

# **Study of Availability and Effectiveness of Cultural Competency Training for Teachers in California**

Final Report

September 2005

*Authors:*

Beverly P. Farr, Ph.D. (ROCKMAN ET AL)  
Ursula Sexton (WestEd)  
Cassidy Puckett (ROCKMAN ET AL)  
Maura Pereira-León (ROCKMAN ET AL)  
Michelle Weissman, Ph.D. (ROCKMAN ET AL)

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## EXECUTIVE SUMMARY

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A study of the availability and effectiveness of cultural competency training for teachers in California schools was authorized by AB 54 in 2003. The study was required based on the findings of the state legislature that: “(a) California’s educational system continues to fail to meet the needs of its diverse pupil population; and (b) There is no system of accountability that ensures that teacher training in cultural differences and customs is available or effective” (AB 54, Chapter 817, p. 95). Through AB54, the legislature required the Commission on Teacher Credentialing, in consultation with the State Department of Education, to contract with an independent evaluator to conduct a study of the availability and effectiveness of cultural competency training for teachers and administrators. ROCKMAN *ET AL* (REA) and WestEd were contracted by the California Commission for Teacher Credentialing to conduct a study of cultural competency training provided to teachers and administrators in ten culturally diverse California school districts reflecting the demography and geography of California.

The intent of the study was to explore training programs for teachers that address their need to be *culturally* competent—to go beyond competence in addressing students’ English language learning needs alone. The term, cultural competence (or “cultural proficiency” as is sometimes used), refers to a teacher’s ability to respond to differences positively and interact effectively with students from a variety of backgrounds. This is often elaborated as the attitudes, beliefs, knowledge, and skills to interact with and support the development of students from all backgrounds. For this study, the cultural competence of a school was also considered.

### Limitations of the Study

It is essential that anyone reviewing the conclusions of the study or considering its findings understand the limitations of a study that is focused on only ten school sites in a state with as many schools as California and with as much diversity—even though the sites were carefully sampled according to specified criteria. This study should in some respects be considered exploratory. It provides some very rich information regarding the state of professional development in cultural competency for teachers in California, but it is not possible to generalize beyond these sites and the interviews we conducted with site personnel as well as with service providers who work with schools to develop their cultural competence.

Another important consideration that limits the conclusions to be drawn from this study relates to the changing structure for preparing and credentialing teachers in California. While all teachers and administrators who complete preparation programs in California receive training in aspects of cultural competency, how and when such training is received currently differs depending on whether the teacher or administrator is new to the profession, a veteran of some years, or one who is nearing retirement. It is important to note that a new set of standards and requirements has recently been established in California, and since many aspects of this new system have only been recently applied, the data from this study do not reflect, for the most part, the effects of the new system.

Some of the changes in the credentialing structure relate specifically to the requirements for training in aspects of cultural competence. The relatively recent implementation of SB2042 standards applied to teacher preparation programs means that there are few teachers in the system who would have completed a program solely under SB2042 by the 2004-05 school year when the study was conducted. Similarly, the CLAD-based system of training—a system designed to address certain aspects of cultural competence—is being phased out and replaced by a new set of requirements referred to as CTEL. Many comments made by teachers and administrators focused on their knowledge of or experience with CLAD.

## Responses to Questions Raised in AB 54

AB54 required the collection of data in ten sites to document the following: student and teacher demographics, teacher experience, and training and the availability of training for teachers and administrators. It further required the collection of information about hiring practices, school plans and commitments related to cultural competency, the effectiveness of cultural competency training programs, as well as the responsiveness of each school to its community with regard to developing cultural competency training programs. These data were to be related to a school's API score and pupil performance. The overall goal of the study was to provide answers to the following questions based on findings related to the research questions used to frame the study.

### 1. **How can schools improve access to cultural competency training programs for teachers and administrators who attend teacher credentialing programs and professional development programs?**

Access to training was considered from three perspectives: 1) to what degree it is available for teachers and administrators at varying levels in their careers; 2) whether teachers and administrators have the ability to take advantage of training that is available; and 3) the quality or appropriateness of the available training for the needs of educators.

For teachers and administrators who have recently completed preparation programs or are new inductees, researchers found that what they obtain in terms of cultural competency in university programs still varies widely. Some teachers and administrators indicated that they had gotten some very good information regarding the needs of diverse populations; others felt that training they received that focused on aspects of cultural competence did not prepare them at all. To some extent, this must be considered in light of the transitional period in which this study was conducted, i.e., as noted above, very few teachers have entered the school system who have completed an entire program under SB2042 and AB1059. How well prepared teachers under this new system will be remains to be seen and is recommended as a follow-up to this study.

The question of what training is available to teachers and administrators at varying levels in their careers also resulted in a mixed—and sometimes confused—picture. When asked what kind of training is available to teachers and administrators, respondents often mentioned CLAD or BTSA (Beginning Teacher Support and Assessment) training. These responses did not provide information that is particularly useful to the overall question of the study in that CLAD is being phased out, and BTSA is only intended for beginning teachers. Schools with respondents that told us that they require CLAD training for any teacher they hire or mention it as a primary source of training were talking about a program that will no longer be available. Administrators that told us that BTSA is the primary program of training available for their teaching staff were really talking about only a small percentage of their teachers (although we have some information that teachers well beyond their first year were also participating in BTSA training).

In most cases, for teachers who have been teaching for three years or more, training that ranges from superficial presentations on multiculturalism to rigorous experiences designed to develop an understanding of issues related to racism, power dynamics, and poverty has been made available on an uneven basis to teachers and administrators. Much of this training is available from external providers; some is also provided within the district or by the school. When it is provided, it is most often on a voluntary basis, so teachers with more years of experience would not receive training unless they chose to do so.

Whether teachers, administrators, parents, or others within a school community can take advantage of professional development opportunities depends on many factors. These include the availability of training; competing mandates for curriculum, instruction, and professional development; demands on available time; resources, and school priorities. These factors are detailed in the Findings section of the report under Availability of Training.

Finally, in considering the availability of (or access to) training, we paid attention to the quality or appropriateness of training. Quality was explicated in a framework of “core cultural competencies”—key characteristics or features that contribute to a school’s cultural competence. This framework was developed from a review of related literature as well as interviews with key informants and was used to guide our research.

## Recommendations

In response to the question about *how to improve access*, the research team suggests that a number of steps need to be taken at various levels of the educational system. Clearly, an important first step has been taken: There is currently a set of credentialing and induction requirements at the state level to help ensure that teachers receive appropriate training in cultural competency as part of their pre-service and induction programs. This is part of a relatively new structure that is being implemented in California. This structure, it should be noted, must include strategies for ensuring the competency of those who come to teach in California from other states or other countries.

- *Conduct follow-up study on effectiveness of new credentialing and induction system for developing adequate cultural competence of teachers and administrators in California. There needs to be a system of accountability that will ensure that cultural competency training is available and effective for teachers and administrators at varying points in their careers.*

Beyond the components that address the learning needs of pre-service and newly-inducted teachers, there must be training components that address the learning needs of teachers and administrators who have been working in the educational system for some time. This group may or may not have had appropriate training during their preparation programs; it may or may not have been made available in their school or district; and they may or may not have taken advantage of it. Our research shows that the majority of this group has not had cultural competency training that is appropriate for their local needs, that reflects what is known about high-quality and effective training on this topic, or that reflects the literature on effective professional development. Addressing this need may require the development of policies or guidelines to help ensure that this will happen for teachers across the state.

- *Establish policies that ensure that California’s Learning to Teach System addresses the need for teachers who have been in the system beyond three years and teachers who come from outside California receive adequate training in cultural competence. Schools and districts must recognize the differential learning needs of their staff.*

A response to the question about improving access must also include suggestions for what schools and districts need to do. Schools must place a priority on ensuring the cultural competence of their teachers. It must be part of their school and professional development plans, elaborated with specific strategies and timelines. They must also consider how to refine their infrastructure to ensure that all aspects of the schools—policies, school and classroom practices, professional development, community interactions, and so on—are enhanced in ways that will support the cultural competence of the school. Accomplishing this may necessitate the formation of an *ad hoc* leadership committee, meetings with parental advisory committees and with district and state consultants, the conduct of a self-assessment of their needs and current practices, and so on. As part of this, schools should conduct research to learn as much as possible about resources and programs available that would best meet their needs. All of this is very much like any other school reform process, detailed richly in the school reform literature along with a multitude of

resources to support such efforts. These processes involve conducting a local needs assessment as well as research on available programs or support structures.

School and district administrators need to determine how to provide the support necessary or find the resources to support the steps that need to be taken as outlined through their needs assessment process and suggested by the leadership team. It would be very helpful if a compilation of state resources and programs in the area of cultural competence could be developed for schools to use in pursuing this goal. Beyond these steps, however, schools and districts will need to determine how to ensure access —by providing release time, stipends or other compensation, follow-up coaching or mentoring—resources for the long haul. Providing meaningful access to training cannot be seen as one that can be accomplished through one or two professional development sessions. It requires a long-term commitment and the ongoing support of the school and district. This cannot be accomplished without the will to do it.

- *Develop policies or guidelines for schools and districts to follow to ensure the cultural competence of their staff. Emphasis should be placed on assessment of local needs, development of school plans, attention to infrastructure, ensuring access to training, and providing ongoing support.*

## 2. What criteria should be used for cultural competency training programs?

To develop an understanding of what makes cultural competency training programs effective, we reviewed the research literature and related resources and conducted interviews with school personnel in the ten sites as well as with service providers who conduct training throughout the state. Using these methods, we developed and elaborated a Framework of Core Cultural Competencies (Appendix A) that a school should reflect. We believe that any training program should be designed to help school personnel develop these core competencies. Beyond this, we identified criteria from programs that were identified as being effective in helping teachers and administrators develop cultural competence. These are listed under the Recommendations below. In addition, in the course of our research, we identified a number of resources that address the development of “culturally proficient schools.” These are also listed in Appendix A. In addition, extensive information about the availability and effectiveness of such programs is provided in the Findings section of the report.

### Recommendations

- *Criteria for cultural competency training programs should be developed based on a foundation of research on effective professional development generated in the last decade.*

A consideration of criteria for professional development programs for developing the cultural competency of teachers and administrators should first take into account what research has shown about effective professional development in general. A key aspect supported by the research is that professional development should be seen as a process, rather than as an event, and it should be organized to allow teachers to take charge of their own learning (Little, 1997). To the extent possible, a plan for professional development should be based on the specific needs of a school. It should not be left solely in the hands of local schools, however. Limited funds, time, and expertise leave gaps that can be filled by districts, states, and other entities (Hassel, 1999). A school should have a clear plan for professional development aligned with the school’s long-term plan and designed to ensure that teacher performance supports the learning of all students. Further, effective professional development should support continuous staff learning and be part of the everyday life of schools. Of relevance to this discussion of effective professional development is a document produced by the Center for the Future of Teaching and Learning describing its Professional Development Reform Initiative. It specifies the following design elements for high quality professional

development. While this list highlights only a subset from the document, they are presented here to illustrate some of the critical features (in this case “design elements” of professional development for teachers and administrators that should be taken into consideration when planning cultural competency training.

In planning effective professional development on cultural competence, educators should:

- ▶ Use data about student learning, together with knowledge about students’ learning styles, background, and culture to determine the focus for professional development strategies.
- ▶ Provide time for professional learning to occur in a meaningful manner.
- ▶ Respect and encourage leadership development of classroom teachers.
- ▶ Provide for and promote the use of continuous inquiry and reflection.
- ▶ Create broad-based support of professional development from all sectors of the organization and community through reciprocal processes for providing information and soliciting feedback.

The foregoing discussion presents conclusions from only a few of the numerous reports and documents produced over the last decade on effective professional development. Criteria for cultural competency training programs should also draw from the literature on cultural competency and cultural proficiency available in a number resources in the field of education as well as ones from psychology, mental health, counseling, and health care.

Resources that the research team discovered in the course of this study could be used along with others to specify the criteria for professional development programs focused on cultural competence. We relied on a number of them in our work on this study. Many of the criteria are reflected in the Framework used to guide our research (Appendix A). This Framework specifies competencies that should be reflected in schools and teachers, but they can also be used as points of reference for competencies that a training program should address.

A preliminary set of criteria drawn from the findings of this study specify that professional development programs for developing cultural competence should:

- ▶ Address the infrastructure of the school in addition to the cultural competency of teachers and administrators; provide information and assistance to address the issue systemically.
- ▶ Address issues of diversity and equity that includes an examination of those related to race, class, and power structures.
- ▶ Include the examination of participants’ own cultures and the culture of their school.
- ▶ Suggest ways to use “experiential” learning to expand cultural competence.
- ▶ Individualize strategies to meet the needs of local sites.
- ▶ Address ways to structure school and district support for the process of becoming a culturally proficient school. This should include opportunities for ongoing reflection and professional dialogue around the issues of cultural competence.
- ▶ Suggest or demonstrate strategies that teachers and administrators can put to immediate use in the school or the classroom; include specific ideas for curriculum, instruction, and assessment.
- ▶ Promote professional learning that deepens understanding about the culture of the community and how to best meet their needs.
- ▶ Provide specific assistance on how to interact with parents and the community.
- ▶ Provide information on how to use various approaches to assessment and to use data to make instructional decisions that will enhance the learning of all students.
- ▶ Suggest alternative strategies for ongoing support and follow-up within the school.

- ▶ Use an approach that builds the awareness and competence of all levels of leadership specialists, principals and assistant principals, superintendents, and school boards—at appropriate points in time during the professional development sequence.

**3. What additional studies are necessary to provide information about types of cultural competency training programs to increase student academic performance?**

The study described in this report as required by AB54 should, of necessity, be considered exploratory. The small number of sites included made it unlikely that we would be able to find significant relationships between school practices and API rankings or pupil performance in individual sites. It also restricted the generalizability of findings. However, through our work, we were able to gain a general understanding of the availability of training programs, school and district needs for training, and features of effective programs. This represents only a beginning in understanding the capacity the California’s teachers and administrators for meeting the learning needs of the state’s diverse student population. Clearly, additional research needs to be conducted.

**Recommendations**

- *Sponsor a study of implementation of the new structure for preparing and credentialing teachers in California as it relates to the development of cultural competence, i.e., how it is being interpreted and implemented in the coursework of California universities and through BTSA Induction programs.*
- *Conduct a study that examines the effectiveness of the new structure (under SB2042 and BTSA) for preparing teachers and administrators in the area of cultural competence, i.e., the impact of the preparation strategies on school practices, teachers’ classroom practices, on student learning, and on interactions with communities.*
- *Conduct a follow-up study to the one reported here that would examine cultural competence training opportunities available to teachers and administrators who were prepared prior to SB2042 and BTSA, i.e., those who are considered to be veteran teachers, and those who have come from outside California to join the teaching force.*

The new standards and the BTSA Induction program include aspects of cultural competence, but there is much to be learned about how these aspects are addressed either in teacher preparation programs or in induction programs. Since those aspects are embedded within the structure and not identified using the term, “cultural competence,” they are open to the interpretation of program designers, and instruction may be easily be constrained to issues of English language development. Thus, it will be essential to study the effects of these programs on the development of new teachers’ cultural competence and their capacity for responding to differences positively and for interacting effectively with students from a variety of backgrounds. These competencies are not easily identified when observing instructional practices, and they require careful attention.

- *Conduct studies to examine the ability of some high-quality training programs to develop the cultural competence of schools and their personnel. These could include targeted studies that looked at the impact of some high-quality programs or experimental studies that would test the effectiveness of an existing program or a model developed on effective criteria.*

**4. What is a successful cultural competency training program, and how can this pilot program be implemented?**

The identification of a successful program would require more systematic attention to the design and implementation of a program than was possible in this study. It would require in-depth interviews with program designers and review of documentation; data collection procedures that would allow examination of implementation within a number of school sites, and studies of impact—both on school practices and student achievement outcomes. Some of the programs identified have conducted limited research studies, but it was outside the purview of this study to review these reports or the data included in them.

Nevertheless, while we do not think we have sufficient data to identify a successful program, we believe we have learned enough to specify some of the attributes of a model program that one or more of the ones we identified in the course of the study represent. Some of those criteria are presented above in Question 2, are reflected in the Framework provided in Appendix A, and are discussed in detail in the resources we listed in Appendix A. A wealth of information is also available through resources from fields outside of education—medicine, psychology, human resources, and business, for example.

**Recommendations**

- *Sponsor the development of a resource document on cultural competence for California educators that would include a review of the literature—including work that has been ongoing in other fields—as well as guidance for developing culturally competent (or proficient) schools with a compendium of available resources.*
- *Form a task force to support the work described above and to work toward the development of an effective model as well as a strategy for rolling out this program across the state. This could be accomplished in conjunction with additional research studies that would allow a model program (or programs) to be piloted and to demonstrate success before being implemented on a larger scale.*

The information presented in this Executive Summary reflects responses to the specific questions raised in AB54. The legislation required responses, however, to a longer list of research questions related to the availability and effectiveness of cultural competency training. Findings to those research questions are presented in detail in the body of the report.

## INTRODUCTION

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A study of the availability and effectiveness of cultural competency training for teachers in California schools was authorized by AB 54 in 2003. In the law, it states that the Legislature finds that “California’s educational system continues to fail to meet the needs of its diverse pupil population” and that “there is no system of accountability that ensures that teacher training in cultural differences and customs is available or effective.” It further notes that existing law establishes various training and development programs for teachers and administrators. Through AB54, the legislature required the Commission on Teacher Credentialing, in consultation with the State Department of Education, to contract with an independent evaluator to conduct a study of the availability and effectiveness of cultural competency training for teachers and administrators. Thus the legislative intent was to explore training programs that go beyond those for teachers on the English language learning needs of students to those that address the need for them to be culturally competent. The bill required the study to focus on 10 culturally diverse schools that reflect the diverse demography and geography of California and would prescribe criteria for selecting those schools.

The intent of the study was to explore training programs for teachers that address their need to be *culturally* competent—to go beyond competence in addressing students’ English language learning needs alone. The term, cultural competence (or “cultural proficiency” as is sometimes used), refers to a teacher’s ability to respond to differences positively and interact effectively with students from a variety of backgrounds. This is often elaborated as the attitudes, beliefs, knowledge, and skills to interact with and support the development of students from all backgrounds. For this study, the cultural competence of a school was also considered.

ROCKMAN *ET AL* (REA) and WestEd were contracted by the California Commission for Teacher Credentialing conduct a study of cultural competency training provided to teachers and administrators in ten California sites. The two organizations brought to this study extensive experience in conducting studies and developing resources to develop the cultural competency of educators so that they may support the learning needs of all children in this country.

## **BACKGROUND**

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The close of the twentieth century left educators and policymakers with a clear recognition that schools face both a need to change and opportunities to succeed. Many believe that professional development for teachers, effectively conceived and delivered and aligned with other components of the education system, can be the primary support for reforms. Thoughtful research and documentation of successful practice have fostered many promising reform movements. New theories of instruction growing out of new understandings of child development, learning and teaching strategies, and organizational structures have generated classrooms, schools, and districts that are heavily involved in change and experimentation. Despite differences in size or intensity, most of these transformation efforts clearly depend on improvements in teacher quality, typically brought about by program-related professional education.

### **Definition of Cultural Competence**

One way in which cultural competence has been defined is as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (Cross et al., 1989; Isaacs & Benjamin, 1991). Operationally defined, cultural competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes (Davis, 1997 referring to health outcomes).

Being competent in cross-cultural functioning means learning new patterns of behavior and effectively applying them in the appropriate settings. Being culturally competent means having the capacity to function effectively in other cultural contexts (Lindsey, Nuri Robins, & Terrell, 2003). Scholars writing about cultural competence have identified five essential elements that contribute to a system's ability to become more culturally competent. The system should:

- (1) Value diversity,
- (2) Have the capacity for cultural self-assessment,
- (3) Be conscious of the "dynamics" inherent when cultures interact,
- (4) Institutionalize cultural knowledge, and
- (5) Develop adaptations to service delivery reflecting an understanding of diversity between and within cultures.

Further, it has been asserted that these five elements must be manifested in every level of the service delivery system. They should be reflected in attitudes, structures, policies, and services (Cross et al., 1989). The knowledge developed regarding culture and cultural dynamics must be integrated into every facet of a school, program, or agency. Staff must be trained and effectively utilize the knowledge gained. Administrators should develop policies that are responsive to cultural diversity. Program materials should reflect positive images of all people, and be valid for use with each group. Institutionalized cultural knowledge can enhance an organization's ability to serve diverse populations (Lindsey, et al., 2003). Institutionalization means that knowledge is formally recognized, documented, and shared in interactive ways with new cohorts of teachers and other school staff. Explicit mechanisms and policies are in place that provide for maintaining and expanding upon the professional knowledge base about culture, so that the school is truly a learning organization (Senge, McCabe, Cambron, Lukas, Kleiner, Dutton, & Smith, 2000).

Part of cultural competence is having the skills and knowledge to engage parents, families, and community members in the schooling process—something that requires understanding their orientation to

schooling, their notions about the roles they may appropriately take, and their preferred ways of communicating (Boethel, 2003; Trumbull, Rothstein-Fisch, & Hernandez, 2003).

With regard to teachers, the term “cultural proficiency” has often been used to denote a teacher’s ability to respond to differences positively and interact effectively with students from a variety of backgrounds. In some literature, this is spelled out as the attitudes, beliefs, knowledge, and skills to interact with and support the development of students from all backgrounds. In this sense, the term “cultural” encompasses not only cultural differences, but also all differences among students that have at some time been grounds for discrimination: race, ethnicity, nationality, religion, gender, sexual orientation, language identity, socioeconomic class, and ability. Educators that are engaged in school reform find it unarguably challenging and, most would say, effective only when it is systemic. Edgar Schein (1992) argued that “the only thing of real importance that leaders do is create and manage culture and . . . the unique talent of leaders is their ability to understand and work with culture” (p. 5).

To consider the cultural competency or proficiency of a school, one has to consider a range of factors in addition to the training and proficiency of its teachers. These include school level policies and practices: how the school deals with parents/family/community; structures for ensuring equity of access to various programs; provision of professional development that meets teachers' needs re cultural competency; monitoring of student outcomes to identify patterns of inequity, and so on. These dimensions are “measurable” by developing/adapting and using frameworks and/or performance indicators to assess where a school stands vis à vis these dimensions.

Lindsey, Nuri Robins, Terrell (1999, 2003) have devised a “cultural proficiency continuum” to depict how schools (and the leaders in them) respond to and react to “difference.” This continuum ranges from cultural destructiveness to cultural proficiency.

