population being served in the classroom so they can make informed and reflective decisions in the best interest of all students.

Teacher participants were then asked to provide examples of specific organizational supports that promote teachers' development of reflective practices and cultural competencies. Only one participant shared how reflective practice development is supported within the organization, stating that time is allocated for teachers to engage in reflective practices individually or within PLCs at the building level. No further descriptions of organizational reflective development supports were provided. Regarding the development of cultural competencies through district-provided professional development or training, both participants had similar responses. Both teachers stated they received AVID and Culturally Relevant Teaching training at some point during their tenure in the district. Teacher B added they have also participated in Courageous Conversations about Race professional development in addition to building-based equity team trainings.

The third section of the teacher survey asked participants to describe their relationship with the building-based instructional coach. Both participants stated that their instructional coach provided readily available support when requested by the teacher. Often the coach supports teachers during PLC team collaboration. Teacher B added, "She has given me the tools needed to work and grow," when asked how the instructional coach has influenced the development of reflective practices and cultural competency.

Teacher Survey #2.

Quantitative Results. The teacher participants were sent the link to contribute to the fall 2021 survey after the scheduled summer break. As with the first survey, the same two teachers of the five consenting teacher participants, responded to the survey. Both participants "agreed" or

"strongly agreed" that district supports helped with their development of reflective practices and cultural competency. Regarding the development of self-efficacy, Teacher A continued to feel that organizational supports promoted self-efficacy. However, Teacher B "slightly agreed" that district-provided supports aided in her development of self-efficacy. Regarding coach-teacher relationships, both participants "agreed" or "strongly agreed" that beliefs, attitudes, culture, background, and personal experiences are influential in the development of their relationships.

Upon examination of the spring and fall teacher surveys, teacher perception of organization support of cultural competency development increased by 0.5. However, average scores regarding reflective practices and self-efficacy did not show any changes from the spring to the fall. Teacher participants' perceptions of coaching support increased by 0.5, 2, and 0.5 respectively when asked about the influence beliefs, attitudes, culture, background, and personal experience have on the coach-teacher relationship. See Table 8.

Table 8. *Coach-Teacher Partnership Teacher Survey #1 and #2 Averages and Growth.*

	Organizational Supports			Coaching Supports		
	Reflective Practices	Cultural Competency	Self-Efficacy	Influence of beliefs & attitudes	Influences of culture & background	Influence of personal experiences
Survey Average						
#1	5.5	5.5	5.5	5	3.5	5.5
#2	5.5	6	5.5	5.5	5.5	6
Growth	0	.5	0	.5	2	.5

Note. The six-point Likert scale asked participants to rate questions by selecting 1-Strongly Disagree, 2-Disagree, 3-Slightly Disagree, 4-Slightly Agree, 5-Agree, or 6-Strongly Agree.

Qualitative Results. Teacher participants were asked the same set of open-ended questions for the second survey. Regarding organizational supports for the development of reflective practices, Teacher A concluded that the school district continues to support reflective

practices through the implementation of PLCs at the building level. Within PLCs, educators have ample opportunity to engage in reflective conversations about their teaching practice. As in the first survey, Teacher B stated that reflective practices allow teachers to take "time to think about what you did, how, did it go, what could you change, and what would you want to keep" in regard to instruction in the classroom. Both teacher participants mentioned previous participation in district-provided training, but did not indicate if there were additional cultural competence-focused training offered over the summer of 2021.

Teacher participants added insightful comments about what makes a person culturally competent. Participant A suggested it is important to understand and incorporate "the culture of all students into the content and classroom norms and structures." Teacher B added:

A person is culturally competent when they are aware of the bias, they and/or the material may have. They are also aware of the cultural identities of the students in their class and make an effort to have every child represented in their lessons to make it personal and meaningful to them.

Both participants were aware of student identities, classroom culture, and curricular resources. However, it was not clear if cultural awareness had influenced teacher-student relationships or instructional decision-making in the classroom at that point in time.