- *Cultural destructiveness*: negating, disparaging, or purging cultures that are different from your own
- *Cultural incapacity*: elevating the superiority of your own cultural values and beliefs and suppressing cultures that are different from your own
- *Cultural blindness*: acting as if differences among cultures do not exist and refusing to recognize any differences
- *Cultural precompetence*: recognizing that lack of knowledge, experience, and understanding of other cultures limits your ability to effectively interact with them
- *Cultural competence*: interacting with other cultural groups in ways that recognize and value their differences, motivate you to assess your own skills, expand your knowledge and resources, and, ultimately, cause you to adapt your relational behavior
- *Cultural proficiency*: honoring the differences among cultures, viewing diversity as a benefit, and interacting knowledgeably and respectfully among a variety of cultural groups (Lindsey & Roberts, 2005, pp. xvii-xviii).

### **Relevance and Importance for Education**

“Unfortunately, many teachers have not been prepared to entertain the notion of “biculturalism” for their students, i.e., their capacities to function in and master the language and other norms of more than one cultural setting. They may be fearful that by promoting continued use of Spanish and an identity as “Mexican,” for example, they will be preventing the acquisition of English and adaptation to American culture. This is an unfortunate misconception; in fact, considerable research shows that maintaining a strong connection to one’s native culture and language are beneficial to learning and adaptation to a new

culture (see, e.g., McCarty & Schaffer, 1992; Swisher & Deyhle, 1992; Tharp & Gallimore, 1988). Moreover, a healthy identity—one that is not based on denial of one’s roots—is an important component of human development and helps students feel that they belong. It appears to be a necessary condition for risk-taking, which is necessary for learning (Sheets & Hollins, 1999)” (Trumbull, 2005, p. 41).

Teachers may feel daunted by the expectation that they learn about students’ cultures; however cultural understanding can go a long way to making teaching easier (see, e.g., Sheets, 1999). “Teachers will be in a much better position to get children to participate in classroom talk if they understand how talk takes place in children’s homes... If children have not been expected to use language in “school” ways, they will need time and experience in order to learn them” (Trumbull, 2005, p. 50). This process need not result in devaluing children’s own ways with words. In addition, if they are to succeed in communicating with their students’ parents, teachers can benefit from the same background knowledge. In an era where increasing parent involvement in schooling is a primary goal of most schools, cross-cultural communication becomes even more important.

If the topic of language, culture, and society were a tree, it would have countless intertwined branches and a complex system of roots. No single person can claim to have a full grasp of this topic, informed by multiple disciplines—linguistics, sociology, anthropology, psychology, history, geography, among others. Nevertheless, many teachers must engage in cross-cultural communication daily and make judgments about how to structure their instruction so as to meet the needs of a diverse population of students. No teacher can have deep knowledge about every single culture, yet increased awareness about culture—one’s own and another’s—can be a basis for further exploration (Trumbull & Farr, 2005).

If a teacher understands that the typical discussion pattern in U.S. classrooms (whole group conversation mediated by the teacher, with students speaking one at a time) is but one possible format and that it may be unproductive for some students, he or she is likely to try new formats. At the same time, to succeed in U.S. schools, students do need to develop some comfort with participation formats that are likely to come up again and again, so teachers have to find the balance between accommodating students’ differences and introducing them to new ways of interacting. Some multicultural educators speak of forging “hybrid” cultures in the classroom—where elements of students’ home cultures are maintained alongside typical U.S. classroom features (cf., Gutiérrez et al., 1999; Banks, 1988).

Building positive relationships with parents is dependent on good communication (cf., Raeff, Greenfield, & Quiroz, 2000; Valdés, 1996). Schools often focus on problems of parents’ understanding English or invest energy in getting translators. Of course, when a translator is needed, schools should make that investment. However, often the communication problems go deeper than the actual language code to cultural misunderstandings. Understanding where parents (and their children) may encounter cultural conflicts between home and school is essential to fostering good communication and parent comfort with the school. A basic knowledge of how to monitor conversation with parents can go a long way to helping teachers improve communication (Trumbull, Rothstein-Fisch, Greenfield, & Quiroz, 2001).

Teachers do not stimulate student learning in isolation. Success for all students depends upon both teacher quality and school quality in areas that support students’ academic engagement. Effective professional development programs begin with designs that link teacher learning with broader school improvement goals (Hawley & Valli, 1999; Mullens, et al., 1996; Thompson & Zeuli, 1999). The blueprint for teacher learning activities arises from a coherent school plan, based on sound assessment of student needs and shared goals (cf., Hawley & Valli, 1999; Little, 1999). When that happens, professional development activities are guided by a long-term strategy that helps ensure that teacher learning will be sustained by the school environment rather than eroded by continual friction from disparate organizational forces. With a clear, coherent strategic plan in place, schools avoid the common pitfall of staff development programs that end up fragmented or piecemeal, with no thought given to follow-up or to how the new technique fits in with those implemented in previous years. When they are

crafted to support school improvement goals, professional development activities gain coherence and power by building upon those goals and reinforcing teachers' on-going learning.

In preparation for this study, researchers did some background research to gain perspective on the approach to cultural competency taken in education and in other fields. They learned that the concept of cultural competence is more prevalent in fields such as psychology and health than it is in education. We also explored approaches to cultural competence in other states.

As an example of efforts in other fields, the Institute for African-American Mental Health at Virginia Commonwealth University assembled a resource entitled, *Excellence in Cultural Competence Training and Education: A Compendium of Best Practices* (Hite, n.d.) which does include sources for higher education and multicultural education as well as health care. It also includes organizations, journals, books, magazines, and newsletters that address issues of cultural competence.

In 1997, the U.S. Department of Education published *Building Knowledge for a Nation of Learners: A Framework for Education Research*. This was a Report completed by the Assistant Secretary, Office of Educational Research and Improvement, Sharon P. Robinson, and the National Educational Research Policy and Priorities Board. In this report, they summarized these statistics related to student diversity:

- Nationwide, 66 percent of students in public elementary and secondary schools are white, 17 percent are black, 13 percent are Hispanic, 4 percent are Asian or Pacific Islander, and 1 percent are American Indian/Alaskan Native.
- Black and Hispanic students together make up more than half the students in the nation's central city public schools.
- More than 3 million school-aged children speak English with difficulty.
- Despite narrowing of the gap between the performance of white and black students on the National Assessment of Educational Progress (NAEP) in mathematics, reading, and science, white students still had higher average scores in 1994. The gap in writing scores has remained relatively stable since NAEP first assessed writing in 1984.
- While all groups have made gains in the rate of high school graduation over the last quarter century, black and Hispanic students are still more likely to drop out of school than white students. Hispanic students have the highest dropout rate; and have shown the least improvement.

In support of the program of research that is recommended in this document, it is specified that “diversity is hardly a new concept,” that the people of the United States have long struggled with particular issues of diversity, even while they have embraced the general principle of diversity within unity: *e pluribus unum*. What the authors saw as unprecedented, however, is the effort to transform educational perspectives from seeing the nation as a melting pot to seeing a rich interaction among many different people. “This view of the nation enables all students to find their own experiences represented in the curriculum; to interpret the curriculum through the lens of their own experience; to profit from the kinds of learning opportunities offered both inside and outside the classroom; and to have equal opportunity to experience educational success and mobility.”

The National Coalition of Advocates for Students (NCAS, 1994) provided an explication of the knowledge and skills that teachers must have to provide the kinds of experiences described in the USDE document cited above. They suggest that “schools need teachers who:

- Have a repertoire of approaches that upholds high expectations of all students, while affirming differences among students and teaching them to appreciate diversity.

- Are knowledgeable about issues of acculturation and second language acquisition, develop a greater understanding of all kinds of difference, and teach with multicultural materials that reflect a diversity of experiences and perspectives.
- Establish the classroom as a safe place to explore the issues of difference and prejudice, and have the capacity to work together across differences of race and ethnicity, and work well with a variety of individuals and groups.”

Margarita Calderón (1997) has written strongly about the staff development that is needed to help teachers create such learning experiences. In response to the common assignment of minority students to bilingual teachers only, she asserts that this takes the opportunity away from other teachers to grow professionally and meet the needs of America’s students. If all students are to succeed, Calderón stresses, “all teachers in all schools must be given profound learning opportunities and support within a well-structured program, the resources to do their jobs effectively, and the tools to become multicultural professionals.”

### Issues in Cultural Competence

Culture can be defined as *the systems of values, beliefs, and ways of knowing that guide groups of people in their daily life*. Donald (2000) calls culture our “storehouse of crucial . . . information . . . without which we cannot reproduce the cognitive systems by which we now function as a species,” (p. 20). Culture is passed on from one generation to the next through symbol systems (e.g., language and mathematics). For purposes of this study, we take a “cognitive approach to culture” (Fetterman, 1989). From that perspective, our approach is to emphasize culture’s ideational and symbolic aspects as opposed to its material aspects, such as dress, foods, holidays, and rituals. Of course, it is artificial to consider any elements of culture as completely separate from others. For example, spiritual beliefs are often associated with foods, holidays, and rituals. But here we focus primarily on the aspects of culture most related to education and schooling: e.g., values, beliefs, and behaviors associated with child development, teaching, and learning; ways symbol systems such as language are used in the process of teaching and learning.

These aspects of culture tend to remain invisible, yet they are arguably the most important cultural factors to consider if one seeks to be a culturally competent teacher (Trumbull, Greenfield, & Quiroz, 2004). However, culture-related activities and materials such as literature, music and musical instruments, games, tools, and cultural artifacts may be important to designing culturally-responsive instruction that makes links among homes, communities, and schools (cf., Moll, Amanti, Neff, & Gonzalez, 1992; Moll & Gonzalez, 2004). The concern in focusing on cultural artifacts is that a) more important elements of deep culture (Hollins, 1996) will be overlooked, and b) by emphasizing surface elements of culture, culture becomes trivialized or exoticized (Adler, 2004).

### Cultural Factors that Influence Learning

Differences in cultural factors will lead to different learning styles in different populations; these different learning styles will then be reflected in the assessment of different groups of students and in the evaluation of the effects of different education programs on these students. Differences in performance among different populations may reflect legitimate differences in their learning styles; the differences may not therefore be inherently wrong but may reflect aspects of the educational program that differentially tap learning strengths in various cultural groups (e.g., Boykin & Bailey, 2000). What is not always readily evident is that schools have cultures and cultural practices, just as families do (Hollins, 1996; Spindler, 1982). When children enter school, they may encounter new norms of socialization and language use. What seems appropriate based on what has been learned at home (sociocultural rightness) may not be considered so by the teacher (see, e.g., Gee, 1996; Heath, 1986; Greenfield, Trumbull, Keller, Rothstein-Fisch, Suzuki, & Quiroz, in press). However, a norm of school culture can be to learn about and

incorporate aspects of students' culture-based ways of learning and interacting in daily instruction, promoting students' sense of belonging. Not surprisingly, studies show that students' sense of belonging in school, i.e., their sense that they are respected and accepted, is associated with motivation and achievement (Osterman, 2000; Sheets, 1999; Solomon, Battistich, Watson, Schaps, & Lewis, 2000).

No culture is static: "Cultures change to adapt to new environmental (social, political, and physical) demands and to incorporate new learning. When cultures come in contact with each other, new hybrid cultures may emerge. Some educators suggest that this is what should happen in the classroom: a new culture of the classroom that reflects students' cultures and the culture of the school should be forged" (Trumbull & Farr, 2005, p. 36). Ideally, students should not have to do all the adapting.

### History of Public Policies in California Related to the Needs of its Diverse Student Population

Efforts to meet the needs of a pupil population that has increased steadily in its diverseness have focused predominately on their language needs—specifically their need to learn English. The policies that exemplify these efforts have often come about through legislative action or through cases brought before the courts. Landmarks in this history are presented below (Mora, 1999, <http://coe.sdsu.edu/people/jmora/Pages/HistoryBE.htm>).

- **1967** Governor Ronald Reagan signs SB 53, the legislation allowing the use of other languages of instruction in California public schools. This bill overturned the 1872 law requiring English-only instruction.
- **1974** Chacón-Moscone Bilingual-Bicultural Education Act established transitional bilingual education programs to meet the needs of limited English proficient (LEP) students. Program requirements follow federal guidelines for identification, program placement and reclassification of students as fluent English proficient (FEP).
- **1981** Bilingual Education Act strengthened, spelling out in great detail the obligations of school districts to language minority students.
- **1986** Governor Deukmejian vetoes AB 2813 to extend the bilingual education into law.
- **1987** Governor Deukmejian again rejects a reauthorization bill and the bilingual education law is allowed to expire. The Sunset Provisions of the law go into effect. School districts continue to enforce the provisions of Chacón-Moscone without a clear mandate to do so.
- **1996** Four school districts in California are granted "waivers" by the State Board of Education exempting them from compliance with the provisions of the Bilingual Education Act. The waivers allowed the districts to establish "sheltered English immersion" programs and to dismantle their bilingual education programs.
- **1997** The Orange Unified School District is sued in California State Court in Sacramento in Quiroz et al. vs. State Board of Education by plaintiffs claiming that LEP students' rights are violated by the school district waivers for English-only instruction.
- **March 1998** Judge Robie rules that the State Board of Education was not authorized to grant waivers to the expired Bilingual Education Act. Further, the ruling stated that Orange Unified School District did not have to provide bilingual education under California law; only federal legal requirements for educating language minority children applied.

- **May 1998** Governor Pete Wilson vetoes Senate Bill 6. SB 6 contained many of the provisions of the Chacón-Moscone law but granted flexibility to school districts to use bilingual education or English immersion according to local needs and preferences.
- **June 3, 1998** Passage of Proposition 227 virtually banning bilingual education except under certain special conditions and establishing a one-year "sheltered immersion" program for all LEP students.

### Post-227 Legislation and Legal Requirements

- **July 1998** A request for an injunction against implementation of Proposition 227 in *Valeria G. v. Wilson* is denied by Judge Charles Legge of U.S. District Court in San Francisco. The ruling is based on precedents established in *Castañeda v. Pickard* that allowed "sequential" programs for teaching English language and then academic content such as the "structured English immersion" design of Proposition 227. However, Judge Legge's ruling clarifies school districts' obligation to language minority students to "recoup" any academic deficit that occurred while students are learning English within a reasonable period of time until LEP students are achieving academically at a level comparable to their English-speaking peers.
- **April 1999** The California State Board of Education eliminates the redesignation criteria formerly in place for classification of a limited English proficient student from LEP to Fluent English Proficient (FEP). Each of the 1,000 school districts is now required to set their own criteria for classifying students as fluent English speakers. A state-sponsored English Language Development test and linked to the ELD Standards is under development based on the Escutia Bill (1996).
- **July 1999** The SBOE adopts the English Language Development Standards that are coordinated with the Language Arts/Reading Content Standards (1999). These standards provide a framework for program design and development and purchase of supporting instructional materials California Reform Strategies

### Reforms in Standards and Credential Requirements

Over the last decade, the state of California has adopted various aspects of a reform strategy designed to improve education for all students within its borders. This has included:

- Setting challenging academic standards in core academic areas: In accordance with these standards and their companion frameworks, teacher candidates must be prepared to teach content to all students, including English learners.
- Adopting and aligning state policies so that they accurately reflect what it takes to provide an education that will enable students to meet the standards.
- Providing professional development for teachers and administrators designed to improve instructional practices in specific content areas and for meeting the learning needs of students from cultural/linguistic minority groups.
- Revising teacher credentialing standards as reflected in SB2042 and AB1059: The standards adopted under SB 2042 apply to subject matter preparation, professional preparation, and induction into teaching. These standards expanded previous requirements by addressing the needs of minority group students under several of the standards. In specific response to AB1059, for example, the new standards require that

teacher preparation programs include “theories, methods, and strategies that are specifically geared for the teaching of English learners.” (See Appendix B for language in the standards that reflect attention to cultural competency—though not under that specific label.)

### **Studies of California Initiatives Related to English Language Learners**

Of added relevance to the picture of California initiatives designed to meet the needs of its diverse pupil population are two statewide studies conducted within the last few years. One is the study of Proposition 227, a state initiative passed in June 1998 requiring that English learners be educated through sheltered/structured English immersion programs during a transition period and then transferred to English language mainstream classrooms. Gutiérrez and her colleagues also conducted a study of the implementation of Proposition 227 in 2000. Another study was the evaluation of California Professional Development Institutes (CPDIs) initiated in the year 2000. The Institutes were grouped by content area and included a set designed to support teachers’ instruction in English language development.

The following recommendations appeared in the second-year report of the study of Proposition 227 (Parrish et al., 2002, pp. V-1—V-5).

- The state and school districts should make available supplemental resources to provide English Learners (ELs) with educational services comparable to those received by all students. Additional challenges, and therefore costs, are associated with teaching EL students English while at the same time ensuring that they are learning the core curriculum expected of all students. As described by one stakeholder, "These are the most vulnerable children, and although they are as good, capable, bright, and talented as every other child, they're seriously being left behind because they have needs that are not being met." The state has in recent years committed substantially more funds to support improved teaching and learning for ELs in both ELD and core academic subjects. However, where base funding in schools with high percentages of ELs is substantially lower than that found statewide, these supplemental categorical funds may be insufficient to bring the EL-impacted districts up to an even footing with their counterparts.
- District leaders need to ensure that their plan of instruction for ELs is carefully articulated across classes within grades, across grades within schools, and across schools within the district. A coherent set of performance expectations and a plan of instruction for ELs to guide their progress through the grades and transition from one school level to another is essential to their success.
- District and school leaders should take steps to ensure that EL students are not subjected to low expectations and watered-down curricula. This might be best achieved by maintaining high academic standards during those periods of time when EL students are segregated from their more fluent English-speaking peers, and instituting provisions to monitor and minimize the amount and degree of segregation in accordance with the needs of each child. In addition, providing ongoing professional development, monitoring student progress carefully, and observing classroom practices on a regular basis can all contribute to raising curricular standards and educators' expectations of EL students.

In the study conducted by Gutiérrez and her colleagues (2000), it was concluded:

Through participation in respectful learning communities, that is, communities characterized by their high student expectations, meaningful and rigorous learning activities, hybrid language practices, and collaborative and supportive strategies, students can expand the set of linguistic, cognitive, and sociocultural tools and practices needed for meaningful and substantive learning. In order to help ensure that these rich learning communities become the normative practice, we must first understand that the new language policies and practices are designed to homogenize an increasingly diverse state, and we must recognize that Proposition 227 is a proponent of exclusionary practice in which the students' home language becomes the basis of failure in California schools.

A description of the conditions necessary for success in improving teachers' ability to provide instruction to English learners was the intended outcome of the two-year study of the California Professional Development Institutes (CPDIs). The description of findings, analysis of implications, and discussion of recommendations and changes helped identify some of these conditions. A few of the conditions identified in that report were as follows:

- An unwavering commitment to ensuring equity of instructional access to the English learner, expressed through the recognition that EL students have needs that, by definition, non-EL students do not;
- The ability to provide in-depth, grade- and subject-appropriate coverage of topics most essential to the development of integrated (language and content) knowledge and skills, including approaches to academic language which insist that students must be exposed to challenging, authentic text; and
- Resources to provide teachers with material support to enhance their instructional practice, especially collaborative lesson-planning and study time

### **California Context for the Current Study**

The purpose of this study was to respond to the issues specified in AB 54 concerning the availability, quality, and outcomes of cultural competency training for teachers in California. With this purpose in mind, it is important to understand that the California credentialing system was in a state of transition as this study was undertaken. In this section, we describe the current system of cultural competency training for teachers and administrators. Copies of all program standards referred to in this discussion, as well as a graphic showing California's current credentialing system are provided in Appendix C.

All teachers and administrators prepared in education preparation programs in California experience training in aspects cultural competency. How and when during a teacher's or an administrator's career this training is obtained currently differs, depending on whether the teacher or administrator is new, veteran, or nearing retirement.

### **Teacher candidates: Preservice training in aspects of cultural competency**

The current requirements for all new teacher candidates who entered a teacher preparation program after December 31, 2003 for training in aspects of cultural competency are part of the recently-adopted teacher preparation program standards developed pursuant to SB 2042 (Chap.548, Stats.1999). The training requirements are modeled on the original CLAD competencies but are more extensive and lead to a credential authorization to teach English learners. SB 2042-trained teachers are also required to have

extensive, early field experiences that must include working with cultural and linguistic minority students. New teachers who receive an SB 2042 K-12 teaching credential are then required to participate in a Commission-approved BTSA/Induction program in order to obtain a Clear Credential.

### **Beginning teachers: Induction (Inservice) training in aspects of cultural competency**

The two-year BTSA/Induction program further develops beginning teachers' abilities to work effectively with linguistic and cultural minority students. It is important to note that while BTSA/Induction is a key source of expanded cultural competency training for all SB 2042-credentialed teachers, the participants in BTSA are beginning teachers, and BTSA does not serve veteran teachers or teachers nearing retirement. Since few beginning SB 2042 teachers would have been participants in this study since there are few who have actually completed a full program under SB2042, the viewpoints of those who have received cultural competency training as part of their preservice basic teacher preparation experience are not reflected in any significant way in this study's data and conclusions.

### **Veteran teachers: Inservice training in aspects of cultural competency**

Prior to SB2042, California required veteran teachers who are working with English learners to have cultural competency training. The training received by veteran teachers during their preservice teacher preparation, however, was not sufficient to lead to a credential authorization to teach English learners. Most of this group of teachers obtained their training and authorization to teach English learners through CLAD courses, SB 395, or other approved training. These teachers formed the majority of those interviewed during the course of this study. As noted in the study findings, the experiences of these teachers varied widely depending on their attitude towards the training, the quality of the training in different regions of the state, the degree of support and follow-up in the classroom received by the teachers, and the attitude of the principal and district towards cultural competency. CLAD training, however, is now being phased out and will be replaced by CTEL (California Teacher of English Learners) training and the CTEL examination currently under development by the California Commission on Teacher Credentialing. The first administration of this examination will be in December 2005.

Many veteran teachers interviewed for this study also participated in district-offered professional development relating to cultural competency, and expressed a desire for additional training in working effectively with cultural and minority students that was practical, classroom-focused, and included sufficient support in terms of mentoring, classroom instructional materials, and time to internalize the new information and apply it to the classroom.

### **Teachers nearing retirement: Inservice cultural competency training**

California requires teachers nearing retirement who are working with English learners to have cultural competency training, but these teachers would have primarily obtained their training through staff development opportunities offered through the districts. This group of teachers, similar to the veteran teachers, expressed a desire for practical, classroom-focused training that was more than just a brief exposure to the topic and that was accompanied by sufficient follow up and support for implementation. Most teachers in this group also identified a wide variance in the scope, quality, and relevance of professional development offerings provided to them.