Regarding the coach-teacher relationship, teacher participants provided insights to their experiences with a building instructional coach at the beginning of the 2021-2022 school year. Teacher A stated her instructional coach is "abundantly available as a resource and she is quick to respond to communication." Teacher A stated she feels the partnership influences her development of reflective practices and cultural competence and added, "I feel safe knowing I can ask for help and feedback in these areas." Alternatively, Teacher B's response to the last

question drastically changed from the fall to the spring; with a new instructional coach being placed in her building, Teacher B revealed she was struggling to receive the support she needed. Teacher B concluded that her instructional coach did not support or influence her development of reflective practices, cultural competency, or self-efficacy. These two varying experiences of coach-teacher partnerships and collaboration have also influenced participants' perceptions of development of reflective practice, cultural competency, and self-efficacy as educators.

The small pool of teacher participants limits the validity of the data collected. The information gleaned within the survey provided a broad glimpse of teacher perceptions of support. The data collected from the spring and fall surveys indicate that teachers have access to organizational supports such as professional learning opportunities, PLCs, and engage in coach-teacher partnerships and coaching cycles at the building level. However, it is unclear if the development of reflective practices and cultural competencies have transformed teachers' pedagogical practices or have influenced student growth, development, or experiences in the classroom.

Discussion

Organizational Supports

The following discussion engages with the following driving question:

(1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy?

Data collected within this study identifies foundational district structures of support, such as equity-focused professional development and an instructional coaching program, that have the potential to encourage the development of reflective practices and cultural competence for its employees. Through the development of cultural competence and engagement in reflective

practices, educators have the potential to establish sustainable habits that have long-lasting effects on educational pedagogy and practice, thus increasing the likelihood of positively impacting student experiences in school (Achinstein & Athanases, 2005; Allen, Bordeur, et al., 2018; Dyches & Boyd, 2017; Kuswandono, 2017; Lindsey et al., 2020; Terrell et al., 2018). However, this study revealed holes and inconsistencies within the district-provided supports for reflective practice and cultural competence development of their faculty.

The engagement in foundational equity-focused professional learning is available to educators within the district. Instructional coach participants articulated their frustration with existing coaching and teacher professional development practices within the district. Coaches desire intentional reflective practice and cultural competence professional development that moves beyond "one and done" sessions. Coaches were appreciative of opportunities to engage in reflective practices within the existing coaching professional development, or PLCs, to take part in the necessary reflective work as educational leaders. Yet, frequent responses from coach participants also indicated the desire to feel better prepared and equipped to support teachers and, by extension, students.

Data collected from the teacher perspective survey provide limited insight into perceptions of organization and coaching supports. Teacher participant data collected from the surveys reference pre-existing district-provided professional trainings such as AVID, culturally responsive teaching, and foundational equity-focused courses such as Beyond Diversity and Courageous Conversations about Race. Teacher participants did not mention any additional equity training at the beginning of the 2021 school year. In both surveys, participants discussed the existing PLC structure that supported reflective practices at the building level. An

examination of district-provided cultural competence training and the instructional coaching program is required to fully understand the effectiveness of the existing organizational supports.

Coaching Supports

The following discussion engages with the following driving questions:

(2) How does the development of coaches' reflective practices and cultural competency prepare them to support teachers?

(3) How are coaches' perceptions of self-efficacy influenced as they develop cultural competency and reflective practices?

(4) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships?

The district also has job-embedded supports at each building in the form of an instructional coaching program. The only formal, coaching-specific training for instructional coaches is facilitated through Jim Knight's Instructional Coaching Institute. While coaches attend the foundational coaching professional development, this study reveals that instructional coaches have not experienced cultural competence coaching-focused training before participating in the eight-week CTPT modules (Hill, 2021c). Additionally, examining coach-teacher partnerships through a culturally proficient coaching lens was a relatively new concept for participants. According to coach participants, typical coaching support focuses on technical supports for teachers, such as content standards, instructional strategies, and curricular resources. Individuals who develop cultural competence and reflective practices are better equipped to assess how their beliefs, attitudes, and actions influence decision-making and are prepared to respond to educators' needs appropriately (Allen, Bordeur, et al., 2018; Killion & Harrison, 2017; Knight, 2018; Kuswandono, 2017; Lindsey et al., 2020; Terrell et al., 2018). Coach

participants' perceptions of district-provided coaching support indicates that coaches' desire more training. Coaches would benefit from on-going reflective practice opportunities and cultural competence-focused professional development that tasks participants with applying tangible skills and tools in daily coaching practices.

The content within the CTPT modules (Hill, 2021c) appears to have helped develop individuals' cultural knowledge, skills, and awareness over the eight-week course. Results from the study indicate that coaches who engaged in reflective practices and cultural competence development, paired with tangible Culturally Proficient Coaching Tools (Lindsey et al., 2020), feel better equipped to support teachers holistically and move beyond technical coaching. Coach participants also recognized how reflective practice and cultural competence development improves their communication skills, increases awareness of others' needs, and helps to support the coach-teacher relationship. Considering the diverse communities of staff and students within schools, it behooves institutions to provide intentional, structured, and ongoing professional learning opportunities that require individuals to engage in reflective practices and cultural competence development (Trotter, 2006). Data collected from the CCPE Self-Report Scale (Dunaway et al., 2012) indicates most coach participants self-assessed their cultural skills, knowledge, and awareness at a proficient level. Results reveal some coaches would benefit from additional cultural competence-focused professional development. Further, the CCPE Self-Report Scale (Dunaway et al., 2012) continues to serve as a viable measurement tool for instructional coaches' progress and development. Further, it is imperative that ongoing professional learning for instructional coaches is outlined over time with specific, measurable goals that lead to the transformation of instructional coaching practices and pedagogy (Lindsey et al., 2020; Trotter, 2006). As coaches apply cultural knowledge within the coach-teacher

relationships, there is potential for coaches to have significant and sustainable impact on teachers and their practice. Still, it is unclear if coach participants have applied new knowledge and skills within their coaching practices and their coach-teacher partnerships at this time.

Again, while teacher participant data is limited, it does provide some insight. Knight (2018) and Lindsey et al. (2020) acknowledge the importance of teacher-coach relationship development. Regarding teachers' experiences and perceptions of support within a coaching structure, personal relationships appear to be a driving force behind the willingness or reluctancy to engage in a coach-teacher partnership. Further, inconsistency of coaching personnel and placements at the building level, could possibly affect the relationship between a teacher and coach. To gain a clear understanding of teachers' perceptions of support, development, and transformation of practice, a larger pool of participants is required for future studies.

The district organization, broadly speaking, provides several structures to encourage faculty and staff development of reflective practices and cultural competency. Data collected from the study demonstrate a collective desire by coach participants to engage in continuing, practical, and more intentional reflective practices and cultural competence development. Coach participants also desire effective tangible tools to implement in their coaching practices. Through the implementation of a specific coaching professional development plan, paired with tools, there is a potential to transform instructional coaching practices and, by extension, deepen the coach-teacher relationship, thus increasing the likelihood of teacher transformation as well.

ARTIFACT III

Implementation of Solution
https://sites.google.com/view/ctp-coaching-course/home

Results from the study indicate that coach participants are seeking additional professional development. Coach participants yearn for intentional, specific, and continuous professional learning opportunities to develop more than technical coaching skills. Additionally, coach participants are interested in specific training that includes more equity-focused, culturally competent coaching strategies. Teacher responses, while limited, indicated that their experiences and perceptions within a coach-teacher relationship affects their perceptions of individualized support at the building level. Building upon existing district-provided structures and training, this researcher aims to implement a differentiated, two-year coaching professional development program. The Coach-Teacher Partnership (CTP) Coaching Courses are specifically designed to support the professional development of coaches' foundational and Culturally Proficient coaching skills, reflective practices, and cultural competence (Hill, 2022; Lindsey et al., 2020). The CTP Coaching Courses also provide multiple opportunities for coaches to partner with teachers within structured instructional coaching cycles potentially developing meaningful, collaborative relationships between coaches and teachers (Hill, 2022).