### **School Administrators**

All California school administrators are required to have training in aspects of cultural competency. California administrator training programs prior to 2004 required coursework that focused specifically on working with diverse populations. This training included opportunities for administrators to examine their

own attitudes towards cultural and ethnic diversity, to understand the instructional needs of diverse students and programs to serve these students, to study diverse cultural patterns and appropriate mechanisms for involving all families in school programs, and other diversity-focused experiences.

The California School Administrative Services Credential standards were revised and re-adopted in 2004. The new administrator standards still require administrator candidates to examine and reflect on educational equity, diversity, and access, and on their full implementation in school sites. Required preparation includes study and discussion of the historical and cultural traditions of the major racial, religious and ethnic groups in California and an examination of effective ways to include cultural traditions and community values in the school curriculum and school activities, among other cultural competency-focused requirements. Since most administrators have previous experience as teachers, the administrator training expands upon the cultural competency training these individuals would have received when they were teaching in the district.

### **Professional growth requirements for teachers and administrators**

All teachers and administrator—other than those with life credentials—are required to participate in professional growth activities in order to renew and maintain their credentials. To meet the professional growth requirement, all teachers and administrators can participate in district, county, and/or state training opportunities. Many districts and outside organizations have offered and continue to offer a wide variety of trainings, some of which focus on cultural competency. Again, this study found that the quality, relevance, and usefulness of these trainings varied across sites and districts. Very few training opportunities related to cultural competency were identified by teachers as being of sufficient quality, length, and follow up to be effective over the long term in implementing and institutionalizing changes related to improving cultural competency of the teachers, school, and/or district.

## APPROACH TO THE STUDY

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Our approach to the study began with a thorough review of research literature and resources related to cultural competence. This included materials available from fields outside of education—ones seem to have given more attention to and commonly use the term, cultural competence. This includes the fields of medicine, health care, psychology, business, and the law. This literature gave us a foundation in the current knowledge base and the important issues surrounding the topic. In addition, we reviewed other state efforts to support the development of educators' cultural competence through credentialing and preparation standards.

To frame our research, we compiled a comprehensive set of indicators from documents such as those reviewed above and from our own experience. Our goal was to identify elements “in every level of the service delivery system,” and our specific purpose was to establish a common framework from which we would develop instruments, observe classrooms, and conduct interviews. This framework is provided in Appendix A. Our background research and review of AB54 as well as the RFP for this study led to the development of a set of research questions to guide the study and the identification of methods that we believed would provide answers to the research questions. In certain instances, we extended the methods in an attempt to collect more data than originally intended so as to broaden our understanding beyond the ten sites visited.

### Research Questions

The REA/WestEd team organized the research study of the availability and effectiveness of cultural competency training in ten California schools around the questions listed below. These questions were included in the proposal for the study and were drawn from the requirements of the AB54 legislation and were consolidated into the following eight.

1. What are the student and teacher/administrator demographics of the ten schools? What is the socioeconomic status of the communities in which the schools are located (e.g., % of students on free/reduced price lunch)?
2. What are priorities for staff hiring, compensation, and training at each school as evidenced in patterns and criteria used?
3. In what different types of programs of cultural competency training did teachers and administrators in the ten selected schools participate?
4. What specific differences are there between and among the available programs for training cultural competency?
5. Is there any identifiable association between training program differences and the schools' API rankings? Is there any association between training program differences and pupil performance?
6. In what ways does each school's plan focus on plans and timelines for cultural competency training? In what ways are each school and its district responsive to their communities?
7. How does the community for each school interact with the school, and what procedures and policies influence these interactions?
8. Are their detectable differences in community and parental involvement between schools with higher and lower API scores?

## **METHODS**

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The study that was authorized by AB54 and was requested by the California Commission on Teacher Credentialing was based on data from ten selected schools in California. The design was developed to meet the requirements of AB54, in particular to: (1) select ten sites that reflect the demography and geography of California; (2) include sites that were underperforming in 2001-02 and either made or did not make significant progress since then; and (3) include sites in which teachers had a range of credentials, including emergency credentials. The methods identified for the design were selected to respond to the questions proffered in AB54 and displayed below in Exhibit 1. Specifically, it was determined that it would be necessary to conduct site visits to each of the schools, and during those site visits, to interview key administrators and conduct focus groups with teachers, parents, and to the extent possible, students. It was determined that these data collection methods would provide the information necessary to answer questions about hiring practices and school plans; about the availability and effectiveness of training programs; and about the interactions between schools and their communities. We further determined that a supplemental teacher survey administered to all the teachers in a school visited could give us additional insights about the matters just specified. We added interviews with service providers to give us additional information about the nature of training provided and classroom observations to inform our exploration on the effectiveness of training. The research team was composed of individuals who are experienced observers of the evidence of that competency in classroom and school practices. Finally, we reviewed any school site documents that would give us information about hiring practices, school plans for developing cultural competence, and training programs.

It must be noted in general that even with the use of careful strategies and extant data to select the sites, a design using only ten sites has inherent limitations. The stratifying variables that were used to identify a sample of ten sites were such that it is possible to generate a detailed and comprehensive description of those sites, but it is not possible to generalize beyond the site(s) in any one category (e.g., secondary sites with high proportions of EL students and low API). It is, however, possible to use the findings to point the way to more definitive research and to answer the questions specified in AB54.

As noted above, it was important for the evaluation team to be sensitive to a myriad of factors that affect the quality of teacher preparation and professional development programs and the quality of instruction for students from minority backgrounds. These included numerous indicators of the quality of instruction; the opportunity to learn the material being assessed; and teacher characteristics such as efficacy, knowledge of content, teaching skills, years of experience and attitudes and beliefs about students' capacity to learn and achieve to high standards. Student and family characteristics, including cultural orientation, use of the primary language, and socioeconomic status, can also influence teacher expectations of students' academic performance and must be taken into account (see Framework of Core Competencies in Appendix A).

To frame the evaluation study, the REA/WestEd team identified the areas of investigation, the evaluation questions that would drive the study, and the methods to be used to answer each of the questions. The evaluation framework detailing the questions and methods used is displayed in Exhibit 1.

Exhibit 1: Evaluation Questions by Method of Data Collection	Data Source					
	Extant Data Sets	Document Review	Interviews	Site Visits	Teacher Surveys	Parent Focus Groups
<b>Evaluation Component/Questions</b>						
<b>Demographics</b>						
What are the student and teacher/administrator demographics of the ten schools? What is the socioeconomic status of the communities in which the schools are located (e.g., % of students on free/reduced price lunch)?	X					
What are priorities for staff hiring, compensation, & training at each school as evidenced in patterns and criteria used?		X	X			
<b>Training Programs</b>						
In what different types of programs of cultural competency training did teachers and administrators in the ten selected schools participate?		X			X	
What specific differences are there between and among the available programs for training cultural competency?		X	X			
In what ways does each school's plan focus on plans and timelines for cultural competency training?		X	X			
<b>Student Achievement</b>						
Is there any identifiable association between training program differences and the schools' API rankings?	X	X				
Is there any association between training program differences and pupil performance?	X		X	X		
<b>Community/Parent Interactions &amp; Involvement</b>						
In what ways are each school and its district responsive to their communities?			X		X	X
How does the community for each school interact with the school, and what procedures and policies influence these interactions?			X		X	X
Are their detectable differences in community and parental involvement between schools with higher and lower API scores?	X		X			X

### **Selection of Schools for Site Visits**

The REA/WestEd research team drew a sample that included ten schools reflecting the demography and geography of California. The procedures used for drawing the sample were based on appropriate research methods and reflected the criteria specified in AB54. The criteria were given interpretations that would allow the identification of potential sites using the criteria. For example, “significant progress” by a site was identified using the criteria used for other programs in the state.

The research team drew extensively from existing state school district data files to select the ten sites for the study. Much of the state data used for the study are available at CDE’s Web site. The principal source of information about students’ languages and the instructional arrangements made for EL students is the Language Census (R-30), which provides annual school-level counts of EL students by grade and home language (separately for 55 languages) as well as counts, by language, of bilingual classroom aides and of teachers authorized to teach ELD, Specially Designed Academic Instruction in English (SDAIE), and academic content in students’ primary languages. It also reports the numbers of students receiving various combinations of instructional services, assigned to various instructional settings, and redesignated as fluent in English during the past year, although these statistics are not disaggregated by grade level or language group.

The California Basic Education Data System (CBEDS) files provide general information about California schools and staff. The School Information files include counts of students by grade and ethnicity. They also contain background information about the school’s technology resources (computers and Internet linkages) and, since 1999, information about the implementation of class size reduction. We used enrollment data in combination with Language Census counts to approximate the percentage of EL students that are enrolled at each school and district. The Professional Assignment Information Form (PAIF) files contain information about individual certified staff members, including their teaching assignments, years of teaching experience, highest educational degree attained, tenure status, credentials and special authorizations (including CLAD, BCLAD, and SDAIE).

Data maintained by the School Fiscal Services Division (such as CalWORKs, free/reduced lunch statistics, and Title I eligibility) provide estimates of the general level of poverty in California schools. Finally, the CDE’s Public Schools file indicates each school’s type (e.g., elementary, middle, high, special education, continuation) and the urbanicity of the area it serves. Each school’s CDS code identifies the county in which it is located. We used this information to ensure that the study samples drawn represented all regions. The state currently reports annual results from a number of statewide assessments. As part of the STAR program, the state mandates that the *California Achievement Test/6* be administered to all students in grades 2 through 11, regardless of English proficiency. Results are presented by grade level, overall and separately, for several groups including English Only (EO) students, EL students, and students who have been redesignated as fluent.

In addition to being readily available at minimal cost to the study, the data from the state files offer the advantages of comprehensiveness (data are collected from all public schools in the state), uniformity (a common data collection protocol), and historical depth. The data also have some limitations. In particular, they do not allow us to understand the range of practices behind the generic services and settings categories recorded in the Language Census, nor do they provide linkages between students’ test scores and important information about their background characteristics (e.g., time in the United States, English proficiency level, amount of schooling in the primary language) and the instructional services they have received while in California.

## **Sampling**

The selection process started with the identification of schools in the lowest two deciles of API scores in the 2001-2002 school year using the 2001 API Base Data File. The 2002-2003 and 2003-2004 API data were used to classify the schools into those that showed significant progress in their API scores and those that did not. The 2003-2004 file was used to select schools with the percentage of emergency-credentialed teachers falling in an appropriate range. The sample of schools included elementary, middle, and high schools, in a proportion agreed upon with the Commission. The identified proportion was six elementary schools, two middle schools, and two high schools.

The sample was drawn using the following steps. A master school level database was created that included the CDS code, district and school names, API scores for three school years, type of school, percents by ethnic category, percent limited English proficient, percents with various home languages, percents receiving CALWORKS and free or reduced price meals, percents of teachers with various credentials. A state-level record was created by computing the mean for each the percentages. This record was added to the database. A second database was created containing the state level record and only those schools that had data for all the needed percentages—2001-2002 API less than the twentieth percentile—and were classified as Elementary, High School, Middle, or Junior High school. All the credential percentages except for emergency were dropped. The percent of staff that spent time teaching, administering, and providing pupil services were retained from the credential data. Since its inception in 1985, the California Student Survey conducted for the California Attorney General has divided the state into six contiguous regions. These region codes were added to the database to provide a mechanism for geographical representation.

A cluster analysis was run using the following subset of the percentage variables: Hispanic, black, and white student ethnic classifications; English language learners; Spanish, Vietnamese, Hmong, Filipino, Cantonese, and other home languages (the six languages found in the largest number of schools); CALWORKS and free or reduced price meal recipients; fully and emergency credentialed teachers; and staff that spent time teaching. This analysis provided a cluster score for each school and the state as a whole. A third database was created ordered by the cluster score.

The schools were then classified by the changes in their API scores. Schools that did not meet their API goals in both subsequent years were given a classification of 0 and treated as “not improved.” The rest of the schools’ API scores were examined to determine the extent of improvement. Those that were still in the bottom twentieth percentile were given a 1 and those that were not were given a 2. An average change in API in the two subsequent years was computed for those classified as 2. At this point, all non-elementary schools and elementary schools that had an average change in API score in the two subsequent years of greater than 65 were given a 3. (The elementary schools systematically had a greater change than the non-elementary.) Schools classified as 3 were considered to have “shown significant progress”.

A fourth database was created with just those schools classified as 0 or 3. It contained the classification, region, school type, percent emergency credentialed, API average change, and cluster score along with other selected measures that might contribute to informing the selection process. Schools were then selected by working away in both directions from the state record to obtain the required mix of school improvement, school types, and geographical location.

## **Recruitment**

After the sample of schools was drawn, a set of recruitment procedures and instruments was developed to use in contacting each of the schools. Initial packages of information were sent via overnight mailing service to the superintendent in each of the districts. The package included a letter from the REA/WestEd team, a letter from Dr. Sam Swofford, Executive Director of the Commission on Teacher Credentialing, a brief description of AB54, and a brief overview of site visit activities. A set of FAQs was also developed

to send to any districts or school principals that requested additional information. In addition, scripts were developed to guide recruitment interviews with superintendents and principals.

After the initial package was sent to a superintendent, a researcher followed up with a phone call to provide additional information or respond to questions. Additional information was delivered to the superintendent if requested. In cases where the superintendent approved the study, he or she sometimes contacted the principal of the identified school or suggested that the researcher make the contact.

Although a number of sites responded quite readily and favorably to the request to be included in the study, the recruitment process was, in general, quite difficult. Many of the sites indicated that they were beleaguered with research studies, compliance reviews, school improvement initiatives, and other burdensome procedures. By the end of the 2004-05 school year, we were able to conduct all ten site visits. The final site visit was conducted in June at the end of the school year and this timing limited somewhat the data we were able to collect, but we were able to conduct enough interviews and focus groups to convince us that we had adequate data to include the site in the study.

**Related Research Question:**

- What are the student and teacher/administrator demographics of the ten schools? What is the socioeconomic status of the communities in which the schools are located (e.g., % of students on free/reduced price lunch)?

The following table (Table 1) presents general descriptive data about the sample of sites that were visited. The research team sought and gained approval for maintaining the confidentiality of the sample in order to ensure open sharing of information. As can be seen in this table, the sample reflected a balanced representation of state regions, grade levels, and school performance. Additional tables related to this Research Question (Tables 1-10) are included in Appendix C. They include data related to student and teacher demographics, languages spoken and services provided, and school performance.

**Table 1: Summary of Sites Visited (N = 10)**

School Site #	CA Region <sup>a</sup>	Grade Level	School Performance <sup>b</sup>	Date of Visit
1	2	Elementary	High	February 24 <sup>th</sup>
2	5	Elementary	Low	March 21 <sup>st</sup>
3	3	Elementary	Low	May 23 <sup>rd</sup>
4	1	Elementary	High	March 3 <sup>rd</sup>
5	4	Elementary	Low	January 19 <sup>th</sup>
6	6	K-3	High	February 7 <sup>th</sup>
7	6	Middle	Low	January 27 <sup>th</sup>
8	5	Middle	High	January 5 <sup>th</sup>
9	1	High	Low	June 9 <sup>th</sup>
10	4	High	High	January 31 <sup>st</sup>

<sup>a</sup>Regions: 1 = San Francisco Bay Area, 2 = Los Angeles, 3 = San Diego, 4 = Northern, 5 = Inland/Southern, 6= Central,

<sup>b</sup>School Performance: High = Low performing school that showed significant progress since 2001 (met target AYP for 2 consecutive years); Low = Low performing school that did not show significant progress since 2001.

## Data Collection Methods

REA/WestEd used a variety of methods to meet the requirements of AB54 as discussed above and identified in Exhibit 1. These methods were delineated to obtain the information requested under Task 2 of the RFP for the study.

## Document Review

To establish a sound basis for developing instruments and planning data collection procedures, the research team reviewed all relevant research literature and documents related to the provision of cultural competency training for teachers in California. Understanding as fully as possible the local and state contexts in which such training is provided and the variables that affect it and determine its impact was critical to pursuing a clear and thorough evaluation. Literature and documentation that we reviewed fell into three major categories:

- Background information
  - Research on cultural competency training in education and other fields
  - Documents describing cultural competency training provided through university teacher preparation programs, university and district intern programs, distance learning programs, BTSA programs, pre-internship programs, and professional development institutes
- Regulatory documents
  - Legislation
  - State guidance or informational materials (directed to schools, service providers, and the community)
- Local guidance or information documents
  - Materials prepared by schools, districts, service providers, or county offices of education to describe or market cultural competency training

The background review guided the research team in its development of data collection instruments. Knowing the key operational strategies and related issues helped to ensure that we asked the right questions and pursued themes that are essential to a thorough understanding of the literature and an accurate report. Drawing on the review of research and background documentation and their own knowledge and experience, the REA/WestEd team developed a tool to use in developing instruments and conducting interviews and classroom observations during site visits. The tool (Framework presented in Appendix A) includes a set of indicators that were identified as features of schools that are culturally competent or proficient. It served as a benchmark against which to compare descriptions of programs that we reviewed, descriptions given by interviewees or survey respondents, and school and classroom practices. In addition to the indicators represented in the Framework, we explored the various credentialing requirements for the state of California, summarized in Appendix B.

### **Site Visits**

The evaluators conducted site visits at the ten sampled school sites that agreed to participate in the study. Site visits were conducted over two days and included the activities delineated in Exhibit 2. Interviews with key respondents and focus groups with teachers, students, and parents were conducted using semi-structured protocols (included in Appendix D). Classroom observations were guided by an observation protocol devised using the indicator tool described above (see also Appendix D).

### **Service Provider Interviews**

Initially, it was determined that we would conduct interviews only with service providers who had afforded training at the sites included in the sample. Later, when we were concerned that since some sites had not had any training that that strategy would narrow the sample of service providers to an undesired extent. Thus we collected additional information about a range of service providers and developed a representative list of service providers to interview. An interview protocol was developed for those interviews as well (Appendix D). Information about the service providers identified in the course of the study and from which we identified a sample with which to conduct interviews is provided in Appendix E.

### **Teacher Survey**

In order to collect information from as many teachers as possible, we developed and administered a survey to all teachers in each school visited. While some had participated in focus groups, we thought it was important to collect data from all teachers in a particular site. We administered the survey soon after conducting the site visits. The survey was distributed in paper form initially, but to increase response rates, we later administered an online version as well.

The surveys were designed to obtain the information needed to accurately provide the information requested under Task 2 of the RFP, particularly that which was not available from extant data sets. Examples of such information included:

- Awareness and perceptions of state requirements for cultural competency training;
- Availability and effectiveness of training programs;
- Identified relationship between training and classroom practice;
- Perceived relationship between training and pupil performance; and
- Perceived commitment of school to their community and to the development of cultural competency among teachers and administrators.

There was a low response rate on the survey (approximately 25%) despite follow-up efforts, the creation of an on-line version as an alternative for submission, and the use of incentives.

**Exhibit 2**  
**Data Collection Activities during Site Visits**

<b>Data Source</b>	<b>Data Collection Method</b>	<b>Required of Site</b>	<b>Comment</b>
<b>District Level</b>			
Superintendent	Interview	Half hour of time	Dependent on availability
<ul style="list-style-type: none"> <li>▪ ELL Coordinator</li> <li>▪ Curriculum Director</li> <li>▪ Coordinator of professional development for district</li> <li>▪ Parent/community liaison</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interview</li> <li>▪ Review of related documents</li> </ul>	<p>Provided relevant documents (e.g., copy of policy document, schedule of prof dev, curricular descriptions, or the like)</p> <p>One hour of time for each individual to be interviewed</p>	<p>A district may have had all or none of the roles specified, or one person may have had the responsibilities of more than one of the roles. Number of interviews depended on district staffing pattern.</p> <p>Protocol provided in advance.</p>
<b>School Level</b>			
Principal	Interview	Half to one hour of time	<p>Usually conducted Ideal on first day, but sometimes any time that was convenient</p> <p>Protocol provided in advance.</p>
<ul style="list-style-type: none"> <li>▪ ELL Coordinator/Specialist</li> <li>▪ Professional Development On-site Leader</li> <li>▪ Parent/family liaison</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interview</li> <li>▪ Review of related Documents</li> </ul>	<p>Provided relevant documents (e.g., copy of policy document, schedule of prof dev, curricular descriptions, or the like)</p> <p>One hour of time for each individual to be interviewed</p>	<p>A school may have had all or none of the roles specified, or one person may have had the responsibilities of more than one of the roles. Number of interviews depended on the school's staffing pattern.</p> <p>Protocol provided in advance.</p>
Teachers	<ul style="list-style-type: none"> <li>▪ Focus groups</li> <li>▪ Selected interviews</li> <li>▪ Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identified groups of teachers to participate in a brief focus group to discuss their cultural competence and training</li> <li>▪ Identified several teachers for interviews who have recent experiences with cultural competency training.</li> <li>▪ Secured agreement from a sample of teachers for classroom observations.</li> </ul>	<p>A teacher survey administered subsequent to the site visit in order to obtain information from as many teachers as possible</p> <p>Incentives provided (Amazon book gift certificates)</p>
Students	Focus groups	Identified a strategy for identifying students that could participate in a focus group to discuss school climate/culture.	Focus groups were only conducted with older students (perhaps 4 <sup>th</sup> grade and up). Refreshments were provided. Permission forms were used.
Parents/Community members	<ul style="list-style-type: none"> <li>▪ Interviewed key parent/community organization leaders or members</li> <li>▪ Attended organization meetings when possible</li> </ul>	Identified key organizations or individuals for interviews or for meeting attendance.	Types of organizations include site councils, bilingual advisory councils, or the like.

### **Evaluation of parent and community interactions**

Parent involvement in their children’s education is critical for student success. This part of the study examined strategies that each of the ten study schools (and districts) has adopted to maximize parent and community involvement and optimize communication between the school and parents/the community. We investigated the extent to which the school was successful in these endeavors, the policies that affected interactions, and the impact of cultural competency training.

To respond to the issues outlined above, we developed a parent liaison interview and a parent focus group protocol to collect data to answer the following questions:

1. In what ways do parents (and groups of parents) interact with schools personnel, and what opportunities are provided for parents and members of the community to participate in school?
2. What is the range of opportunities for parent input in decision-making regarding the school policies and procedures? Are these opportunities equitable across ethnic, racial, and language groups?
3. What policies and procedures influence interactions between school personnel, parents, parent organizations, and pupils?
4. Is there evidence that cultural competency training has been effective in building connections between school personnel and students and their families?
5. What differences in community and parental involvement exist between schools that obtain higher API scores and those that obtain lower API scores?
6. What demographic factors associated with the surrounding community of each school seem to affect parent and community involvement at each school?

## DATA ANALYSES

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Several different analyses were conducted on the data collected to explore results and to answer the specified research questions.

### **Teacher Survey**

Selected questions from the teacher survey were analyzed to assess findings across the sites. Since the response rate for the survey was relatively low, only descriptive data are presented, and the data are used to support other findings from analyses of qualitative data. The survey results are embedded in discussions of the relevant research questions.

### **Qualitative Data**

This study involved the collection of a large quantity of qualitative data—results of all site interviews with administrators, resource specialists, and teachers and focus groups with teachers, parents, and students. Researchers used HyperResearch, a software package designed to assist with the analysis of qualitative data, to code 82 files of data from the ten research sites. A set of codes was developed after preliminary analysis of the data and debriefings from site visits. Following coding, the research team developed a set of constructs and indicators to use in rating each of the sites and converting the qualitative data to quantitative data that could be used in associational analyses. Exhibit 3 below presents the four constructs and indicators. (Additional Exhibits with the indicators and explanations for each construct are included in Appendix The indicators were associated with codes established for reviewing and analyzing the qualitative data. Each site was given a rating on each indicator as well as a composite rating. These ratings were used to conduct associational analyses between site factors and each site's API rankings and student achievement. In addition, an index for each site was developed based on a set of factors considered to be salient features of a culturally competent school. These analyses are described below.

### **Analyses to Explore Links between Qualitative Data and Achievement**

The ratings for each site were used to explore associations between the four constructs—Contextual Factors, Availability of Cultural Competency Training, Effectiveness of Cultural Competency Training, and Community Interactions, and each site's achievement. Correlations were run between indicators and average construct ratings and between the index created and the achievement data for each site. In addition, t-tests were run to examine differences between the sites designated as high and low. It is important to note that these analyses were severely constrained by the small number of sites, the large number of contributing factors, and the small variation in achievement levels.

### **Observation Data**

Finally, ratings generated by use of the observation protocol, used in conducting classroom observations in 6-10 classrooms at each site were analyzed to portray the range of culturally responsive classroom practices observed in the ten sites in the sample. They were also used to explore associations between these ratings and student achievement, but these analyses were

subject to the same constraints as those described in the section above. Results of the analyses of these data are presented in the next section on Findings.

<b>Exhibit 3 Indicators of Cultural Competency</b>
<b><i>Contextual Factors</i></b>
District and school policies support the cultural competency of the school
School plan addresses cultural competency
School climate is described as culturally-responsive
Staff is described as cohesive and culturally sensitive
Hiring practices reflect attention to diversity/representativeness of the staff
Compensation reflects adequate pay for well trained teachers on cultural competency
Incentives provided to participate in training on cultural competency
Infrastructure of the school reflects systemic attention to cultural competence
Adequate resources to support cultural competency in the school
School practices support the development of cultural competency
Leadership/vision to support cultural competency
<b><i>Availability of Cultural Competency Training</i></b>
Local providers available for formal/informal training related to CC
External providers have given formal/informal CC training
Trainings provided have had common thread/approach
Training in CC is required for teachers, administrators, other staff
Pre-service training is required for teachers
In-service training is provided at school
Identified needs for training indicate that most needs are being met
<b><i>Effectiveness of Training on Cultural Competency</i></b>
School community understanding of cultural competency (administrators, teachers, parents, students)
School practices related to cultural competency
Curriculum-integrated cultural competency
School-community connections as a result of training on cultural competency
Training satisfaction
<b><i>Interactions with Community</i></b>
Community-oriented school practices that reflect cultural competence
School-community interactions are reported to be positive
Community has positive expectations for school and parents
Parents strive to be and feel comfortable being involved with school
Parents indicate that school/teachers respect the cultural backgrounds of their students and build on the knowledge of cultural backgrounds in practices

## STUDY FINDINGS

The findings for this study are organized around the four constructs used to analyze the data collected: 1) Contextual factors; 2) Availability of cultural competency training; 3) Effectiveness of cultural competency training; and 4) Community Interactions. The first three are ones identified in AB54 and the RFP for the study; the last is a set of indicators that provide a context for the operation of the other three. Into each of these discussions, we have integrated a summary of the results on those constructs as reflected in the qualitative data, survey data, and associational analyses. We have also integrated the research questions that are related to each of the constructs.

### Contextual Factors

Researchers identified contextual factors as an important construct or set of variables that influence whether cultural competency training is available to teachers in a site and whether that training has the desired effects on school and classroom practices. The school (or district) context is also something that is, itself, affected by the training or professional development, the cultural experiences, and the cultural understanding of those within the walls of the school. In other words, we hypothesized that these factors would either stimulate or result from cultural competency training. If the understanding of cultural competency is strong and something that is valued among the staff and administrators of a school, more effort may be made to obtain the additional training needed. If staff and administrators participate in effective training, then there may be increased likelihood that it will be reflected in the school plan, in school and district policies, in classroom practices, and in interactions with parents and the community. The following indicators were identified to represent contextual factors that we were hypothesizing could affect or be affected by cultural competency training.

In the section below, the contextual factor indicators are consolidated into categories for which summaries of findings are provided. In addition, findings from the teacher survey are included at relevant points.

### District and School Policies, School Plans

***Related Research Question:***

- In what ways does each school's plan focus on plans and timelines for cultural competency training?

Questions about school and district policies and the *inclusion of plans for cultural competency training in school plans* resulted in some of the lowest ratings for evidence in the qualitative data. Very few sites had any documentation demonstrating that they had addressed the development of teachers' cultural competence in their school plans. Only one of the sites stated clearly that they had to write a plan "addressing cultural competency." One site did not mention anything about such an inclusion, and three stated that there was no plan, although a respondent at the third indicated that they embraced the spirit of it, even if they didn't have a plan.

*In the sense that we address every child's need with relentlessness and high expectations... Regardless of what language they speak or where they come from, we focus on what needs to be done to help each child learn.*

Two of the sites referred to their “ELL Master Plan” or the “Site Base Plan” as the only documents that included policies and practices designed to meet the needs of students from ethnic or linguistic subgroups. A professional development specialist mentioned, for example, that “*Each school does have a site base plan, and they need to include areas including how to address needs of students from different cultures and languages.*” In some cases, these sites referred to the CLAD requirement as their only approach to ensuring the cultural competence of its teachers. The three last sites indicated that they either knew they needed a plan or that they were working on a plan—in one case through their program improvement process.

*[Evaluator is helping us] to re-write the plan and the focus in school improvement, working with the ways teachers work with low SES and cultural groups...[addressing] the culture that different groups come from and how that affects the learning process.*

Another of the schools that was working on developing a better plan was doing it as part of a major move within the district and a transition from being a middle to being an elementary school. The principal stated:

*We are building, as we go through our change with our LEA, and we are in the grass-roots efforts of change. It is my vision to build it in the plan. We are looking at the district level in regards to meeting needs of students. I am hoping we will look at it with our students.... We will develop [our mission statement] as part of the culture of the school...we have a vision to move as we transition from one site to another, and...we must take a look at what is happening with our ELLs and move towards building success with our kids.*

### **School Climate and Staff Cohesiveness**

One of the hypotheses that researchers considered was that where schools were reported to have a culture that was welcoming and accommodating that we would likely see stronger efforts to ensure the cultural competence of its staff, to ensure that school and classroom practices reflected such cultural competence. With so few sites, it is difficult to say conclusively that this is the case, but we did gain insights about what factors affect staff cohesiveness and a spirit of collaboration and collegiality. We also learned about the importance of district support.

One principal described well what it means to have a positive school culture and what it takes to develop it:

*We are all working together and have buy-in. We have invested time to build trust. There is respect mutually. When and if I go back to the classroom, I will be so much better because I have learned so much from the staff. They are excellent and have taken the challenge.*

The principal's comments were supported by those of the parent liaison at this same school:

*[We are] very close and collaborative in our thinking and how we react, we do team efforts. Support meetings for families, SFA (Success for All) coordinator, parents,*

*teacher, and counselor. Work with nurse, administrators, and teachers and work in unity to helping the child to be successful at school... We are a very close-knit staff... we have doubled in the last few years. There is a real culture of sharing ideas, we relate with parents. Out in the community, people react well to knowing you work in [name of school.] Our culture is high expectations for all students.*

Sometimes researchers found that a particular situation or a school practice either forced or led a school staff to attain a greater degree of collaboration and a common desire to make sure that all students are respected and that their needs are met. In one case, an influx of a new cultural group to the community brought about the change in the school's culture. As one superintendent put it,

*In terms of [school site], it's unique. They were the initial site to have an influx of English language learners to appear on their doorstep. They were the first as a teacher team to put their heads together. They saw huge numbers of ELLs and the immediate impact. They've continued, even with the shooting incident, they indoctrinate new teachers into the culture of [name of school]. They are a leader in culture and overall academic achievement.*

In a number of sites, administrators recognized that their efforts to analyze achievement data—especially in response to the federal and state requirement that data be disaggregated to examine the performance of subgroups—brought their staff together and got them to focus on the needs of the subgroups who were not performing as well as other students, what might be contributing to their low performance and how to better address their needs.

A few sites mentioned the effects of having training in cultural competency as a factor that led to greater collaboration and a focus on the need to establish a school culture that would provide the backdrop for school practices that would provide equitable access to the curriculum and improved achievement for all students. One principal responded to a question about what he would suggest to a new administrator to address the need for developing the cultural competence of his or her staff by saying:

*An administrator could educate his/her staff by doing what we did, hiring a consultant to come to faculty meetings every week for the whole year. He was a provost from a university. There was resistance among the staff, followed by recognition of their own need for more understanding. We read two books after that; [one was] "Why are all the Black Kids Sitting Together in the Cafeteria" by Beverly Tatum and then did Gary Howard's staff development after reading the texts.*

The school that the research team thought seemed to have the most in place to support the cultural competence of its staff also reflected a strong degree of cohesiveness. As described by the principal:

*We have a unique culture, all the people work together. There's a sense of oneness, a sense of family. We have built a culture of trust, holding each other accountable, we respect each other. We are in tune with each others' strengths and weaknesses, and we work with that.*

A teacher reinforced the words of the principal by emphasizing that "We collaborate. And it's nice to have a principal who's aware of what is going on and supportive. When we talk we learn. I've learned that if you talk you learn; cutting down on teacher talk (referring to the need to have students engage more in interactions in the classroom)... The principal comes in and shows us

how to work on this... We do this at every grade level meeting.” Further reinforcement was offered by a parent who offered that she thought “the school should get an A+: Teachers really reach for our students.”

Findings from the teachers who responded to the survey reflect a fairly high perception of their schools’ cultures, although it is noteworthy that the lowest ratings are given for teachers’ abilities to resolve problems due to inter-ethnic or inter-racial misunderstanding and their ability to connect with parents and to involve them with the school (see Table 2 below). Table 3 presents survey findings reflecting teachers’ responses regarding their attitudes about student learning. These findings represent moderate levels of agreement with statements about the progress made by ELL students over the year and about whether all students should be held to the same standards. Respondents also disagreed at a moderate level with statements that indicate teachers have low expectations for students or that there is little teachers can do to ensure that all students achieve at a high level.

### School Hiring Practices and Compensation

***Related Research Question:***

- What are priorities for staff hiring, compensation, and training at each school as evidenced in patterns and criteria used?

Data collected regarding hiring practices revealed that they were quite uneven across the ten sites. The most common response was that there were no official policies but, as one ELL specialist put it, “*There is a mandate that principals are required to hire a certain percentage of teachers in different cultural groups, to give more representation of the society we service.*” In similar comments, some indicated that there was a “Consent Decree” or other mandate in place to require them to hire teachers from specific ethnic groups.

Several sites mentioned the importance of teachers having a CLAD or BCLAD certificate. Some suggested only that they “actively recruit” for teachers that have such certificates, and at least four mentioned that it is a requirement for hiring. Others mentioned difficulties in recruiting culturally diverse people to the teaching profession. A professional development specialist commented, “*The profession itself is not high paying compared to other careers, so if the population of California is shifting, and you come from a working class family, this profession is only appealing if you like the job itself.*” Another principal identified the competitiveness involved in recruiting staff from minority cultures: “*We interview some people from different backgrounds, but, for example, we tried to find a Hmong counselor, but were too poor to negotiate. Across the border in Yuba City, teachers can make more. We are a commuter school—90% of the staff commutes. Newer teachers commute here and get experience and then leave.*”

Some respondents mentioned using a variety of strategies to recruit for staff that will match their community demographics. Some encourage paraprofessionals to go on for their teaching degree. In one case, it was mentioned that a superintendent actively recruits with a variety of organizations. All seemed to recognize the importance of having a staff with the appropriate demographics. One principal noted that the Association of California School Administrators had made a recommendation to hire for diversity. Meaningfully, he quoted their statement that “*If you do not do this, you are cheating your students; homogeneity is an illusion that leaves students ignorant.*”

**Table 2: Survey Findings on Teachers' Average Ratings of Agreement with Statements about their School Culture (N = 84)**

School Culture	Mean	Standard Deviation
Most of the teachers at my school maintain a focus on student learning.	3.39	.60
Teachers in my department provide high quality instruction.	3.37	.69
Students in my classes are well aware of learning expectations.	3.35	.65
At my school, we have a common understanding of the objectives we're trying to achieve with students.	3.32	.75
My principal is a strong leader in our school.	3.30	.81
Goals and priorities for my school are made clear to teachers.	3.20	.75
Students work hard in my classes	3.20	.76
Teachers in our school receive the support and resources they need to provide good instruction.	3.02	.77
Teachers in my school know how to help students resolve problems due to inter-ethnic or inter-racial misunderstanding.	2.90	.72
Teachers in our school are successful in connecting with parents and eliciting parent involvement.	2.66	.85

Scale: 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree

**Table 3: Survey Findings on Teachers' Average Ratings of Agreement with Statements about Student Learning (N = 84)**

Student Learning Statements	n	Mean	Standard Deviation
I feel that my ELL students make adequate academic progress over the course of the school year. (Leave blank if not applicable.)	74	2.95	.62
If they try really hard, teachers can get through to even the most difficult or unmotivated student.	82	2.91	.77
I feel that my students whose first language is English but who speak a non-standard dialect make adequate academic progress over the course of the school year. (Leave blank if not applicable.)	50	2.84	.65
The performance of all students should be measured by the same high standards.	80	2.36	.86
Compared to other students, I feel that teachers in my school/department have lower expectations for ELL students or students who speak a non-standard dialect. (Leave blank if not applicable.)	75	2.15	.85
Many of the students I teach are not capable of learning the material I am supposed to teach them.	82	2.12	.87
There is really very little teachers can do to ensure that most of their students achieve at a high level.	81	1.89	.69

Scale: 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree

### **School Infrastructure: Leadership, Resources, and School Practices**

Our review of the literature and visits to schools where they seemed to have a higher level of cultural competence led us to speculate that a school that was addressing the issue systemically demonstrated greater success in achieving the goal. To assess this, we looked at factors that would together suggest that they had the infrastructure to support a strong approach to cultural competence, i.e., the vision, leadership, practices, and resources.

Leadership was clearly evident in what those in leadership positions voiced about their understanding of cultural competence, their efforts, and their plans for ensuring further progress. It was also evident in what others in the site said about those who were providing leadership to make sure that their vision of cultural competence was accomplished. In one case, it was a district ELL specialist who reflected a clear vision of what it would mean to have a staff that is culturally competent:

*Teaching staff is critical, but time in our day to do what needs to be done, to create opportunities for staff to be culturally aware and develop this knowledge. I am always looking for an environment where diversity is everybody's goal, valued, honored, and that we really want to have our horizons' broadened. I would like to create curriculum that offers this, time in the classroom for kids to be exposed, to be astonished by it, so they learn more about each other. A culturally relevant curriculum, culturally-based curriculum, to know really how to bring knowledge to life, so the kids would want to learn all they can.*

As is commonly indicated in other research on effective schooling, it is very clear that a focused and supportive leader is vital to making cultural competence a reality. Many of the service providers talked about working first with the leadership in a school or district, or they mentioned specific offerings designed to build the leadership needed to support school change. A superintendent in one of our sites reflected this kind of leadership in the following statement:

*I decided about two years ago to address the lack of cultural competence by our teaching staff in two ways—the whole emphasis on student data, understanding why they weren't achieving and then 'what can I do differently' to meet their needs. We put in EduSoft, a warehousing system for student data that is very teacher friendly. We have trimester benchmark data. Teachers can analyze their own data by ethnicity... They can determine who their at-risk students are... Many times it is more of a poverty issue, though we use the cultural strategies to reach those same kids. The other key piece we put into play this last year (and this addresses cultural competence at the heart level), we have 'collegial conversations.' At the end of each trimester, each teacher receives results and meets one on one with their principal and discusses the progress of those students who haven't been making gains. They plan: what is going to be different in the next twelve weeks?*

Most schools indicated that their instructional resources are constrained by state or district adoptions, but they also indicated that they had various sources of funding to purchase materials needed for English language learners. They also tended to report that the curriculum they were mandated to use often had sections or handbooks to address the needs of English language learners, although most reported that these supplemental resources were not adequate. Very few actually indicated that they were lacking resources to address the development of cultural awareness, but it should be noted that a minority of those interviewed had had in-depth training in cultural competence, so they may not be fully aware of the materials and resources that are available to support the development of cultural awareness. A service provider like REACH, for example, provides training on curriculum units that can be inserted in social studies or language arts classes. A suggestion from one teacher was stated as follows:

*Schools should be provided funding to bring in materials to teach kids about their culture and other cultures. A lot of times teachers have to do it, have to bring and use their own funds to do so. It would help if we had access to buy books and music and videos to expose them to that. We have limited access.*

A teacher in a high school echoed the need for appropriate resources:

*We need model lesson plans; we have African-American and Latino students here. Usually the materials we get are general, conservative. We have to scrounge for materials for our own students. The materials we have are white middle class.* [statement by white middle class teacher]

In terms of practices, we looked at both classroom practices (through interviews and observations) and school practices (including a range of activities as identified in the section on “Effectiveness” below—Exhibits 5-6). A few specific examples of school practices that reflect a culturally responsive environment are discussed briefly below.

A primary indication of an orientation toward cultural competence is the *establishment of a school culture and supportive policies*—reflected in school plans or mission statements. An ELL specialist at one school stated that:

*Our mission statement makes reference to the diligent idea of giving students a global perspective, so from a language stand, the world is more diverse, and we need to be well versed in understanding the cultures—the trend towards diversity and successfully reaping the benefits of being in a multicultural society.*

*We are just coming to understand it at another level. There was a time when courses on multicultural and language-related courses were required. These helped, but taking them to the new dimension to understand culture, it has to do with taking in the essence of the child and the way teacher-student relationships form. We are still in the very early stages of this.*

Another school practice that was mentioned by a number of respondents is providing equitable access to learning—access to the core curriculum, to extra-curricular activities, and to all instructional resources. Along with that, a number of sites saw the need to provide supplemental services such as programs for newcomers or after-school programs that provide support services for students at risk of failure.

Another strong practice mentioned frequently was the provision of numerous opportunities for teachers, administrators, and/or parents to meet, to discuss, or to have dialogues about students’ needs based on an understanding of their cultural backgrounds. In sites where this was happening, there was also mention of the strong collaboration evident among the faculty and staff. The following comments are representative of those from respondents who emphasized the importance of regular and consistent interactions about the needs of students.

*On a monthly basis we have leadership team meetings where issues related to ELL student achievement are studied. Site support meetings are for principals and assistant principals as well as district folks. There we discuss legal issues, accommodation plans, 504’s, suspensions and expulsions, SPED procedures, and parents’ rights.* [Superintendent]

*Every Tuesday the AEMP facilitators give an update in terms of things the teachers need to be aware of, or if there are new materials that are in to help and distribute on a weekly basis... We make sure they attend conferences and in workshops we conduct surveys to find out what they need and help them be more effective, we provide materials to supplement what they currently have in the classroom. We make sure they stay in touch with the community. We hold parent conferences and open houses to have the teachers and speakers from the community share with teachers... We hired an external evaluator to put parents in leadership roles so it is their program, rather than coming from the school site where they see the principal in charge all the time... They will see other parents facilitating, hopefully motivates more parents. As a result, we are getting more fathers we've never seen before, more African American parents... [we're giving them] leadership to be in charge of their kids' education. [Principal]*

The final practice to be discussed in this section is the provision of support from the site, the district, and external providers. This support can take many different forms, but the sample comments below provide a few examples of how this is accomplished in sites where they have a strong commitment to meeting the needs of diverse student populations.

*We are just beginning with our leadership team. We do book studies frequently. ..We need to focus on this. We get the fact that our kids are learning English, but it is important to look at the SES. We do breakout sessions with grade level meetings...a whole staff book study on team work was done for the first time, so that you can bring everyone on board, if there is a new task, such as going on home visits, it needs to be part of our culture with a brand new vision and mission statement developed last year. [Principal]*

*I do a lot of classroom visits, which I think is very important for us to see what they need. [Assistant Principal]*

*An external consultant is brought in to work with staff on a regular basis 3-4 times per month; she works with leadership teams, looks at subgroup performance, shares literature, talks to staff about components' characteristics; it is more ongoing. [Superintendent]*

*Most of the time I bring in culture in the coaching conversations. During the conversation, we will bring up issues of ethnicity and equity. We bring it up from two perspectives: one is the teacher scaffolding and providing student access; we bring in what we learn from history and anthology selections about what people did, or what Korean or African American children do or their lives. [Professional Development Specialist]*

In addition to information gathered from interviews, focus groups, and classroom observations, teachers were asked on the survey to indicate how often they used a variety of instructional strategies. As shown in Table 4 below, a majority of the respondents reported using these strategies.