CTP Coaching Courses

The CTP Coaching Courses are two sequential, asynchronous, year-long courses created in Google Sites which provide instructional coaches access to content, coaching-centered activities, and reflective journaling opportunities (Hill, 2022). The CTP Coaching Courses are

designed to guide instructional coaches through weekly tasks and activities which prepare them for collaborative discussions at weekly coaching PLCs. The CTP Coaching Courses are intended to strengthen the development of foundational instructional coaching skills, reflective practices, and cultural competence (Hill, 2022). The CTP Coaching Courses have two differentiated course options. CTP Coaching Course: Year 1, supports the foundational technical coaching skills development of novice and new district instructional coaches (Hill, 2022). After a first-year coach completes the CTP Coaching Course: Year 1, they will advance to the second course the following school year. CTP Coaching Course: Year 2, is designed for veteran coaches and focuses more on the development of culturally proficient coaching skills (Hill, 2022). Additionally, a future third course will be designed based upon feedback from the instructional coaching team members.

CTP Year 1 Course

The CTP Year 1 Course is designed to provide first-year coaches foundational technical coaching knowledge and skill development (Hill, 2022). One primary text is used in the course, *Taking the lead: New roles for teachers and school-based coaches* (Killion & Harrison, 2017). The text provides first-year coaches with general coaching information including the qualities of an effective coach, multiple coaching roles and responsibilities of coaches, and how to support teacher development. In addition to the primary text, the CTP Year 1 Course (Hill, 2022) has carefully selected open-source materials, articles, and videos to enrich the learning experience of first-year coaches.

CTP Year 2 Course

The CTP Year 2 Course guides veteran coaches through a year-long course using the text, Culturally *proficient coaching: Supporting educators to create equitable schools* (Lindsey

et al., 2020). As veteran coaches have established foundational knowledge of instructional coaching, the Year 2 Course engages learners in cultural competency development. Veteran coaches will have opportunities to develop cultural skills, knowledge, and awareness by taking the Culturally Proficient Self-Assessments (Lindsey et al., 2020). Again, the CTP Year 2 Course also utilizes other open-source materials, such as articles and videos which have been carefully selected to enhance the learning experience for veteran coaches. See Appendix C.

CTP Coaching Course Alignment

In addition to the differentiated core texts, all coaches have multiple opportunities to participate in quarterly coaching activities. The coaching activities include: (1) Create and self-monitor instructional coaching goals; (2) Record coaching conversations with teachers and reflect; and (3) Facilitate formal coaching cycles with teachers. The CTP Coaching Courses alignment provide all instructional coaches opportunities to apply newly learned knowledge and skills in their daily coaching practices and collaboratively engage in PLC cycles with one another throughout the school year (Hill, 2022).

Goal Setting. Capitalizing on the Instructional Coaching (IC) Practice Standards, all instructional coaches identify two goals in each of the foundational, structural, and instructional practice standards (New Teacher Center, 2018). Each standard has key elements from which to choose accompanied by reflective question prompts for coaches to consider when selecting goals for the year. The IC Practice Standards include the development of content knowledge, establishing foundational relationships with teachers, and providing appropriate structures for the implementation of effective and inclusive teaching techniques (New Teacher Center, 2018). Coaches are asked to complete a goal-setting document in order to assist with outlining goals and collecting coaching artifacts throughout the year. Within the year-long courses, goal setting

check-ins are scheduled at the beginning and end of each quarter. This allows coaches to evaluate the progress of their goals, collaborate with fellow coaching colleagues in PLCs, and make any adjustments necessary to achieve their instructional coaching goals for the year. The final meeting of the year is one of celebration and future goal setting for the following school year. See Appendix D.

  Coaching Conversation and Coaching Cycle Practice. The purpose of the coaching conversation and coaching cycle task alignment is to provide both novice and veteran coaches opportunities to engage in collaborative conversations in a structured and intentional space once per quarter. Each coaching conversation activity and coaching cycle include reflective journaling prompts to promote reflective practices for individuals. Reflective questions align throughout the year and across both CTP Coaching Courses (Hill, 2022). Responses are recorded in an ongoing digital reflective journal connected to coaching conversation and coaching cycle activities in each quarter.

  Coaching Conversation. The purpose of coaching conversation practice is to provide opportunities for coaches to self-assess their communication and listening skills within a coach-teacher conversation. Conversations are recorded once per quarter by the coach for reflection purposes and to use for goal setting and improvement. Coaches then respond to accompanying reflective questions in their journals. Further, coaches use reflective information gleaned from this process to engage in constructive, reflective conversations with colleagues during PLCs and support the goal setting and improvement process.

  Coach-Teacher Partnership (CTP) Cycle. All instructional coaches will engage in formal coaching cycles with a partnered teacher once per quarter. The aligned coaching cycle practice provides coaches with opportunities to directly apply new or transformed strategies in

their coaching practices. To further assist with the facilitation of coaching cycles, this researcher developed the Coach-Teacher Partnership (CTP) Cycle (Hill, 2021b). The CTP Cycle serves as a coaching structure to facilitate educators' growth and development (Hill, 2021b). The goals of the CTP Cycle are to: (1) Develop collaborative partnerships between a coach and teacher; (2) Target student-centered growth goals; and (3) Transform professional and instructional practices. Building upon the work of Knight (2007, 2018) and Bean and Ippolito (2016), the CTP Cycle identifies three collaborative phases to guide the coaching cycle: (1) Phase 1: Calibrate; (2) Phase 2: Collaborate; and (3) Phase 3: Implement (Hill, 2021b).

In Phase 1: Calibrate, the coach and teacher initiate a CTP Cycle with an observation cycle which consists of a pre-observation conversation, an observation, and a debrief conversation (Hill, 2021b). To assist with the coach-teacher collaboration, feedback, and reflection within an observation cycle, this researcher developed the Coach-Teacher Partnership (CTP) Collaboration Tool, is a digital tool to support observation cycles (Hill, 2021a). After the observation the coach and teacher debrief, identify an area of focus, and create a student-centered goal (Hill, 2021b). To support goal setting, the Instructional Foundations Framework provides the coach and teacher optional student-centered areas in which to focus, including establishing a positive classroom community and environment, developing content standards knowledge, implementing new or modified instructional strategies, or using curricular resources to enhance students' learning experiences, all of which are interwoven with diversity, equity, and inclusion awareness (Hill, 2021d). Additionally, the coach and teacher determine what type of data will be used to track student development throughout the CTP Cycle (Hill, 2021b).

In Phase 2: Collaborate, the coach and teacher determine what type of collaborative structure is best suited to facilitate their work together. (Hill, 2021b). The coach and teacher

select the best method of coaching support by choosing to either co-plan, co-teach, or have the instructional coach model a lesson for the teacher. After one or more of those options are selected and facilitated, the teacher applies new knowledge and instructional strategies in the classroom environment. This process is flexible and provides space for the teacher to become more efficacious in their evolving teaching practices.

The final phase, Phase 3: Implement, requires the coach and teacher to monitor the progress of the student-centered goal, using data and reflective coaching conversations to make any necessary adjustments (Hill, 2021b). At that point, a second observation cycle is initiated which includes the pre-observation conversation, observation, and debrief conversation where the coach and teacher, again, use the CTP Collaboration Tool to assist with planning and reflection (Hill, 2021a, 2021b). If the goal is unmet, the CTP Cycle allows the coach and teacher the flexibility to make any adjustments necessary and implement new strategies (Hill, 2021b). If the student-centered goal has been achieved, the coach and teacher celebrate the success of teacher transformation and student growth (Hill, 2021b). The CTP Cycles provide a structured framework for coaches to practice and develop coaching skills (Hill, 2021b). Further, the CTP Cycles provide an opportunity for both the coach and teacher to engage in reflective conversations, develop deeper coach-teacher connections, and, potentially, transforming teachers' instructional practices and students' learning experiences (Hill, 2021b).

Moving Forward

School organizations have an opportunity capitalize on existing organizational systems and structures that promote reflective practices that empower the whole-person educator. A variety of systems and structures exist to support the ongoing professional development of educators. It is imperative that appropriate, differentiated, and relevant professional learning

materials and tools are provided for instructional coaches. It is vital that appropriate structures are implemented which support the development of reflective practices, cultural competency, and personal self-efficacy. This research sought to understand existing structures, experiences, and perceptions related to individuals' professional development as instructional coaches and the coach-teacher partnership.