**Table 4: Survey Findings on Percent of Teachers who Reported Using Specific Culturally Appropriate Instructional Strategies (N = 84)**

Instructional Strategies	Frequently	Sometimes	Never	Would, but not enough time	N/A
Build students' knowledge of key vocabulary and grammatical structures	88%	8%	0%	0%	4%
Explain content or tasks by adjusting use of language (e.g., slower rate of speech, controlled vocabulary, gestures)	84%	14%	0%	1%	1%
Teach academic language particular to content area	82%	14%	0%	0%	4%
Use multiple methods to make concepts and tasks clear (e.g., visuals, manipulatives, realia, modeling)	82%	14%	1%	3%	0%
Perform regular comprehension checks (e.g., requests for clarification, repetition, on-going assessment of students' performance)	76%	19%	1%	3%	1%
Allow opportunities for students to clarify concepts	70%	25%	0%	4%	1%
Use scaffolding techniques to move students to higher levels of understanding	69%	27%	0%	1%	3%
Provide extra wait time	69%	28%	0%	3%	0%
Provide opportunities for all students to use higher-order thinking strategies (e.g., problem solving, predicting, organizing, evaluating, self-monitoring)	62%	35%	0%	2%	1%
Make lower level materials available for students with lower English proficiency	55%	33%	1%	8%	3%

Teachers were also asked on the survey to report how frequently they used a variety of instructional strategies to accommodate students from ethnic or linguistic minority groups. These findings (Table 5) show moderately strong use of strategies deemed useful with students from ethnic or linguistic minority groups. There is some indication that teachers frequently or sometimes “incorporate students’ interests or background cultures in instructional content.” It is important to note that these are self-reported data and are not strongly supported by the observational data. However, those data are limited in that they are also based on a small number of sites and observations.

**Table 5: Survey Findings on Percent of Teachers Who Reported Using Instructional Strategies to Accommodate Ethnic or Linguistic Minority Students (N = 84)**

Instructional Strategies	Frequently	Sometimes	Never	Would, but not enough time	N/A
Monitor student progress to check for misunderstanding or disengagement	79%	20%			1%
Use a variety of methods to assess student learning	72%	24%	1%		2.5%
Engage students in discussions about material read, assigned activities, or investigations	70%	24%		2%	4%
Use different activities and participant structures to allow all students to participate	64%	28%		4%	4%
Have students work in small groups	63%	34%			3%
Incorporate students' interests or background cultures in instructional content	56%	39%		4%	1%
Use methods to address the learning needs of students whose first language is English, but not academic/Standard English	53%	31%	2%	1%	13%
Have students write to explain their reasoning	42%	35%	10%	2%	11%
Have students do group projects	33%	51%	4%	6%	6%

As will be noted in the section below on data analyses examining relationships between school factors and student achievement, there was only one indicator that revealed a significant relationship—that between infrastructure and achievement. Exploratory correlation coefficients were computed among the context indicators and API Growth across the sites to determine whether a relationship exists between context and API. The results showed that one context indicator, “infrastructure of the school reflects systemic attention to cultural competence,” was statistically significant ( $r^2 = .78$ ,  $p = .008$ ). This suggests that as ratings of this indicator increased, so did the site’s API Growth.

## Availability of Cultural Competence Training

***Related Research Questions:***

- In what different types of programs of cultural competency training did teachers and administrators in the ten selected schools participate?
- What specific differences are there between and among the available programs for training cultural competency?

## Survey Results Related to Availability of Training

Teachers in schools we visited were asked in the teacher survey to indicate the extent to which they learned about a variety of cultural competency topics in their teacher preparation or in professional development sessions. Their average ratings are shown in the table below. As we have indicated earlier, there was a very low response rate on the survey (approximately 25%), so the data must be considered with that caveat in mind. However, we believe that these data gives some indication of teachers’ perceptions about the availability of training.

**Table 6: Teachers’ Average Amount of Training in Cultural Competency Topics (N = 84)**

Cultural Competency Topics	Mean	Standard Deviation
English language development or other content standards	3.42	.66
Instructional strategies for English language learners	3.32	.81
Support for a published curriculum in language arts or other content area	3.15	.89
Culturally appropriate instruction	3.14	.80
Assessment of English language learners	2.98	1.07
Racism, equity, power dynamics among groups	2.95	.90
Instructional strategies for students with non-Standard English dialects	2.60	1.01

Scale: 4 = a lot, 3 = moderate amount, 2 = a little, 1 = not at all

**Table 7: Teachers' Average Ratings of Agreement with Statements about Support for Cultural Competency Training for Teachers and Administrators (N = 84)**

Support for Cultural Competency Training	Mean	Standard Deviation
I believe that there is more that the state of California could do to make sure teachers have the resources and training they need to teach our diverse population of students.	3.22	.77
My school makes sure that teachers have the resources and training that teachers need to teach our diverse population of students.	2.79	.77
I believe I can get access to the professional development opportunities I need to support my teaching of our diverse population of students.	2.78	.65
If we contact our district office, we can obtain instructional resources to help with teaching our diverse population of students.	2.49	.73
Our district provides a range of professional development opportunities for teachers to learn about working with our diverse population of students.	2.48	.74

Scale: 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree

### Training Required for Teachers

Overall, 7 of 10 school sites did not require teachers to have had specific training in cultural competency. Two of 10 school sites did require it and were rated as "3". School Site 10 required those who work with ELL students to have some form of training in aspects of cultural competency prior to teaching at the school. Table 8 below includes teacher data on the ten sites from the California PAIF (Professional Assignment Information Form) data set. These data reflect responses regarding authorized teaching assignments.

**Table 8: Percent of Teachers Reporting ELD, BCC, and SDAIE Training by Site**

Site	# of teachers responding	ELD	BCC	SDAIE
1	44	9%	0%	0%
2	39	5%	0%	0%
3	66	5%	0%	0%
4	18	0%	0%	0%
5	25	0%	0%	0%
6	53	2%	0%	0%
7	72	14%	0%	0%
8	63	16%	8%	0%
9	52	21%	6%	6%
10	74	12%	8%	12%
<b>Averages</b>	<b>51</b>	<b>8%</b>	<b>2%</b>	<b>2%</b>

Most schools that required training did so by mandating BCLAD certification for new hires and a timeline for current teachers to receive the equivalent of BCLAD certification. At School Site 5, where all teachers are required to have CLAD certification, in order to get currently working teachers certified, GLAD<sup>1</sup> trainings and Project Challenge—a ten-day training program—were offered.

*When SB1969 certification came out, we chose not to recognize it because it requires 40 or 45 hours, but it's nowhere near the requirements of the CLAD of BCLAD... so we've asked people to go through a ten-day training called Project Challenge. [Superintendent]*

Administrators at School Site 3 described the process of requiring BCLAD as a difficult one, but an important certification:

*Start with the most basic and fundamental...what is required by the teacher credentialing? This district was forthright early on to establish that all teachers needed a CLAD or BCLAD. They provided plenty of time to get that training under SB1969 and we approved fiscal resources. Just last period, I approved nine of the holdout veterans' CLAD classes. No new teacher is hired without their CLAD. And teachers have been notified officially if they don't have their CLAD, and their assignment could be changed. They understand that they're in jeopardy. Certainly less than 10 of our 850 teachers don't have their CLAD yet and they're probably on the retirement countdown. [Superintendent]*

*For teachers who were forced for CLAD and those that can be thoughtful about the program—those who want[ed] to learn and the ones that were forced to do it—there is a difference in how they approached it... [T]he more that can be done at the beginning of the profession, it needs to be included, not an after thought. Being a teacher is being aware of all, the kids we teach are not chosen, are the ones that appear at our doorstep. The whole community can change from year to year. We need to be prepared to teach whatever kids come to our teachers. The CLAD and SB2042 are good for the thoughtful teachers. But the more we do it from the beginning, the more we will have it as an expectation of teachers. [Principal]*

## **CLAD Training**

Teachers' responses to their CLAD training were mixed, depending on where they received their training. Some teachers felt it offered them a good foundation for cultural competency; others said it did not give them the training they needed to be effective at their school site.

At School Site 10, where they require CLAD for those who teach ELL students, some teachers said it did not help them because they thought it was too theoretical and did not prepare them for day-to-day challenges.

*[I] didn't get a whole lot out of CLAD classes, most of [my knowledge] came from working with those kids in the first year. Most of it was very theoretical, I didn't feel like having CLAD made me more equipped to teach multicultural kids. [Teacher]*

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<sup>1</sup> The Guided Language Acquisition Design ("GLAD") is a model of professional development that focuses on research, theory, and practical, effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills.

Some teachers thought that the CLAD was good preparation, but only provided them a few opportunities to prepare for the specific population they'd be working with. At School Site 5, where CLAD is required for all teachers, the certification is seen as beneficial, although for most teachers, it was combined with other experiences in cultural competency, such as living in other countries:

*Most teachers in the school have CLAD. It has helped a lot. In my class at Chico State they mentioned Hmong history and culture, how the language is important. My training for CLAD has been my most helpful training, being in other cultures was helpful, too. I taught in Bolivia for three years at a school for missionary kids, in both Europe and S. America. I taught in Australia for a couple years. It has been a big help in negotiating my way, the training made sense after having experienced some of that myself. I think it all goes together, things I've seen cross-culturally.* [Teacher]

To respond to the need for “experiential” learning, the administration at School Site 10 has implemented a bus tour of the local community in order for teachers to better understand where their students are coming from.

*Our teachers really need some training and instruction about what the life of our students is like. I don't know, I include myself in that... They have to have a sense of what I's like, involve community people; go to locations, churches, have them talk to us, and have teachers listen.* [Assistant Principal]

At School Site 3, there was a similar indication of a need for “experiential learning” by teachers. The school's EL specialist said “*The opportunity to spend time in a different cultural setting would be good.*”

*For teachers to do home visits can help a lot...It almost NEEDS to happen in order for them to make assessments as a teacher and to understand what their children are experiencing. Because we often don't know what children have experienced in and out of school before they came here. We need an accurate picture.*

*We have a lot of observation hours prescribed already—and it would be great if they had a “cultural participation experience” also that was like that, within the US or overseas. There should be some way to measure if they've had an experience that will lead them to a level of cultural competency that we like to see for a beginning teacher.*

Requiring the CLAD at some school sites also produced mixed results. The principal at School Site 3 said that teachers felt it was just another hoop to jump through and that it did not provide training that supported them.

*CLAD—even though is a good attempt to get everyone on board, it was something that was done as another hoop to jump through, and was not something that they felt to enrich them. It was a good attempt to have everyone have a minimum understanding of the pieces, but it does not address the reality of application for practical use of strategies you need to have a really culturally sensitive staff and appreciative staff and a staff that is willing to go the extra step to deal with the cultures.* [Principal, School Site 3]

At School Site 5, where the CLAD was largely seen as beneficial by teachers, *Project Challenge* was used to meet CLAD certification requirements as substitute training and was coordinated by the Butte County Office of Education in partnership with Cal State Chico. The *Project Challenge*

coordinator said that they “try to give them overall necessities and approach to English learners, families and cultures and how to make the classroom comprehensible to the students.” This general approach used to involve on-site coaching and observations, but the number of teachers involved increased and new requirements changed the way they implemented the program.

*As follow-up before SB395 and AB2913, we used to go and do coaching and observe lessons and help them get back together as a group, and have reflection, and suggestions...But the program got too large and [there were] new requirements...so it is built into their program. So they do have to perform in their program and give evidence of student profiles, and family structures of the children and lesson plans, and incidences, and [evidence of] improvements, which are SB395 and AB2913 requirements. We also cover a lot on the CELDT test and the requirements there as well.*

The *Project Challenge* coordinator said that the greatest impediment for teachers is to be able to afford the training. Teachers at School Site 5 expressed that previous to the current year, the district had been able to pay for the training, but this was no longer the case. Instead, the district pays for CLAD testing, but not the preparation. The *Project Challenge Coordinator* said that what is needed most is “more funding” for districts to train their teachers.

At School Site 8, where CLAD training is taken only by those who teach ELL students, CLAD training is also offered at the County Office of Education. The County Office program coordinator described following the requirements of AB2913, with teachers “shadowing and following a student and doing a student profile” as well as creating lessons “that incorporate all the required components to pass the course successfully.” The program coordinator said that their obligation as trainers ended with teachers’ completion of the course.

When asked about follow-up and program monitoring, the program coordinator said, “there is a need, but we don’t have follow-up.” Monitoring implemented has to do with “seat time” and a final assessment.

*Teachers have to complete the number of hours [required]. We monitor attendance and [send] an eligibility form [to the district]. The districts review it for criteria for qualification and the assessment given.*

#### **University of California Riverside Interview with Biliteracy Program Staff**

At UC Riverside, mentioned by teachers and administrators at School Site 8, a Reading Specialist certificate with Biliteracy Emphasis is offered through the Two-Way Immersion Biliteracy Specialist Institute. Dr. Teresa I. Marquez-Lopez said that the program goes “well beyond” the BCLAD credential. Dr. Marquez-Lopez commented that the state has lowered the requirements for teachers of ELLs because teachers no longer have to have experience learning a second language, so they are not fully prepared.

*I don't know if you can get it in one or two classes. I tell my teachers that we need to move away from prejudices we all have, [it's like] peeling an onion. So it takes courses, teaching, reflection, and going back and taking more courses. I don't think you can do it in a Teacher Education program. You start it there. You need to have discussion, work collaboratively, not large courses. They don't cover it in CLAD.*

In order to prepare teachers, the Biliteracy program provides professional development for teachers after gaining certification that “improves theoretical knowledge and pedagogical skills” with one course on biliteracy development, two courses on content area reading and writing, and one foundation course on dual language education. Graduates of the program have moved into leadership roles. Dr. Marquez-Lopez said that the CLAD doesn’t cover what’s needed, and more on-going professional development is required. She hopes that a state-wide Biliteracy Specialist Credential will be approved.

### Consistency and Coherence of In-service Training

Seven of the 10 school sites' training in cultural competency was rated as "1" having little or no evidence for having a common thread or approach to the training. The two schools that were rated as a "2" with some evidence of a common thread had a strong literacy and/or language focus in relation to cultural competency. At School Site 2, the District Professional Development Coordinator said that this was due in large part to state and national mandates:

*Most everything is geared towards literacy, due to our low AYP scores. We are a school improvement district. Program improvement, as many schools are. [So] the focus has not been on cultural diversity.*

The only school that scored a "3" for common thread/approach was School Site 1, where all professional development was done in-house with a standard approach according to a program called the *Academic English Mastery Program (AEMP)*. While this program is designed to develop the standard English of minority students, it also addresses sociocultural aspects of language development: rules of exchange, appropriate use of language in different settings, and so on. While it would not necessarily be considered a program to develop cultural competence, it serves as a good example of one that is implemented consistently within the school—through professional development, coaching, and professional dialogue. When asked about the school's professional development offerings, the Principal at this site described a long list of meetings and trainings:

*The Academic English Mastery Program [AEMP] is an integral part of the instructional program. All teachers need to teach Mainstream English Language Development [MELD] and that way the Standard English Language Learners [SELL; those who have English at home] or English Language Learner [ELL] students that have not learned mainstream English. On site there are...teachers who conduct demo lessons and work directly with teachers. They have workshops once a month with each teacher. The AEMP facilitators demonstrate lessons, do workshops and work with teachers. We have meetings once a month with other teachers, with the director of the program to refine and more effectively implement the program. It's many hours. Approximately 45 min/day with students, plus...the demo lessons are at least 3 hrs/month for workshops. [W]e [also] have the AEMP ]conference for all our teachers, parents, others in the district. It's a two-day exposure to more trainings, demonstration lessons, guest speakers in support of the SELL student. [Principal]*

Seven of the 10 school sites provided trainings at the school. However, much of the in-house training mentioned by school sites was BTSA training. Although trainings given at the school would seem to increase the likelihood of attendance by teachers, administrators and staff, there was no evidence that this was the case. However, at School Site 1, where all trainings and subsequent support were located at the school itself, there was a greater sense of a systematic approach and support of implementation in the daily practice of teachers.

### **AEMP Training Service Provider Interview**

Noma LeMoine, the Director of the Academic English Mastery and Closing the Achievement Gap Branch of LAUSD, described the program as a comprehensive way of meeting the needs of African American, Hawaiian American, Native American and Mexican American students, who comprise the lowest achieving students in their district:

*The Academic English Mastery Program [is] a program for Standard English Learners, focusing on the four populations that comprise most of the achievement gap—African Americans, Hawaiian Americans, Native Americans, and Mexican Americans (not all Latinos, specifically Mexican American).... They have the lowest scores throughout the country—and they have had for 40 years in California. We are implementing a program addressing the language and learning needs of this population—a comprehensive Academic English Mastery Program in 60 schools. It's a comprehensive, ongoing training to teachers focused on both culturally and linguistically responsive instruction.*

The program provides extensive, on-going training for teachers as well as for administrators.

*Academic English Mastery Program is a whole-school model (60 schools)—train all teachers. We have on-site professional development models, GSAT (Grade Level Student Achievement Teams) that convene regularly to review research, do lesson development, have a peer coaching component where they videotape each other and come back and discuss the lessons. [And we] train paraprofessionals in fall educational seminars.*

*We're talking here about scaffolding students' access to the core curriculum—much more comprehensive strategies for creating learning environments [not units on cultural groups].... We want students to achieve standards and receive rigorous instruction.... A type of pedagogy that scaffolds access. Part of our action plan requires that we embed culturally responsive pedagogy into all district initiatives... including Open Court. So if working with literacy coaches, we talk about what it looks like to make Open Court more culturally responsive.*

### **Training by Local Providers**

Nine of the ten schools visited scored a “2” with some evidence of local providers available for formal/informal training related to cultural competency. School Site 1 was rated a “3” with strong evidence. Although there were great similarities in terms of local providers being available for formal and informal trainings, what schools considered “training,” and the type of follow-up support offered for teachers varied greatly from school to school.

There was an indication at seven out of the 10 school sites that they are trying to meet cultural competency training needs with BTSA—even though this would not meet the needs of teachers who are beyond their first two years of teaching. At School Site 3, the school's curriculum coordinator said that they address cultural competency with the BTSA training, but more training is needed:

*With BTSA we do try to address it directly. Some teachers come with programs that have addressed race, etc. We have workshops that address tolerance, poverty in broad issues, but there is more need. We have an invitation to do it.*

It is a significant finding that quite a few of the schools mentioned only CLAD or BTSA as their approach to developing the cultural competency of teachers, since these programs alone would not affect a large number of veteran teachers.

The district's EL coordinator expressed a similar sentiment, that BTSA was a beginning, but could not cover all that is necessary to be culturally competent. Instead, it was seen as a beginning to training teachers to meet the needs of the local population of students.

*It is a large task to take an individual that is not culturally competent and bring them to that level. BTSA is an improvement, but I still feel that there is a gap. It is a beginning.*

In the same school district, the superintendent said that BTSA has been a challenge in terms of teacher buy-in because teachers are not seeing a difference in the training they received at the pre-service level and the in-service offered by the district's BTSA program:

*I don't know if it is successful or not, but the most challenging training has been with our BTSA teachers. There is a perception that they have taken their diversity class and have graduated from the University... Our challenge to make it successful is to make it look different—the training we do here and make it meaningful.*

Another challenge schools face is that the teachers do not buy in to “required” trainings as much as ones that they have identified as a need on their own. BTSA, because required, is not fully embraced by teachers.

At some of the school sites visited, only those teaching ELL students were required to attend cultural competency trainings. Thus, only a fraction of the teaching staff was required to receive training beyond BTSA:

*When they pull us out, the district selects certain teachers to go and then direct staff development at the site. But it's a problem because the same six teachers end up going.*  
[Teacher, School Site 4]

Of those schools that indicated BTSA as a primary cultural competency training, many did not provide classroom-based support and follow-up beyond that provided as part of the BTSA training, though many acknowledged that ongoing, long-term support is needed. Conversely, the only school that received a “3” for evidence of internal training provided constant, classroom-based support for teachers. At this school, they receive a budget to accommodate facilitators, parent representatives, classroom materials and other necessities in order to support the program at the school level. In fact, all of the professional development provided in the district for teachers is internal. According to the school's literacy coordinator, “All of our PD is in-house.” At this school, teachers indicated the greatest fidelity of implementation.

### **Training provided through BTSA**

The seven schools that indicated that BTSA was a primary cultural competency training had mixed ratings in terms of needs being met. Three of the seven schools were rated as a “2” having some evidence that needs were being met, but four of seven were rated as a “1” since little training was available beyond the BTSA Induction program for new teachers.

The Superintendent at School Site 3 said that the BTSA program is already being asked to take on too much of a the burden, and that if anything else is added, it should be extended into a longer program:

*If cultural competency is important and of value to [the State Legislature/CCTC], they should not lay on more things but decrease what they expect of LEAs with regard to new teacher training. If, given amount of time, what are they willing to take off? The Induction program is ridiculous on the amount of things that are expected. We are*

*killing the new teachers. I think diversity is where it starts and understanding kids. So take things off our plate, or have it is a 3-year program or if you add more requirements the program will implode.*

#### **BTSA Service Provider Interview**

According to Ellen Moir of the New Teacher Center at UC Santa Cruz, because of limitations on trainings imposed by districts, BTSA is not always as robust as it could be:

*There is a set of outcomes to all of our trainings. Success to us is that participants begin to use and apply the strategies that they're learning. Now, if we're working with mentors over the years, or we're working with BTSA programs across a year or two years, we can follow that up. We can see if beginning teachers and mentors know how to differentiate instruction. And at the end, [we can] analyze the outcomes...to assess whether beginning [teachers] are learning the cultural competencies, and to see if their students' test score gains using value-added methodology are showing growth over time. This will help new teachers become good, and good teachers become very good. That is professional development that is embedded in the job.*

*When a school district calls for a three-day training and that's all they want, we can't follow up. But what we can do is do the best professional development we possibly can. Then we do quick visits. We have principals doing case studies, letting us know about their teachers' development.*

In order to fully meet the needs of teachers, findings of this study indicate that it would be advisable to expand the BTSA program to strengthen the requirement for ongoing teacher reflection—beyond what is currently required. At School Site 3, the Principal said BTSA should lead into continued support for reflection and change in practice:

*BTSA induction is good, rigorous and challenging for new teachers to balance all they need to do in the first few years, but it is so important to make them see how we need to be constantly reflecting and see what piece might not be working, it might be curriculum, it might be we are not sensitive to our students, and see what we need to do to address the needs of our students and their families. Through the induction program, even though there is not a lot of opportunity to have cultural training, to become a reflective professional is good, because we need to continuously be changing and adapting.*  
[Principal]

Implemented well, BTSA has the potential to support teachers as they become acculturated to the local needs of students in a district. It also has the potential to lead into continued professional development.

#### **Training by External Providers**

Almost all of the schools sites visited indicated some involvement of external providers. Four school sites indicated strong evidence of external provider availability, and four school sites indicated some evidence of external provider availability. Two of the school sites indicated little or no external provider availability.