Based upon the data collected within this project, this researcher concludes the most efficient and effective way to support the development of instructional coaches technical coaching skills, reflective practices, and cultural competence is through the implementation of an intentional and personally designed professional development plan. The specific professional development of coaches prepares them to support the diverse needs of teachers in education. Through the development of foundation coaching skills, reflective practices, and cultural competence coaches are better equipped to implement impactful coaching strategies in their practice, leading to possible transformation of teachers' instructional practices, and, therefore, students' growth and development.

CONCLUSION

This project sought to better understand existing structures in K-12 educational spaces which promote the development of educators' reflective practices, cultural competence, and self-efficacy. Through a thorough examination of existing literature, many possible solutions were explored including system-wide diversity, equity, and improvement structures; professional development plans; and instructional coaching programs. Existing structures of supports provide options from which to choose at the organizational levels within K-12 schools. However, missing from the literature was an examination which connected possible solutions to support instructional coaches' professional development beyond technical coaching skills. This study made connections between research-based theories and practical application of theory in educational spaces. A deeper examination of existing structures within an American Midwest K-12 school district allowed this researcher to better understand educators' experiences and perceptions related to the development of reflective practices, cultural competence, and self-efficacy. Through the development of an eight-week asynchronous CTPT (Hill, 2021c) professional development course, instructional coaches engaged in active reflection and cultural competence development. Importantly, results of this study determined it necessary to design and implement year-long, differentiated instructional coaching professional development courses. The CTP Coaching Courses (Hill, 2022) have the potential to directly affect instructional coaches' professional development and continued growth of reflective practices, cultural competence, and self-efficacy as professionals. An instructional coaching program, in theory,

promotes transformation of educators' practices and pedagogy but requires intentional professional development of coaches' coaching skills, reflective practices, and cultural competence.

This dissertation examined instructional coach participants' perceptions of cultural competence and reflective practice development through to participation in an eight-week asynchronous professional learning course and its effects on their coaching practices. Also examined were teacher perceptions of cultural competence and reflective practice development related to organizational and instructional coaching supports. This research attempted to answer the following questions: (1) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy?; (2) How does the development of coaches' reflective practices and cultural competency prepare them to support teachers?; (3) How are coaches' perceptions of self-efficacy influenced as they develop cultural competency and reflective practices?; and (4) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships?

This research project appropriately addressed this researcher's inquiry, providing insights to educators' experiences and perceptions of support. According to participants, the K-12 school organization does an adequate job of providing employees with foundational reflective practice opportunities and equity-focused training. However, coach participants agreed that beyond initial district-provided trainings, there were more learning opportunities upon which to capitalize. Instructional coaches' experiences throughout the completion of the CTPT (Hill, 2021c) modules provided further insight into the connection of beliefs, attitudes, and actions and their influence on the development of relationships in professional spaces. Further, coaches agreed they felt

more efficacious in their coaching skills when provided specific professional development within the eight-week course. Teacher participant responses determined the importance of developing coach-teacher partnerships, which affect teachers' desire to collaborate with coaches. However, understanding the influence of beliefs, attitudes, cultures, and experiences on the coach-teacher relationship development still requires additional research. Overall, this project provided insights into the perceptions and experiences of reflective practice, cultural competence, and self-efficacy development of educators. The research provides valuable data which should be considered by decision-makers when determining how best to support educators' continued professional learning.

Building upon existing literature, this research contributes to other scholarly work while adding creative, tangible solutions to support continued educator development and transformation. Moving forward, this project provides a jumping off point for future studies to explore the effects of explicit instructional coach professional development plans on coaches' reflective practice, cultural competence, and self-efficacy development. Additional research may also explore how the preparedness of instructional coaches affects the development of coach-teacher partnerships, as well as the potential transformation of teachers' instructional practices and pedagogy. The coach-teacher partnership has the potential to transform educators and the educational experiences of students. However, intentional and ongoing professional learning of instructional coaches is crucial.

APPENDICES

Appendix A
Coach Participants Semi-Structured Interview Questions

(a) How do organizational supports influence the development of educators' reflective practices, cultural competency, and self-efficacy?
- Does your organization support the development of reflective practices? If yes, please provide specific examples.

- Does your organization provide or offer specific cultural competency professional development or training? If yes, describe the training.

(b) How does the development of coaches' reflective practices and cultural competency prepare them to support teachers?
- In addition to the professional development provided by the district, describe what steps you have taken to develop your own reflective practices and cultural competency as an instructional coach? Please provide some examples.

- As you have engaged in the coaching toolkit modules, has this influenced your own reflective practices and cultural competency as an instructional coach? If so, please provide some examples.

- When working with teachers, how prepared do you feel to support teachers' development of reflective practices and cultural competency? Please elaborate.

- Has this changed how prepared do you feel to support teachers' development of reflective practices and cultural competency? Please elaborate.

(c) How are coaches' perceptions of self-efficacy influenced as they develop cultural competency and reflective practices?
- On a scale of 1-4, how confident to you feel of your personal development of reflective practices and cultural competency skills?
- What would you need to change that score?
- Has the learning within the CTPT influenced your score?

- Does this effect how you approach working with partnered teachers? Please elaborate.

(d) How do personal beliefs, attitudes, cultures, and experiences, of the coach and teacher, influence the perception of the development of coach-teacher partnerships?
- Describe the type of relationship you have with your partnered teachers. Please provide examples.

- As you have engaged in the coaching toolkit modules, how have your personal beliefs and attitudes influenced your relationship with your partnered teachers?

- As you have engaged in the coaching toolkit modules, how have your culture and background influenced your relationship with your partnered teachers?

- As you have engaged in the coaching toolkit modules, how have personal experiences influenced your relationship with your partnered teachers?

- Do you believe your relationship with your partnered teachers has influenced your development of your reflective practices, cultural competency, and self-efficacy differently while engaging in the coaching toolkit modules? Please elaborate.

Appendix B
Teacher Participants Survey Questions

Likert-Scale Questions:

1. Organizational supports have influenced the development of my reflective practices.

2. Organizational supports have influenced the development of my cultural competency.

3. Organizational supports have influenced the development of my self-efficacy.

4. My personal beliefs and attitudes influence my relationship with my instructional coach.

5. My personal culture and background influence my relationship with my instructional coach.

6. My personal experiences influence my relationship with my instructional coach.

Open-ended Questions:
1. Does your organization support the development of reflective practices? If yes, please provide specific examples.

2. When you hear reflective practices, what comes to mind?

3. Does your organization provide or offer specific cultural competency professional development or training? If yes, describe the training.

4. What makes a person culturally competent?

5. Describe the type of relationship you have with your instructional coach. Please provide examples.

6. Do you believe your relationship with your instructional coach as influenced your development of your reflective practices, cultural competency, and self-efficacy? If yes, please elaborate.

Appendix C
Coach-Teacher Partnership Coaching Course: Overview

	Quarterly Task Outline				
	Quarter 1				
	All Coaches			**Yr 1 Coaches**	**Returning/ Yr 2 Coaches**
Week	**Goal Setting**	**Coaching Convo**	**Coaching Cycle**		
Week 1	Overview			• LPS Coaching Overview • CTP Cycle • NCT Practice Standards • Goal setting sheet	• LPS Coaching Overview • CTP Cycle • NCT Practice Standards • Goal setting sheet
Week 2	Goal Setting Check-in	Coach Convo: ID a teacher		Taking the Lead: Chapter 1 • CTP Cycle • CTP Collab Doc	Culturally Proficient Coaching: Chapter 1 • CTP Cycle • CTP Collab Doc
Week 3		Coach Convo: Record & Reflect	CTP Cycle: ID a teacher	Taking the Lead: Chapter 14 • CTP Cycle • CTP Collab Doc	Culturally Proficient Coaching: Chapter 2 • CTP Cycle • CTP Collab Doc
Week 4			CTP Cycle: Prep	Taking the Lead: Chapter 18	Culturally Proficient Coaching: Chapter 3 & Self-Assessments
Week 5			CTP Cycle: Pre-Chat	Taking the Lead: Chapter 2	Culturally Proficient Coaching: Chapter 4
Week 6			CTP Cycle: Obs	Taking the Lead: Chapter 3-4	Culturally Proficient Coaching: Chapter 6
Week 7			CTP Cycle: Post-Chat	Taking the Lead: Chapter 5-6	Culturally Proficient Coaching: Chapter 7
Week 8			CTP Cycle: Reflect	Taking the Lead: Chapter 7-8	Culturally Proficient Coaching: Chapter 8
Week 9					
	Quarter 2				