For the most part, it does not seem that schools' needs are being met by external providers because too little is being provided. Major obstacles for external providers to meet schools' needs include:

1. Lack of resources to follow up training in teachers' daily practice
2. A federal- and state-mandated focus on other topics, principally literacy

3. Need to define “culture” broadly to include issues of poverty and train teachers how to meet needs of children from low SES backgrounds.

The issue of the culture of poverty was discussed at some length at School Site 3. Their school curriculum coordinator said they are considering which outside evaluators might help them address this issue:

*We have been considering to use Ruby Payne, because a portion of the cultural issues are related to poverty, and at some point we need to hit the nail on the head, and we need to look at what this culture is about.*

The principal and several teachers mentioned reading Dr. Ruby Payne’s book, *A Framework for Understanding Poverty* and felt that these issues were not being addressed by the school:

*We are looking at training around kids of poverty. There is not enough discussion on this. It would be important to have this be part of teacher training and how to accommodate for kids who come from that economic status, because the financial stressors that are placed on families impact your culture. It adds to their culture, beyond race and religion. We are examining at site level, why we need to do home visits, why [parents] don’t come to us, what are stressors that may cause a stance, why parents don’t feel they have the right to be at the schools, affluence issues. Economics in itself is a whole other culture that needs to be taken into account.*

[Principal]

#### **Interview with Administrator at AhaProcess, Inc.**

Due to the indicated need for training focusing on the culture of poverty, we contacted AhaProcess, Inc., the organization that provides trainings based on Ruby Payne’s work. Donna Magee, Vice President of Research and Development, described the comprehensive program.

*[Our focus is] economic diversity. The work is really about trying to identify the mindsets and the patterns that people from different economic areas bring to the table, the patterns. What they bring. We try to build cognitive strategies for students and an understanding for educators in the differences in the thinking and mindsets and patterns. We have them ask, “How can we all more effectively work together?”*

*We have curriculum for the specific trainings. There are several: The first training is the “Framework for Understanding Poverty,” and it focuses on resources of the individual, family structure, hidden rules, registers of language, story development, discipline and relationships. The second training is called “Learning Structures,” and it focuses on the why and how of learning, specific strategies to teach those pieces of any concept you’re presenting. We have a lesson design piece in that one in which we focus on how to present the curriculum you have using the strategies we teach.*

*We also offer trainings for trainers who then go and provide trainings in house [in their organization or district]. They come to trainer certification training.*

*I think ideally within each PD activity that when there is structured follow up to try to look at what you learned in a workshop and the needs in the school, you increase the impact of the training. Teachers can do a lot of this on their own, but if you really want an impact you strategically align the workshop and the needs of the school to figure out which pieces you need to use.*

#### **AhaProcess (cont'd.)**

*We've worked with multiple schools for a number of years, providing "technical assistance" and by that I mean coaching the teachers so they can embed those strategies and concepts into their lessons. We provide that in some places, but if you have strong leadership, you can do the same thing. We also have a workshop called "Meeting Standards and Raising Test Scores When You Don't Have Much Time or Money". That identifies five systematic processes to monitor instruction in the [school] building. It gives teachers simple ways of looking at data, benchmark assessments, rubrics, building-wide interventions and planning. So those are five processes and five strategies that when you embed into the system you see a big difference. Embed them with "Framework for Poverty" and "Learning Processes," [trainings], and it gives you multi-year process for reform. All together, it gives an understanding of students and what they bring and then the strategies to address them. That helps close the achievement gap. If you do all three [of the trainings] you've got a lot to help close the gap.*

*The trainings give strategies that teachers can go back and use in the classroom. And when you start sharing to colleagues or grade level or building-wide, there's a bigger impact.*

Donna Magee said that the strongest implementation of the training comes with strong leadership in the district and at the school site.

#### **TRIBES Interview**

The same need for strong leadership and an infrastructure to support implementation was expressed by a TRIBES District Trainer. TRIBES: A New Way of Being and Learning Together, is a safe school environment training that deals with culturally responsive pedagogy. The trainer said that the TRIBES gives teachers tools to make "academic achievement equitable" by "building inclusion [with] places for students to show their culture and honor it." However, the training cannot be done in a vacuum; school leadership has to have a holistic vision that includes both student safety and academic achievement for the training to be successful.

*I don't think TRIBES alone can close the achievement gap, I think it has to be one tool in the whole arsenal. You can have a safe class, but if the teacher is not teaching in a dynamic way, not challenging the kids, that doesn't work. [Students] might be getting all A's in the class and it's a completely safe classroom, but have they made enough gains on a standardized test? It does some work but has to be part of a comprehensive approach. If a student comes in and shuts down because he doesn't feel safe, it doesn't help, so in subtle ways it helps in the achievement gap. Safety in school goes a long way, but the teaching better be good, and the administrators better have their eye on the ball for student achievement for it to really make an impact.*

*The district says the schools have to have a safety plan, so they have to do it—especially if the suspension goes up or something for some horrible thing. They consider it a one shot deal. The principal says, "Did I do it? Check." The principals need to hire teachers whose goal is to make every student feel safe, although that's actually pretty tough. You have a principal who has that vision.*

*Especially for middle school...at the very least the school must have conflict resolution. Please do that, make it mandatory. [And then] from the top down, everyone needs to do it, modeled from the top down—from the district office to the school administrators—so that it becomes permanent.*

### Interviews with Academics who Provide Training

At School Site 6, Dr. Donald Maas and Dr. Anita Archer were mentioned as having a large impact. Dr. Maas' training is similar to TRIBES in that it focuses on creating safe school culture.

*We train teachers how to] connect with students [and] create an environment in which students take risks, feel safe [and they can check for student understanding by [doing things like] explaining to a neighbor. It creates an environment that makes a huge difference.*

Dr. Archer, like the TRIBES district trainer, says that schools not only have to create a safe environment, but also focus on equity in academic achievement. Her trainings focus on bridging the achievement gap through literacy skills. However, she says that in order for trainings to be implemented well, district and school leadership has to support it with systems of implementation.

*The follow-up depends on if there's a system built into the agencies in [some counties], when I do a training there, we send out reminders and [there's a specific person who] does follow-up where they come back in and follows-up and does further training on topics, so there's a system built in. It's most effective when there's a system set up. The effectiveness of the training depends on subsequent follow-up.*

*I can step into a school and meet an administrator and know if it's going to be implemented or not. So it's from the leadership, are they instructional leaders, come to the training, hold the energy for their staff? So that can be what supports it or is a barrier.*

*Look at [the example of] LA Unified—they use data, coaches in schools, principals are trained, and they're making significant gains. It's the only urban school district that has research-based practices implemented. It takes deep commitment from leadership. It's a deep commitment to no excuses, and it's very exciting. The focus is on literacy, that's the equity issue. The focus [needs to be] on what California has done in terms of equity of skills.*

*...I would recommend California maintain clear focus on literacy skills both in core and intervention for all students. Never take their eyes off that focus, because in the end that has made a difference.*

Some schools mentioned that particular trainings met needs more than others, including those with the following elements:

1. Activities that can be immediately implemented in the classroom
2. Self-awareness or examination of one's own culture in the training
3. Addressing the needs of both English only and English language learners
4. Training that includes follow-up in the classroom
5. Strong leadership for continued follow-up coaching.

Leadership with a clear goal is key in creating improvement. Some schools targeted the need for strong leadership with specific cultural competency trainings. A School Site 7, the *Respecting Ethnic and Cultural Heritage (REACH)* Program was used to train school administrators how to lead a school with a diverse population.

At School Site 6, Dr. Donald Maas and Dr. Anita Archer were mentioned as having a large impact on teacher practice because they taught teachers how to use cultural competency pedagogy techniques with their mandated curriculum. Dr. Archer said in the case of mandated curriculum, her training allows teachers to work with the curriculum toward the goal of full, active participation of students.

*The in-services are taking the curriculum they have and using it in a way that increases the participation and inclusiveness in the instruction and increases the learning.*

*[We give teachers/administrators] information on research-validated practices and do direct modeling of those practices and use videos of teachers using those practices and provide practice in all of the trainings of those research-validated practices.*

*We pick things that are research-validated so [teachers] know they're going to work. [And we] pick practices that are doable because some research-validated practices are not feasible. So they're both effective and efficient. And modeling makes all the difference...I teach in the way that I expect [teachers] to teach their students.*

The AEMP program used at School Site 1 took a similar approach of applying AEMP strategies to mandated curriculum so that it could be immediately implemented in the classroom.

A teacher at School Site 4 described the benefits of the *Beyond Diversity* training by Glenn Singleton that included a piece on self awareness, that in order to teach diverse students, teachers need to examine their own culture.

*What I liked about [the training] was that it wasn't teaching you how to approach your students, it was looking at yourself first, how you approach cultural competence, perpetuate things.*

*[Without that] you can't really get to the next step, which is how can you be more inclusive of cultures. So if you're not willing to do that beginning step, trying to be sensitive around cultural competence, you don't even have an understanding of what that means.*

*...To me that's going to translate to the classroom and to really have that open, honest dialogue about how people feel—not about their teaching practices, but individually, was a lot more eye-opening. I heard a lot of things that I was surprised to hear a lot of really, just really prejudiced things that to me was, like, how do I get through this culture so that I can teach them their...reading and writing and math? How do I get past this cultural stuff that's a barrier instead of really looking at the whole child, the whole person? And there's people thinking something's wrong with the kids, not something is wrong with me. Which is, something, I think you need.*

### Interview with Glenn Singleton

Glenn Singleton also talked about the importance of being part of an overall vision. In fact, he does not offer his training, *Beyond Diversity*, unless it is part of an overall strategy.

*If we are part of an overall strategy, we need to see that strategy to see if our work is viable within that strategy—if it has a plan for sustainability. If not, we won't begin there. We need to be part of a multi-year, strategic plan that deeply embeds the issue of anti-racism.*

The training focuses on having teachers examine “how *their* racial culture forms the lens through which they view other people’s racial culture” and how that impacts the classroom. The training involves a multi-year process and the creation of systemic structures to address issues of inequity.

*We begin with an immersion...a two-day seminar. [Teachers] are so overwhelmed trying to understand about themselves, what they haven't understood previously—it's exciting... it can propel them forward. For the district work, we do seminars that are a full day every six weeks—throughout the year, usually in a multi-year process. Seminars the first year are about re-establishing culture through a different language—moving to new policies. Second year is focused around a combination of learning/teaching [done through teacher action research through an 'equity team'], engaging and reallocating the power dynamic to the broader community. Seminars continue but take on a different focus. [There are two levels, one site-based and one district-based.] Once [a site] equity team is up and running the second year—they get in-school coaching to work with whole school. There is also a parent-school partnership going called PASS, which stands for Partnerships for Academically Successful Students. The equity teams are called CARE teams (Collaborative Action Research Equity). The PASS works on bridging language between external and internal communities.*

The *Beyond Diversity* training involves both the self-awareness trainings for teachers as well as a systemic approach to addressing the achievement gap. Glenn Singleton advises that teachers should be “required, prior to credentialing [to be] exposed to a comprehensive in-depth analysis of race...not as an add-on, but as an explicit, intentional focus.”

### Interview with Randal Lindsey of the Robins Group

Randal Lindsey, mentioned at School Site 3, said that he also prefers to work with schools or districts that have a larger vision and want to “apply cultural competency ideas to their practices.” Lindsey considers the overall system, “look[s] across the continuum at the current program”, assesses it and figures out where changes need to be made. Lindsey, like Glenn Singleton, says both reflection on current practices and a larger vision for improvement are important for cultural competency.

When we're invited in, I tell them that there are sets of tools [they can use] and it doesn't add to their workday. [We look at] how they do their current work. We work with the board, the superintendent, curriculum and instruction, professional development, parent and community involvement, assessment and accountability...We look across the continuum...We developed a rubric to assess...We look at current practices, for example, in instruction and [work toward] more cultural competent practices [such as] scaffolding instruction. Educators realize they have to change to accommodate, what we need to do differently to reach kids and parents...it's truly a paradigmatic shift.

### Interview with Granger Ward of AVID Program

The AVID Program, which was implemented at School Site 10, also described a comprehensive approach. Schools implement AVID by incorporating strategies into regular content courses, as well as offering an AVID elective course that focuses on getting into college. All trainers are “done by teachers...most are current teachers. Administrators are current administrators.” Schools are required to go through a certification process so that there is a high fidelity of implementation.

*We give [teachers] very specific examples of lessons of strategies. Some of us are kinesthetic learners, visual learners, so we give them specific strategies to work with different types of learners. And then our trainers are teachers, so they tell the teachers what works for them.*

*We have a process called WICR: Writing, Inquiry, Collaboration and Reading. Within that, we're using a variety of strategies that touch on different cultural and different student learning styles. That's the most effective way we integrate AVID into classrooms. Most people teach to the 10% that can listen as we write on the board, instead of getting the vast majority of students engaged. So AVID is about using the learning strategies to get the kids involved to be successful.*

We have a certification process for all AVID schools. Part is self-study and part is we come in, our regional staff and from AVID centers are in schools all year long. We go through what they're doing, where they need improvement and where they're excelling. The follow-up is offering specific workshops for where they need help, bringing in other [organizations] if we need to.

*We visit AVID elective and AVID integrated regular content area classes (as part of follow up). We expect administrators to be able to visit these classes. That's why we train administrators so they can do that.*

*We have site teams (AVID elective, content area, admin), so they can reinforce that throughout the year. They come together once a month to talk, so that's how you do the AVID integration. Although, each school is different in how often they meet.*

*AVID is a continuing training, it's more than just a one-time training. We offer trainings during the summer and during the school year. We offer trainings once a month at the county offices. We do ongoing PATH trainings in the content areas including classes for ELL students, we cover array of content areas.*

*We also try to develop teacher leaders, develop their strengths so they can show others at their school.*

Ward says AVID is growing at a steady rate in California because of its structured implementation and demonstrated success.

*Why people pick up AVID is the data, the student achievement. There's an emphasis on finding evidence, using the data, to have evidence that the students learned.*

*We're in about 50% of middle schools and high schools in the state of California. And we're growing. We had 20-25% growth rate in the last five years. We're growing because people see the results in student achievement and see the quality teaching that comes out of the AVID training.*

*The reasons people see academic results are because of the quality instruction [as a result of the training] and then raising the level of expectations for students and giving the students the support. We have eleven components that together make up a full AVID program. We have research that shows if you do these 11 things with AVID, then you'll get success.*

(cont'd.)

*The majority of students we serve are minority, and in this state, those are the ones who are underserved. We show with our data that given the right support, these students can succeed. In 2002-03, we served a higher percentage of Hispanic students and minority students than California public schools. In rural northern California, our program is 90% white, but the profiles of the students are very similar; these are poor kids who are the first to go on to college in their families. We've been able to adapt to whatever community we're in and help those students be successful. Part of our mission is to serve least-served students in the academic middle. We have over 25 years of data showing we can be successful. Latino AVID graduates attend college at almost two times the national average. African Americans are attending college at 1.5 times the national average. We are giving support, and providing open access to rigorous courses. One of our foundations is that no student will be successful without rigorous academic courses. We make sure they get access to those courses.*

As other services providers did, Ward recommends training teachers in AVID strategies as part of teacher training:

*One of the things I would say is I think the AVID strategies and methodologies should be part of teacher trainings in the UCs and private colleges in the state. There is a demonstrated success in student learning. They should be looking for data, proven for success. Don't tell me it looks good, it feels good. This isn't about that. It's about did our students learn at a higher rate, and were they successful?*

Exhibit 4 presents detailed information for the service providers that we interviewed. Service providers were interviewed in depth to gather information about the types of training offered throughout California. A total of 13 service providers were chosen for an interview based on being mentioned at a school site as either having done trainings at the school or being desired to conduct trainings. They were also chosen to represent a breadth of the type of trainers (private consultants, university-affiliated, district-based, county-based), content, audience and geographic area.

**Exhibit 4 Service Providers Interviewed**

<b>Name of Trainer/ Organization</b>	<b>Description of Training Content</b>	<b>Audience &amp; Geographic Area Served</b>	<b>Who pays for the training?</b>	<b>Related School Site(s)</b>
UC Riverside Two-Way Immersion Biliiteracy Specialist Institute	Biliiteracy Specialist Certification, extends the BCLAD	Teachers with BCLAD, Admin, Paras. Riverside/San Bernardino County.	Teachers	8
Dr. Donald Maas/ Cal State Poly San Luis Obispo, Center for Teacher Ed	Active Participation, Cooperative Learning, Teaching to Objective, Creating a Positive Environment	Teachers, Admin, Paras, Parents. Trains trainers, also has video series. Geographic Area Unknown.	Teachers, Schools, Districts. (varies)	6, 10
Butte County Office of Education	Project Challenge (CLAD-type training)	Teachers, Admin, Paras. Northern California.	Teachers, Schools, Districts. (varies)	5, 10
San Bernardino County Office of Education	CLAD training	Teachers, Admin, Paras, San Bernardino County.	80% District, 20% Teachers (for credit)	8

UC Santa Cruz New Teacher Center	BTSA	Teachers, District Trainers. Many districts in CA.	Districts	3, 5, 6, 7, 8, 9, 10*
Dr. Noma LeMoine/ Academic English Mastery Program at LAUSD	Program for Standard English Language Learners [SELL] and English Language Learners [ELL]	Teachers, Admin, Paras. Los Angeles Unified School District. Also has done outside trainings	LAUSD funding sources	1
Glenn Singleton: Pacific Educational Group	<i>Beyond Diversity</i> . Cultural Competency Training focusing on race and power dynamics	Teachers, Admin, Staff. Trainings nationally.	Schools, Districts.	4
AhaProcess, Inc.	Culture of Poverty. Understanding poverty and learning strategies for students from low SES background	Teachers, Admin, District Trainers, Paras, some Parents. Trainings nationally.	Schools, Districts.	3, 5
Granger Ward/ AVID <i>Advancement Via Individual Determination.</i>	Provides strategies for regular classroom teachers. Trains teachers to teach AVID elective class that focuses on college.	Teachers, Admin, Counselors, some trainings for high school students to become peer counselors	Schools, Districts	10
CenterSource Systems	TRIBES: A New Way of Being and Learning Together. Safe learning environment.	Teachers, District Trainers, Paraprofessionals, some Administrator Trainings	Mostly Districts	3, 10
Anita Archer	Research-validated reading instruction. Inclusive, active participation. Classroom management.	Teachers, District Trainers. Often hired by County Office of Ed or Districts. Trains nationally.	Mostly Districts	6
Randal Lindsey/ The Robins Group	Cultural Competency training. Looks at current school and teacher practices to incorporate more culturally competent practices.	Teachers, Administrators, Paraprofessionals, Parents, Students. Team works together or as individual consultants nationally.	Schools, Districts, other groups such as ones associated with mental or physical health, counseling.	3
Karen Aurand/ REACH Respecting Ethnic and Cultural Heritage	Learning experiences that empower people to participate in their personal growth and the healing of the human community. Programs for teachers and administrators at elementary, middle, and high school. Focus on curriculum units.	Teachers, Administrators, Paraprofessionals, Students. Training of Trainers to become certified facilitator	Schools, Districts	7

\* BTSA was mentioned at all sites to address cultural competency training needs, except for School Sites 1, 2, and 4.

## Effectiveness of Cultural Competence Training

Effectiveness of training on cultural competence was assessed using data from school administrators and teachers. Individual and focus group interviews were the method used to gather data. Six indicators were included in the analysis of *Effectiveness of Training*: (1) School community understanding of cultural competence (administrators, teachers, parents, students); (2) School practices related to cultural competence; (3) Curriculum-integrated cultural competence; (4) School-community connections as a result of training on cultural competence; and (5) Training satisfaction.

## School Community Understanding of Cultural Competency

Culture shapes individuals' experiences, perceptions, decisions, and how they relate to each other. In a culturally diverse school system, the school community has not only to increase its awareness of and sensitivity toward diverse populations but also work to understand cultural-influenced ways of learning and behavior, and reflect that understanding on school and classroom practices.

Evidence of a good understanding of cultural competence among the school community was found in this study (Table 8). Data show that interpretation of the conceptual definition of cultural competence by the majority of the school community members (school administrators, teachers, and parents) reflects an in-depth understanding of the several factors embedded in the complexities of the term. In analyzing the data, it was found that the school community understanding of cultural competence has three dimensions that are considered part of the construct:

- The cultural dimension, including ethnicity, history, celebrations, festivities, native country production like literature and art, religion, gender, race, sexuality, cultural norms, value systems, and cultural background in general.
- Language is the second dimension. It involves proficiency and familiarity with the language. Communication, writing and reading styles, and sensitiveness to the learning styles common to primary languages.
- The third dimension is related to sensitiveness and ability to relate and interact with members of others cultures in different settings such as community, school, and classroom. This dimension involves the ability to teach and adapt instruction to work in multicultural classrooms.

Participants in the study reported that knowledge and understanding of cultural competence had been gained through training on cultural competence, experience in the field, and interaction with multiple cultures. According to the data, school administrators and teachers had participated in pre-service college courses on multicultural education. However, they expressed their dissatisfaction with those courses and acknowledged their lack of preparation to work in multicultural environments. One of the participants pointed out that under the *“California State credentialing with CLAD option, I had to take three multicultural classes to get CLAD, and they were all extraordinarily repetitive. Issues were the same, and they failed to show how to deal with the issues in the classroom. They only gave us the same SDAIE strategies over and over again... their program was lacking.”*

**Table 9. Evidence of Understanding of Cultural Competency**

Schools	None or little	Some	Strong
1			✓
2			✓
3		✓	
4		✓	
5	✓		
6		✓	
7			✓
8			✓
9		✓	
10		✓	

According to school administrators, teachers’ understanding and classroom practices reflect good knowledge of cultural competence. In their own words, the staff/faculty has the ability to see unique differences: *“They are able to adjust curriculum delivery and use strategies to meet the needs of students based on their home life, their culture, and their language”*. Teachers are aware of other cultures and its implications for classroom practices. *“Understanding the population with which you work involves not only the ethnicity, the cultural norms, learning styles, cultural behavior, and cultural beliefs; it also has to do with a level of understanding for individuals (empathy), and high expectations of them”*, one of the teachers said.

Data show that school communities tend to have a good understanding and sensitivity for all cultures. They appreciate and are aware of the contributions and the support that cultures bring to the schools. They understand the needs of particular cultures and are supportive.

**School and Classroom Practices**

Data from interviews and focus groups show that teachers from some of the schools are implementing classroom practices that reflect cultural competence (Table 9). According to the literature on cultural competence, these strategies are appropriate for multicultural classrooms. Although teachers did not report strong satisfaction with training because they are not getting the in-depth understanding and productive instructional strategies and practices that they feel they need, they are striving to implement instructional strategies learned in training on cultural competence.

**Table 10. Evidence of Classroom Practices that Reflect Cultural Competence**

Schools	None or little	Some	Strong
1			✓
2			✓
3		✓	
4	✓		
5	✓		
6			✓
7			✓
8		✓	
9	✓		
10	✓		

**Exhibit 5. Classroom Practices**

- Students’ life experiences incorporated
- Students as resources. Teachers learn about students’ culture.
- Students’ prior knowledge incorporated
- Bilingual assistants in the classroom
- Language learners get extra support
- Cultural events part of the curriculum
- Bilingual bulletin boards
- Visual cues
- Grouping intermediate with beginner ELLs
- Use of pictures
- Vocabulary building and connections to grammatical structures
- Curriculum adaptation
- Comprehensive reading program for newcomers
- Use of songs in different languages
- Use of native language in classroom activities
- Basic dialogue in English taught in native language
- Semantic mapping
- Use of poetry slams
- Vocabulary building
- Socializing as intellectual activity in the classroom
- Hands-on activities like cooking
- Teachers modeling
- Library resources in native language
- Extra support in reading
- Reciprocal teaching
- Sentence starters
- Drawing pictures
- Cultural reading

- Grouping according to ability in math
  - Cross cultural links in curriculum
  - Cooperative learning strategies involving cultural projects
- 

#### **Exhibit 6. School practices**

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- Conferences and workshops for teachers
- Cultural events
- Reading First program with extra support for ELLs
- Survey needs assessment
- Provide teachers with appropriate resources
- Community involvement approach
- Parent conference
- Workshops for parents
- Open houses
- Speakers from community
- Bilingual classes for parents
- Translators for parents
- Parents volunteer as translators
- Videos and resources for parents (books, videos, journals, etc.)
- Placement system
- Sheltered classes for newcomers
- Use of EduSoft, a warehousing system for student data
- Use of cafeteria for community meetings
- Home visits
- Curriculum for newcomers
- Money for newcomers programs
- Data analysis by ethnicity to provide support needed
- Full time parent liaison
- Use of formative instead of summative learning assessment (alternative assessment)
- Sheltered Social Studies
- Cooperative learning

#### **Training Quality and Satisfaction**

School administrators showed generally positive attitudes about training they had had related to cultural competence. According to one superintendent, *“Many teachers want to advance their methods and strategies to become better practitioners in their classrooms”*. In order to become better practitioners, teachers volunteer to participate in any kind of training that would prepare them to better serve their students from different cultures. At least one administrator expressed that *“Educational support, in-service provided, and training received in recent years have been phenomenal,”* and another school principal reported, *“Training like AB466 has been very successful.”*

Results from teacher focus groups were somewhat different. The study did not find strong evidence of teachers’ satisfaction with training. Training content and scope were mentioned in the data as sources of dissatisfaction. In this regard, representative comments include the following: *“I was disappointed that the programs in reading don't address the styles, and children's upbringing, the reading doesn't address kids' cultures”, “The trainings are not focused, they are*

*broad.” “Training was not practical... It [training] raised my level of awareness, but it was not practical in terms of helping me to relate with my students in my classroom.”*

The AEMP program was cited as an example of one that gave teachers more of what they were looking for even if it does not explore the depth of teacher-student and teaching and learning relationships. *“It’s good for the fact that it is not offered just one time, it’s repeated; if you didn’t get it the first time, you have the opportunity to go back and take it a second time. Facilitators are available in each school, to assist teachers in the school, especially in this district.”*

While the study found that teachers have a generally good understanding of cultural competency, researchers also found that teachers felt that the trainings have not given them the practical tools they need to apply in classroom activities. From some of the teachers’ perspectives, trainings have, in fact, not been very helpful. One of them said, *“I don’t think that any of these workshops are helping my daily practice in class. Being tolerant and all these things are not doing anything per se in the classroom”*. Another teacher stated, *“It [training] wasn’t enough, it was like a beginning of the dialogue”*. *“A lot of the BCLAD materials were irrelevant. You want to know history and culture, but on a daily basis, it was irrelevant. [You] learn basis of culture, and holidays, things that the kids come to school with.”*

Teachers are interested in learning instructional strategies that they can integrate into classroom practices to teach their English language learners and students from non-mainstream cultures. When they attend a training that provides them with practical instructional strategies, they rate it as effective and high quality. For example, a teacher reported, *“Most helpful has been the hands-on, right away, stuff you need to know”*. When describing a training that provided instructional strategies, a teacher said: *“I felt well prepared with students... useful and practical information. [I learned] techniques to use in teaching.”* *“The strategies are hands-on, using pictures, GLAD strategies. I use them in the older grades. Those kids from diverse background need those strategies”*.

Data show that teachers would like to attend trainings that involve in-school coaching. Coaching to support teachers’ implementation of strategies was considered a positive factor. Since all of the teachers cannot attend training at the same time, they also indicated that it would help if workshops were repeated during the school year.

### **Survey Results Related to Effectiveness of Training**

The majority of survey respondents (76%) said that they had participated in professional development training related to cultural competency. Those who had participated in professional development activities were asked to indicate their level of agreement with a series of statements regarding the training they had. Their average ratings are presented in the table below.

Classroom observations that were conducted as part of this study also provide data about the extent to which teachers in our study sites were implementing strategies that would be considered to be culturally responsive. A separate report on these classroom observations is provided in Appendix G.

**Table 11. Teachers' Average Ratings of Agreement with Statements Regarding Cultural Competency Professional Development Trainings (N = 64)**

Cultural Competency Professional Development Statements	Mean	Standard Deviation
I learned a lot from the professional development I had.	3.29	.58
I changed my classroom practices based on what I learned in the professional development.	3.18	.69
I believe that I have seen improvement in student learning because of changes I made in my instructional strategies to make them more culturally responsive.	3.13	.61
I had support from my school for changing my practices to be more accommodating of students from linguistic or cultural minority groups.	2.97	.73
The training included information about how to work with parents and families of students from linguistic or cultural minority groups.	2.94	.80
The training gave participants the chance to examine cultural assumptions underlying school policies and practices.	2.67	.80
The training gave participants the chance to explore their own cultures.	2.56	.92

Scale: 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree

### Interactions with Community

***Related Research Question:***

- How does the community for each school interact with the school, and what procedures and policies influence these interactions?

This portion of the study examines the reported interactions between personnel at the ten sample schools and the communities they serve. The data used for this analysis include coded responses from interviews with administrators at the district and school levels and from separate focus groups conducted with teachers, students and parents.

During the focus groups and interviews, participants were asked to relate their experiences within the school community and the community at large. Specific focus was given to parent-teacher, administrator-parent, and teacher-student interactions, as well as an overall evaluation of how the school community responded to the parent community. Parents were asked about the accommodation of different values and cultures within the school community and the support structures and opportunities for family involvement that the school offers.

A review of all of the data in the study reveals that there is some discontinuity between what parents expect from schools and what school staffs perceive is being done to meet the needs of the community. In most instances, district personnel had a more positive outlook about how well the interactions with the community were being handled. Parents in all the schools praised the schools for their commitment but did not see deep cultural understanding. Many parents voiced feeling marginalized and reported other schools having more resources.

In the following comment, one superintendent describes the challenges they face in establishing good relationships with the community but also details the efforts they are making to achieve the desired results:

*We are still very challenged. There are still many factions inside and outside these communities. Tensions between administration and teachers' union, the board... We have a large African American population, and it has gone through a rapid change into Latino, and we have to work very hard to have them work together with a common focus and common agenda. It is being challenged by so many factors, needs a lot of attention... At [name of elementary school], the principal takes teachers to homes and invites parents to become involved. In high school there is less of this... The challenge is to keep it coordinated so they complement each other. Need to work with schools to be more accepting of parents as partners... At another high school, the principal asked parents to have lunch and conversations with staff and have presentations about cultural values, what they wanted out of the school, what means a lot to them, to share pieces of their culture—for the school to get to know who they are.*

A school English Language coordinator introduced the dilemma in describing successful relationships with the community:

*We do have a problem in bringing more parents to meetings... We provide transportation, babysitting and food... We provide all meetings in their native language and yet there are certain groups of people who are reluctant to come to meetings. On the other hand, migrant parents have meetings once/month, and we have from 65-150 parents per meeting. So, it is different; it is difficult to define exactly what is successful.*

Parents in focus groups who responded to questions about interactions with their children's school generally fell into three groups: Those who were commonly involved in their children's education were more fully aware of how the system worked and tended to be more vocal about both positive and negative aspects of their relationship with their children's school—about the status of their children's education, what they perceived as needed, and the role that prejudice, unjust resource distribution, language, culture, discipline, family and community play in this discussion. For parents who were more recent arrivals in the U.S. or who had not been able to be as involved in their children's education, there were varying responses. They felt an awakening desire to become more informed and join other parents present in seeking ways to improve school-community interactions, ways to get other parents involved, or simply become more active themselves; or, they voiced their needs and frustration with the system and their feeling of powerlessness to make their needs known. Finally, another set of parents ceded to the school system the decisions necessary to provide an education to their children, simply feeling thankful for what was being offered, which was, in many cases, better than what they had had in their country of origin or youth.

The review of the data revealed many successful accounts of ways in which schools were making knowledge about the American system of education available to the communities, providing access to parents and students to become more involved within the school through extended community programs, as well as invitational activities of reported cultural relevance, such as folkloric dances accompanied by food and exhibits of cultural traditions.

A key component of success for parent involvement mentioned was communication. Outreach into the community by many means, including home visits, providing parent education, making meeting times accessible for working parents, providing childcare, transportation (when necessary), and food. These were all elements that contributed to improving parent involvement in their children's education and the school learning community. Some of the more successful models (Sites 1 and 2) had a special center or facility for parents to meet, and an assigned staff

member dedicated to parents and the community, including programs for parent education. As one principal said:

*Communication is key; they know they can make an appointment during the office hours to speak with me. Our staff at the parent center works as a community liaison, bringing tremendous opportunity and resources through other agencies, such as, nutrition classes, learning about school programs, etc., creating a feeling that it is not just a school for the kids, but about family about their culture, and about their well being. We work to ensure that they don't feel like they don't have anything of value to contribute, so it takes a lot of communication to get them involved.*

A factor identified by all sites affecting a parent involvement effort or program and the level of impact and involvement among the different schools in a district had to do with the difference in resource allocation between them. A district level administrator expressed it as follows: “*There are sites that do things on an individual basis and their outreach and after school program varies depending on their resources. Some have partnerships.*” Parents were very well aware of these differences in allocations among their neighboring schools and communities.

All schools participating in the sample had ELAC or/and DELAC (English Language Academic Committee and District English Language Academic Committee) members, and/or produced newsletters in languages other than English as outreach strategies to meet the language needs of the community and to invite parent participation in the educational process of their children. For many of the school personnel interviewed, although their efforts involving parents were many and varied, they still felt they did not have as much parent involvement as desired. Parents reported a range of issues preventing them from being involved: difficulty in getting to the meeting venue, lack of time for those working multiple jobs, or a feeling of being intimidated by the school.

At five of the ten sites observed, the principal was a representative of one of the minority cultural groups of the school population. At four of these sites, the parents mentioned that this factor made a difference in the level of trust that they placed in the administration and in the effectiveness of transference of information and outreach to the community. Parents indicated that this was helpful but not essential to ensure positive interactions.

Some of the most culturally-relevant successful practices reported were found in three out of the ten sites, where schools (teachers) made house visits to parents and families to assist with the support needed from home for their children’s schooling and to learn about the family, about their background and socio-economic situation, to understand where the children under their charge are coming from, and how to best provide an education that connects to their needs and background. Only when this knowledge base was systemically shared within the school did it seem to have the desired effect on school culture and practices. The multi-faceted efforts and resources put towards providing access to parents, both linguistically and academically, through providing personnel to translate, training opportunities, facilities to meet, school personnel to meet with parents, and materials for them to get involved in their children’s education were viewed very positively by focus group parents. One parent at Site 1 (highest scores for all indicators) summarizes the outcome of culturally relevant practices in their school as follows:

*We initiated bilingual classes for the parents who only spoke Spanish, and now they speak in English. They used to need translators, and now they are the translators. Parents can use videos, check them out, and depending on the topic, these help the parents a lot. We have a very good language program. We can check things out to take, like backpacks with books, activities, journals for parent and child to write, and some were in Spanish, others in English, and they help us with the children, so we read a book and do assignments with them. Gives parents opportunity to work with the kids. Parents and teachers attend workshops about different cultures. The teachers are learning not*

*only to learn academically, but to deal with the kids from the cultural backgrounds and the needs from the different points from which they come. There is no discrimination talk, so something is working.*

The more successful models were schools where the teachers and administrators had gone “above and beyond the call of duty,” to not only invite parents to be educated about the American educational system, but had gone out into the community to learn about their children, where they live and what their needs and interests are. They had also formed committees with parents and students to talk about their needs and involve them in the decision-making process to reach solutions and expand opportunities for involvement and action planning. Communities in which the schools were persistent and thought of the students as “able to learn,” “able to succeed,” and where they would do “whatever was needed” to ensure their success, reported higher success with parent involvement, student academic achievement and deeper understanding of cultures and languages in their communities. These schools felt it was necessary to have an “open-door” policy but to also to make specific efforts to help parents understand the educational system and at the same time to learn from the diverse cultures of a community how to adopt practices that are more resonant with the populations they serve and to develop programs that include culturally-relevant practices. In all the sites, it was acknowledged that “much work still needs to be done” to achieve culturally competent practices.

Language barriers were reported also as one of the factors affecting the effectiveness of outreach, but translators and community liaisons, paraprofessionals, teachers and parents have served as bridges to ameliorate this gap. Even though bilingual or multilingual newsletters are sent home, there are other limitations that come into play, such as cultures in which “oral language” is the tradition and the older generations or parents are not literate in their own written language, thus leaving to the new generation of students the task to translate the information. Some schools have creatively made use of technology and outside public venues, such as radio stations to reach their parent populations. Even though there is limited Internet access for many families, some administrators considered this as a good potential avenue to make information more accessible to the community. In some instances, models from other states were mentioned, in which facilities at the school or other locations in the community provide access to technology and instruction for parents.

From a parent’s perspective, when a school shows genuine interest, an open-mindedness, respect and ability to engage parents, to hear their needs, to exchange ideas and to incorporate them into their school plans, they felt satisfied with the way the schools were handling their children’s education. If there were cultural events, such as dances, meals or workshops offered, they felt this was a “bonus” and a great way to show the community that the district is making efforts to reach out and to provide ways for parents to become involved. However, the need for a deeper cultural understanding, especially in the way communication takes place in the classroom between teacher and students, as well as among students, in the playground, in the office between parents and personnel, was evidenced in the interviews conducted. Parents felt that leadership at the school was key to the direction teachers would take with regards to cultural issues and understanding, as well as setting policies for addressing cultural differences. Several of the administrators interviewed at the district level shared the perspective that although there were related policies in alignment with NCLB, or certification mandates with regards to teacher professional preparation and language issues, they did not feel there were enough guidelines or resources from the state, nor locally established policies in place to address cultural competence in their schools.

Other infrastructure support systems that contributed to more involvement and successful engagement of parents and students in their educational process, which were reported as linked towards achieving a greater cultural competence involved:

- Use of data gathering with school-wide support and time for interpretation and action plan development, both for school and classroom implementation levels;
- High expectations for all students and access to academically rich curriculum with adaptations and resources for language access and development, but not diluting or providing less of an opportunity to succeed for EL students;
- Teacher training beyond superficial cultural events, to include development of cultural identity, issues of poverty and contextualized community needs and backgrounds;
- Ongoing teacher communications with parents, students and other support personnel, and community liaisons for discussion and planning interventions, design of classroom practices that are more culturally-relevant and incorporation of students' and community interests and backgrounds;
- Involvement of parents from different cultural groups in professional development opportunities, both as presenters and as attendees;
- Involvement of students in planning and decision-making committees, especially at the high-school level;
- After-school programs to support student achievement, to provide parent education, and to provide service-learning opportunities for students and teachers in the communities;
- Resources in libraries representative of multiple cultures and languages (limited at this point in time at all sites, but efforts being made to be more inclusive with limited resources);
- Separate facility or program for newcomers with specialized programs for students to mainstream into the regular classroom with the necessary basic skills, while providing the necessary environment and structure for their language development;
- Access and planning within the school budget and school plan to include a Parent Center or Club, which has a facilitator/translator, invites outside agencies to provide parent education classes, is open during and after-school hours, provides access to technology and serves as a forum for parents to voice their needs; and
- For the facility specified above, it was also suggested that the liaison be a person who is knowledgeable of the community, has received training in facilitating multicultural groups, and is committed to being a voice for the parents, while also facilitating knowledge of the American system of education so parents can function as productive citizens in their communities.

Parental perceptions on their role and involvement in their children's education fell along a continuum. Among those that reported feeling more satisfied with their situations were parents who perceive schools as partnerships—as places where the efforts and support to do outreach, to show caring and respect are clearly evident. Other parents reported seeing their role as co-educators, and they were aware of the kind of instruction their children receive and acknowledged having basic satisfaction. Some of them sympathized with teachers' time limitations and expressed understanding of their limited flexibility and availability under new mandates. As one parent eloquently said:

*I think that the instruction that goes on has more to do with what's going on in the state and country. I think the teachers have their hands completely tied and that it's a disaster, basically. And when there's no time for science, and there's no music program, because they were behind in their testing and they were not keeping up, I think that's really sad. Personally, I really don't think that it's the school's fault and everyone is doing the best they can. But, everyone is stressed out, teachers, students, you know, It's not the way to learn. There's no fun in learning. It's just straight rote and push, push, push, all the time... the teachers do the best they can and they're trying, but they're under the gun.*

Another group of parents sees the role of the school as “experts,” and they place their trust in the system, while attempting to balance the dynamics of school with their family roles and traditions, sometimes conflicting with the demands of the system, or being unaware of their rights. The latter are thankful for the school’s commitment to their children, since they are receiving an education, and this is recognized as more than what they had themselves.

Finally, there were parents who expressed feeling completely alienated, unwelcome, disrespected, or that their children were not receiving the quality of education they needed. They expressed dismay about teachers passing the blame to the parents, while parents often passed the blame to the teachers. They saw the need for culturally relevant training, the need for teachers to have better defined roles, as well as better defined roles for students, for someone to take responsibility for parent involvement and outreach that is culturally appropriate and a voice that advocates for parents’ needs. They reported a need for a plan to incorporate parent perspectives into decision-making, especially in issues of safety, gang-related discussions (at high-school level/urban and rural settings), resource allocations, and school improvement, as well as clearer information on curriculum and discipline policies and implementation.

A principal at one school exemplified the voices heard from several other administrators on the importance of parent involvement and the need to continue to work towards their involvement:

*[There is a need to] discuss as a staff what type of school they want to be for the community they work in, so they want to be a welcoming place, to fit into the community as a member of the community, a central place for the families—one of the only places that they can go to and have a partnership, to examine what is their purpose in their role of communities. We focus so much of our work in achievement, and it is as important with curriculum and results of testing, but if we ignore that piece [cultural-parents-community], we are missing something. This can also help to improve the achievement and the scores and work that teachers are working in the classroom... If the parents feel that their voices are not being heard, we sometimes don't provide enough opportunities to do that. So we need to give them the opportunity and keep it at the forefront on how they are feeling valued and bringing it into the discussion.*

In summary, parents in our sample of urban, rural, culturally and linguistically diverse communities report the need for a deeper cultural understanding on behalf of teachers and administrators to more effectively work in the diverse settings where they serve, bridging across cultures, and enabling parents to work in partnership with the schools. They also identified the need to recruit and retain more diverse administrators and teachers, since the disparity affects the level and quality of parent and community interaction with the schools. The quality of leadership, the availability, the variety and type of training on cultural competency made available to the schools and the outreach efforts made by schools and districts on behalf of their communities are key factors in the development of “learning communities” that serve students in partnership with parents in ways that reflect cultural competence.

## Data Analyses Examining Links between School Factors and Achievement Differences

### *Related Research Questions*

- Is there any identifiable association between training program differences and the schools' API rankings? Is there any association between training program differences and pupil performance?
- Are there detectable differences in community and parental involvement between schools with higher and lower API scores?

Exploratory correlation coefficients were computed among each of the indicators and API Growth across the sites. The results showed that only one of the indicators, across all four constructs, was statistically significant. Specifically, the context indicator: "infrastructure of the school reflects systemic attention to cultural competence," was statistically significant ( $r^2 = .78$ ,  $p = .008$ ), suggesting that as ratings of this indicator increased, so did the site's API Growth.

**Table 12. Ratings on the Indicators of Context by Site**

Context Indicators	Site Number									
	1	2	3	4	5	6	7	8	9	10
District and school policies support the cultural competency of the school	3	1	3	1	2	2	1	2	1	3
School plan addresses cultural competency	2	1	1	1	2	1	1	1	1	1
School climate is described as culturally-responsive	2	1	2	3	2	1	1	1	2	2
Staff is described as cohesive and culturally sensitive	3	1	3	1	2	2	1	1	2	2
Hiring practices reflect attention to diversity/representativeness of the staff	3	1	2	1	3	1	1	2	1	2
Compensation reflects adequate pay for well trained teachers on cultural competency	1	1	1	1	2	2	1	1	1	1
Incentives provided to participate in training on cultural competency	1	1	1	1	2	2	1	2	1	1
Infrastructure of the school reflects systemic attention to cultural competence	3	2	3	2	2	1	2	3	2	2
Adequate resources to support CC in the school	2	2	3	1	2	2	1	1	1	2
School practices support the development of cultural competency	3	3	3	2	2	2	2	2	2	2
Leadership/vision to support cultural competency	3	2	3	2	2	2	1	2	1	1
<b>Construct Average</b>	2.36	1.45	2.27	1.45	2.09	1.64	1.18	1.64	1.36	1.64

**S C A L E : 1 = N O E V I D E N C E , 2 = S O M E E V I D E N C E , A N D 3 = S T R O N G E V I D E N C E**

Exploratory correlation coefficients were computed among the context indicators and API Growth across the sites to determine whether a relationship exists between context and API. As noted above, the results showed that one context indicator, “infrastructure of the school reflects systemic attention to cultural competence,” was statistically significant ( $r^2 = .78, p = .008$ ). This suggests that as ratings of this indicator increased, so did the site’s API Growth.