Week 1	Goal check-in			Taking the Lead: Chapter 9-10 • CTP Cycle • NCT Practice Standards • Goal setting sheet	Culturally Proficient Coaching: Chapter 9 • CTP Cycle • NCT Practice Standards • Goal setting sheet
Week 2				Taking the Lead: Chapter 13 • CTP Cycle • CTP Collab Doc	Culturally Proficient Coaching: Chapter 10 • CTP Cycle • CTP Collab Doc
Week 3		Coach Convo: ID a teacher			Culturally Proficient Coaching: Chapter 11
Week 4		Coach Convo: Record	CTP Cycle: ID a teacher	• CTP Cycle • CTP Collab Doc	Culturally Proficient Coaching: Self-Assessments (Chap 3) • CTP Cycle • CTP Collab Doc
Week 5		Coach Convo: Reflect	CTP Cycle: Prep		
Week 6			CTP Cycle: Pre-Chat		
Week 7			CTP Cycle: Obs		
Week 8			CTP Cycle: Post-Chat		
Week 9	Goal Analysis		CTP Cycle: Reflect	• CTP Cycle • NCT Practice Standards • Goal setting sheet	• CTP Cycle • NCT Practice Standards • Goal setting sheet
Quarter 3					
Week 1	Goal check-in			• CTP Cycle • NCT Practice Standards • Goal setting sheet	• CTP Cycle • NCT Practice Standards • Goal setting sheet
Week 2			CTP Cycle: ID a teacher	• CTP Cycle • CTP Collab Doc	• CTP Cycle • CTP Collab Doc

Week 3		Coach Convo: ID a teacher	CTP Cycle: Prep		
Week 4		Coach Convo: Record/ Reflect	CTP Cycle: Pre-Chat		
Week 5			CTP Cycle: Obs		
Week 6			CTP Cycle: Post-Chat		
Week 7			CTP Cycle: Reflect		
Week 8					
Week 9					
Quarter 4					
Week 1	Goal Check-in		CTP Cycle: ID a teacher	• CTP Cycle • CTP Collab Doc • NCT Practice Standards • Goal setting sheet	• CTP Cycle • CTP Collab Doc • NCT Practice Standards • Goal setting sheet
Week 2		Coach Convo: ID a teacher	CTP Cycle: Prep		
Week 3		Coach Convo: Record	CTP Cycle: Pre-Chat		
Week 4		Coach Convo: Reflect	CTP Cycle: Obs		
Week 5			CTP Cycle: Post-Chat		
Week 6			CTP Cycle: Reflect		
Week 7					
Week 8					
Week 9	Celebrate		Goal Analysis	• NCT Practice Standards • Goal setting sheet	• NCT Practice Standards • Goal setting sheet

Appendix D
Coaching Goal Setting Document

Coaching Goal Setting Document				
Foundational Standard	**Goal**	**Action Steps**	**Artifact(s)**	**Completed**
Standard __: Key Element__:	Question__:	1. 2. 3.	1. 2. 3.	•
Standard __: Key Element__:	Question__:	1. 2. 3.	1. 2. 3.	•
Structural Standard	**Goal**	**Action Steps**	**Artifact(s)**	**Completed**
Standard __: Key Element__:	Question__:	1. 2. 3.	1. 2. 3.	•
Standard __: Key Element__:	Question__:	1. 2. 3.	1. 2. 3.	•
Instructional Standard	**Goal**	**Action Steps**	**Artifact(s)**	**Completed**
Standard __: Key Element__:	Question__:	1. 2. 3.	1. 2. 3.	•
Standard __: Key Element__:	Question__:	1. 2. 3.	1. 2. 3.	•

Note: Adapted from Bean & Ippolitio (2016).

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