**Table 13. Ratings on the Indicators of Availability by Site**

Availability Indicators	Site Number									
	1	2	3	4	5	6	7	8	9	10
Local providers available for formal/informal training related to CC	3	2	2	2	2	2	2	2	2	2
External providers have given formal/informal CC training	1	2	1	2	2	3	3	3	2	3
Trainings provided have had common thread/approach	3	2	1	1	1	2	1	1	1	1
Training in CC is required for teachers, administrators, other staff	3	1	2	1	2	1	2	1	2	2
Pre-service training is required for teachers	1	1	3	1	3	1	1	1	1	2
In-service training is provided at school	3	2	2	1	1	2	2	2	2	2
Identified needs for training indicate that most needs are being met	2	1	1	1	2	2	1	1	2	1
<b>Construct Average</b>	2.29	1.57	1.71	1.29	1.86	1.86	1.71	1.57	1.71	1.86

**S C A L E : 1 = N O E V I D E N C E , 2 = S O M E E V I D E N C E , A N D 3 = S T R O N G E V I D E N C E**

Exploratory correlation coefficients were computed among the availability indicators and API Growth across the sites to determine whether there was a relationship between availability and API Growth. The results showed that none of the indicators were statistically significant.

**Table 14. Ratings on the Indicators of Effectiveness by Site**

Effectiveness Indicators	Site Number									
	1	2	3	4	5	6	7	8	9	10
School community reflects general understanding of cultural competency (administrators, teachers, parents, students)	3	3	2	2	1	2	3	3	2	2
School practices reflect cultural competency	3	3	1	1	1	3	3	2	1	1
Curriculum integrates aspects of cultural competency	3	3	1	1	1	3	3	2	1	1
Classroom practices (as reported) reflect culturally-responsive pedagogy	3	3	1	1	1	3	3	2	1	1
Expressions of satisfaction with/usefulness of cultural competency training	3	2	2	2	2	2	3	2	2	1
School-community connections as a result of training on cultural competency	3	3	2	1	2	2	3	2	2	2
<b>Construct Average</b>	3.00	2.83	1.50	1.33	1.33	2.50	3.00	2.17	1.50	1.33

**S C A L E : 1 = N O E V I D E N C E , 2 = S O M E E V I D E N C E , A N D 3 = S T R O N G E V I D E N C E**

Exploratory correlation coefficients were computed among the effectiveness indicators and API Growth across the sites to determine whether there was a relationship between context and API. The results showed that none of the indicators were statistically significant.

**Table 15. Ratings on the Indicators of Community by Site**

Community Indicators	Site Number									
	1	2	3	4	5	6	7	8	9	10
Community-oriented school practices that reflect cultural competence	3	3	3	2	3	2	2	1	2	3
School-community interactions are reported to be positive	3	3	3	3	1	2	2	1	2	2
Community has positive expectations for school and parents	3	2	2	2	2	3	2	1	2	2
Parents strive to be and feel comfortable being involved with school	3	3	2	2	2	3	2	2	N/A	2
Parents indicate that school/teachers respect the cultural backgrounds of their students and build on the knowledge of cultural backgrounds in practices	3	2	2	1	2	2	1	1	N/A	1
<b>Construct Average</b>	3.00	2.60	2.40	2.00	2.00	2.40	1.80	1.20	2.00	2.00

**S C A L E : 1 = N O E V I D E N C E , 2 = S O M E E V I D E N C E , A N D 3 = S T R O N G E V I D E N C E**

Exploratory correlation coefficients were computed among the community indicators and API Growth across the sites to determine whether there is a relationship between community and API Growth. The results showed that none of the indicators were statistically significant.

In addition to the analyses reported above, an analysis was conducted to determine whether differences existed between schools with improved API scores and those whose API scores had not improved. Results from t-tests comparing the five sites who had shown significant progress in API scores with those who had not revealed no statistically significant differences in ratings of the individual indicators of cultural competency or average ratings across the four cultural competency constructs.

## S U M M A R Y   A N D   C O N C L U S I O N S

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This study combined quantitative data in the form of demographic and achievement data as well as teacher survey data with qualitative data collected through site visits to 10 sites sampled according to specified criteria. The data collected during site visits included interviews with superintendents, principals, curriculum and professional development directors, and ELL specialists; focus groups with teachers, parents, and students (at upper grade levels); and classroom observations. A follow-up survey to all the teachers in schools visited resulted in a low response rate, but the descriptive data from the survey are used to support the findings from interviews and focus groups. Researchers also conducted telephone interviews with 14 service providers who were identified during the course of the study.

The demographic data for each site collected to answer the first Research Question were organized into descriptive tables that are included in Appendix D of the report. Also included in the Appendices are the research-based framework used to guide the study, a summary of California regulations, all of the data collection instruments, a table of service providers identified in the course of the study, and a report on the classroom observations.

### **Limitations of the Study**

It is essential for a reader of this study to understand the limitations of a study that has focused on only ten school sites in a state with as many schools as California and with as much diversity—even though the sites were carefully sampled according to specified criteria. This study should in some respects be considered exploratory. It provided some very rich information regarding the state of professional development in cultural competency for teachers in California, but it is not possible to generalize beyond these sites and the interviews we conducted with personnel at those sites as well as with service providers who work with schools to develop their cultural competence.

The study is also limited in that there were often contextual factors that impinged on our ability to collect as much information as we would have liked. That is, focus groups sometimes had to be cut short; for one site, we were unable to collect classroom observation data; or administrators differed in their responses to questions about policies and practices, but there was not sufficient time to check on those discrepancies. These are not unexpected occurrences in studies that involve data collection in the real world of schools, but they must be noted.

The qualitative data were coded using a set of *a priori* codes as well as ones that emerged from the analysis of all the data. The results for each of four constructs (and their associated indicators) were then rated independently for each site. Thus the qualitative data were converted into quantitative ratings for each site on all of the indicators under the four constructs. These ratings were used to conduct analyses intended to examine relationships between these ratings and a site's demographic, teacher experience, and achievement data. The large number of indicators, the small number of sites, and the small variation among the sites in terms of achievement all mitigated against finding statistically significant differences or associations.

## Conclusions

The research team identified the following conclusions—organized according to the four constructs used to frame the study—from analyses of all of the data collected for the study.

### Contextual Factors

- Few of the sites actually included the development of cultural competence in their plans for professional development. Teachers in schools in which there is a coherent focus and plan for the development of cultural competence demonstrate a deeper understanding of the concept and more detailed awareness of how to practice it in the classroom. These teachers seemed to have more sophisticated conversations related to the issues and demonstrated a more integrated approach to culturally appropriate instruction.
- While having a plan didn't mean that school staffs were actually using day-to-day strategies that were culturally responsive, some sites that did not have a written plan had a more established infrastructure that evolved into a plan.
- Exploratory correlation coefficients were computed among each of the indicators and API Growth across the sites. The results showed that only one of the indicators, across all four constructs, was statistically significant. Specifically, the context indicator: "infrastructure of the school reflects systemic attention to cultural competence," was statistically significant ( $r^2 = .78$ ,  $p = .008$ ), suggesting that as ratings of this indicator increased, so did the site's API Growth. While this finding must be interpreted with caution due to the number of indicators and the small number of sites, it is suggestive of something that needs additional exploration, and it was broadly supported by those we interviewed—school personnel and service providers alike.
- Sites that were strongest in supporting cultural competence reflected an infrastructure that reflected attention to related issues at all levels and in all the aspects of school life. School staffs and service providers strongly supported the idea that cultural competence needs to be modeled at all levels—policies, practices, leadership, professional development, classroom strategies, community interactions, and so on. This was the only factor (as reported above) of all those analyzed under each of the four constructs that showed a statistically significant relationship with achievement.
- Personnel at sites where there is more attention to cultural competence take it more into consideration in planning instruction. There was evidence of consistency in schools where there was attention to cultural competence. Several aspects of school culture—persistence and single-mindedness along with high expectations for all students, addressing their needs, interests, and cultural backgrounds—were characteristics of schools that were described as being more culturally proficient.

### Availability of Training on Cultural Competence

- Training that teachers receive ranges from superficial presentations on multiculturalism to rigorous experiences designed to develop an understanding of issues related to racism, power dynamics, and poverty.
- Recent professional development opportunities have focused primarily on English language learners and instructional strategies that focus on language.

- Efforts to put on cultural events often take the place of deeper, long-term experiences. Sites seem to think they've met the need or requirement when they've provided such events or in situations where all of the staff have their CLAD credential. Many teachers, however, expressed the fact that their CLAD training was inadequate to prepare them to meet the needs of a diverse student population.
- Teachers in many of the school sites expressed extreme concern that resources are currently very limited for providing even basic instruction, much less a high-quality level of instruction that would address the needs of a diverse population of students.
- Similarly, many teachers were dismayed by current policies that mandate such close adherence to a particular curricular program that they cannot incorporate new practices that they learn through professional development, especially ones that reflect a deeper understanding of culturally appropriate instruction.
- The issue of power dynamics is not really addressed even when training gets into issues of class; some teachers and administrators expressed the need for training to deal with underlying power issues. Issues of power came up with parents also as they expressed the feeling of being marginalized.
- A wide range of service providers offer training to schools and districts that address issues from cultural awareness to culturally responsive pedagogy to issues of class, poverty and power dynamics. There is little evidence that the training provided is extensive or pervasive enough to have the desired effects to address the needs of the large diverse population of California.

### **Effectiveness of Training on Cultural Competence**

- Data from interviews and focus groups revealed that teachers and administrators have a generally good understanding of cultural competency, but they indicated that they definitely needed more information about the implications for instruction, more of the “how to.”
- Participants in the study reported that knowledge and understanding of cultural competence had been gained through training on cultural competence, experience in the field, and interaction with multiple cultures. According to the data, school administrators and teachers had participated in pre-service college courses on multicultural education. However, some expressed dissatisfaction with those courses and acknowledged their lack of preparation to work in multicultural environments.
- It was evident from observations and from all interviews and focus groups that training in general needs to “go deeper.” There were also comments that indicated that training is needed for all school community participants—teachers, administrators, students, parents, and other staff and community members.
- A common suggestion reported was that teachers need more information about pedagogical strategies; some also suggest a need for a coherent framework, approach, and ideas to apply to curriculum development.

- Many teachers indicated that dealing with issues of class was extremely salient, that it superseded everything. They expressed the thought that when they understood the issues related to class and learned more about them, that it had the most power to change their practices and behaviors, and they saw definite outcomes in terms of their practice and effects on student learning—something that was unexpected to them as they participated in the training. Dealing with issues of poverty, however, has been gaining strength with teachers because it deals with what students bring on a cognitive level, how to identify strengths/learning patterns and build on them. It is something teachers are comfortable with; it's very explanatory and makes a lot of sense right away.
- A number of administrators emphasized the importance of using data to understand achievement patterns and to develop instructional strategies that would best meet the learning needs identified in the data.
- There was evidence that there is a continuum of awareness and proficiency, and schools need to conduct their own self-assessments to determine where they are along the continuum and then build the development of cultural proficiency into school plans and into every aspect of school operation so that it is systemic.

### **Community Interactions**

- Parents in our sample of urban, rural, culturally and linguistically diverse populations reported the need for a deeper cultural understanding on behalf of teachers and administrators, to more effectively work in the diverse settings where they serve, bridging across cultures, and bringing parents closer to work in partnership with the schools.
- Parents tended to praise schools for their commitment to their children, but they also expressed a need for deeper cultural understanding and the use of that understanding in school practices.
- Among those that reported feeling more satisfied with their situations were parents who perceive schools as partnerships—as places where the efforts and support to do outreach, to show caring and respect are clearly evident.
- Other parents reported seeing their role as co-educators and felt even though the school does not fully understand their cultural heritage, they see the schools making efforts to provide cultural events and to teach about different cultures in their social studies and reading, although on a limited basis. These parents were aware of the kind of instruction their children receive and acknowledged having basic satisfaction. Some of them sympathized with teachers' time limitations and expressed understanding of their limited flexibility and availability under new mandates.
- Many of the teachers' responses expressed the need for ongoing professional development support and dialogue, teacher action research, and opportunities to be involved with other cultural groups during pre-service experiences. From the other interviews and evidence collected, it is clear that continuity of professional development is essential to maintain the skills and knowledge needed to work in the context of the communities where the schools provide services.

## RECOMMENDATIONS

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The recommendations derived from this study are organized below into three groups of recommendations on policies, practices, and training by service providers. They are from our analyses of all the data—both qualitative and quantitative—collected for the study.

### Recommendations on Policies

- A system of accountability should be established to ensure that teachers and administrators who complete programs under SB2042 and BTSA Induction programs obtain the knowledge and skills they need to be considered culturally competent. A set of guidelines should be developed for what constitutes quality cultural competency training.
- Trainings in cultural competence the district and at the school site should include “experiential” learning. This would include direct involvement with individuals or groups from cultures different from that of the teacher or administrator.
- Because the majority of schools visited indicated an emphasis on district-based BTSA training to support beginning teachers to be culturally competent for the local school community, more resources, training and support for cultural competency training should be made available for BTSA programs.
- The State should sponsor policies, practices and structures to ensure that California-sanctioned curriculum is enhanced with instructional approaches and materials to maximize the achievement of all students. Students, staff and parents should collaborate on a regular basis to examine data about the effectiveness of approaches and materials and make timely adjustments when data indicates they are needed.

### Recommendations on Practices

- The California Department of Education, schools and districts should offer and promote professional learning to meet the needs of changing schools and communities. They should sponsor and promote professional learning that deepens understanding about the culture of the community and how to best meet their needs. They should provide or support culturally appropriate coaching and mentoring for administrators, counselors and teachers.
- Schools should be required to select, develop and implement curricula that reflect multiple diverse perspectives and languages and provide accurate portrayal of historical events and cultural groups. Policies, practices and structures should be established to ensure that California-sanctioned curriculum is enhanced with instructional approaches and materials to maximize the achievement of all students.
- Schools should be encouraged to use multiple assessment measures responsive to student learning styles and cultural background. School site personnel should collaborate with other professionals and parents to teach about and promote culturally responsive assessment. Students, staff and parents should collaborate on a regular basis to examine

data about the effectiveness of approaches and materials and make timely adjustments when data indicates they are needed.

- Schools and districts should create conditions where parents and school staff work together to identify and address needs of diverse cultural populations. They should also create ongoing structures to identify parent needs and assess effectiveness in meeting those needs.
- In order to make cultural competency training most available for teachers, a systematic approach of training and support should happen at the school site. In order to ensure the greatest fidelity of implementation, a system of in-house support should be implemented.
- Schools and districts should provide underperforming K-12 students with curriculum options (paths, not individual courses) that are challenging and rigorous along with differentiated support structures to ensure their success and monitor their progress. Teachers should create safe environments in which multiple perspectives can be shared to enhance the learning of all groups.
- Schools and districts should provide culturally appropriate coaching and mentoring for administrators, counselors and teachers.
- Because it is reported to be difficult for teachers/administrators to get what they need in their credentialing program—training should happen more at the school site.

### **Recommendations for Service Provider Training**

- Because eight of the ten school sites visited indicated some to strong evidence that external providers have given formal/informal cultural competency training, the following recommendations would provide the most effective use of external providers:
  1. Explicit criteria for what represents quality cultural competency training must be provided.
  2. Externally provided trainings should be supported with budgets for classroom follow-up. This way, teachers will be supported as they implement new training ideas into their daily practice.
  3. State mandates should not prescribe which trainings an LEA should implement. Instead, LEA should define locally-applicable topics that need to be addressed, including the culture of poverty and those that meet the needs of both English-only and English Language Learners.
  4. A recommended list of cultural competency trainings for various topics under cultural competency should be made available to LEAs. Recommended trainings include those that promote teacher self-awareness and activities teachers are able to immediately implement.
  5. What is expected has to be explicitly spelled out/communicated both at the district and the school level.

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**APPENDIX A**

**FRAMEWORK: CORE CULTURAL  
COMPETENCIES**

**CONSTRUCTS, INDICATORS AND  
EXPLANATIONS**

## **FRAMEWORK: Core Cultural Competencies**

### **School Level**

#### **Equity-Diversity Priority**

- Stated values/mission are consonant with goals of equity and excellence and promotion of the school's and teachers' cultural competence.
- School plan includes a coherent and credible professional development plan related to cultural competence.
- Policies are in place to promote diversity in staffing and retention of "minority" staff.
- There is no group of students underserved or alienated in the school on the basis of gender, ethnic or cultural group identification, language status, race, national origin, religion, and mental or physical disability.
- The school has established strategies for self-assessment in the realm of cultural competence.

#### **School Safety and Climate**

- Policies and practices are in place to promote the safety of all students and staff.
- The school has a positive climate, conducive to student learning, parent involvement, and teacher professional satisfaction.
- The school has a zero-tolerance policy for racial/ethnic or other slurs and an established plan for dealing with inter-group conflict or student-student conflict.

#### **Students' Access to Core Curriculum and Other School Activities and Resources**

- Policies and practices are in place to ensure equitable student access to programs, courses, benefits, and resources (including extra-curricular activities).
- Policies and practices are in place for data collection and analysis that provide for identifying patterns of attendance, participation in courses/programs, performance, course completion, graduation, etc. (variable, depending on grade level).
- The school (or district) has a range of program options for ELs and appropriate staffing for them that ensure access to the core curriculum.

#### **Curriculum, Instruction, and Materials**

- Administration supports an inclusive curriculum and a range of instructional approaches and practices to meet students' needs.
- Materials are available for teachers and students that represent a range of perspectives and life experiences and do not promote stereotypes. Mechanisms for avoiding biased materials have been established.

#### **School-Community Relations**

- Policies and practices that promote parent and family involvement in students' schooling, including ones that address the power differential between groups, have been established.
- Policies and practices that support two-way communication and adaptation between home and school are established.
- Families are a regular part of equity and cultural competence assessment and framing of plans and actions.
- There is no group of parents disfranchised on the basis of racial, ethnic, religious, socioeconomic, etc. group.
- Community resources are recognized and tapped by the school; community members have a stake in the school.

### **School as a Community of Learners**

The school-level policies, practices, and strategies for problem-solving should collectively promote the institutionalization of cultural competence. New members of the school community would be enculturated to these norms, and if a leader (such as the principal) left, there would be an infrastructure and school culture to carry them forward. A school culture in which teachers and administrators act as a community of learners—willing to collaborate to help each other address their needs and the needs of students and families—is believed by many to be a requirement for the institutionalization of cultural competence in a school.

Indicators of the school’s functioning as a community of learners addressing cultural competence are:

- School staff communicate freely and often.
- School staff believe there is consonance between the school’s stated values and actions.
- School staff express comfort in interacting and learning about each other, across ethnic/racial/cultural/gender lines.
- School staff are willing to examine beliefs and practices in the interests of equity.
- School staff experience a climate in which learning is valued over avoiding mistakes, and there is trust among teachers and administrators.

### **Classroom Level**

#### **Teachers’ Attitudes and Approach to Diversity**

- Teachers actively learn about their own cultures, the culture of school, and the cultures of their students.
- Teachers recognize and respect students’ different life experiences and recognize the cultural resources of communities.
- Teachers and students have appropriate language for talking about their own culture and asking others about theirs (Lindsey, Robins, & Terrell, 2003. p. 119).
- Teachers examine their own beliefs, attitudes, and expectations related to students’ gender, culture, race, ethnic group identification, national origin, religion, language status, and mental or physical ability, and seek to learn about and implement practices that foster equity.
- Teachers collaborate with and learn from their peers who are knowledgeable about students’ languages and cultures.

#### **Students’ Social and Emotional Development**

- Teachers understand the complexity of identity development for students who are crossing cultural borders and demonstrate acceptance of aspects of students’ identities (language, dialect, personal histories, and families’ values).
- Teachers recognize that students’ identities are both individual and group-related.
- Teachers promote leadership among all kinds of students and are responsive to different patterns of social development (particularly applicable to gender).
- Teachers recognize students needs to interact with students with whom they identify and also promote interactions across ethnic, racial, linguistic, and gender lines. They support opportunities for both.
- Teachers recognize different cultural expectations and parental goals that influence how students are comfortable interacting and being grouped socially.

### **Classroom Climate and Safety**

- Students and teachers judge the classroom climate to be positive.
- Students and teachers report feeling safe in the classroom.
- Students report or exhibit a sense of belonging in the classroom.
- Racial and other slurs are addressed immediately, and difference-based conflicts such as sexual harassment are resolved and used as learning opportunities.

### **Student Engagement**

- Students exhibit a high degree of engagement in classroom activities.
- There is no systematic pattern of disengagement of students from any identifiable group associated with gender, race, culture, etc.

### **Curriculum and Instruction**

- Teachers hold high expectations for students and seek to tailor instruction to help students meet them.
- Curriculum is challenging, addressing California content area standards.
- Teachers recognize that students have different patterns of ability and preferred ways of interacting (participant structures) and use differentiated instructional strategies in order to reach all students.
- Instructional practices allow for student choice and capitalize on student interests.
- When a student is having difficulty meeting standards, the teacher alters instruction and/or seeks additional support.
- Curriculum is inclusive, i.e., it actively reflects perspectives and life experiences of students/families from all backgrounds.
- Classroom materials are reflective of students' interests and cultural perspectives as well as new content and perspectives.
- Curriculum is meaningful to students, and teachers make links to students' prior knowledge and experience.

### **English Language Learners and Second Dialect Learners**

- Teachers are familiar with the various programs for English language development.
- Teachers understand the purposes, content, and uses of California's ELD standards and the CELDT.
- Teachers use information about students' language proficiency, including first language knowledge and literacy in English or another language to provide appropriately differentiated instruction to ELs.
- Teachers collaborate with specialist and para-educators to support ELs' learning of English and academics.
- Teachers understand issues in second language acquisition and use appropriate strategies to promote ELs' continued English acquisition, particularly academic English.
- Teachers implement instructional strategies that support academic development of ELs.
- Teachers ensure that ELs' language and academic progress are monitored frequently and that support services are obtained when needed.
- Teachers respect students' home dialects. They understand students' dialect differences and use that knowledge to help students acquire aspects of Standard English as needed.

### **Assessment**

- Teachers ensure that students and parents understand the purposes and importance of different types of assessment and testing.

- Teachers formally and informally monitor students' progress toward state-adopted content standards on a consistent basis and alter instruction as needed.
- Teachers use multiple methods to assess students and elicit many samples of performance over time.
- Teachers ensure that assessment and grading practices are fair and unbiased.
- Teachers are cautious in the interpretation and use of scores on standardized tests.
- (See also indicators under English Language Learners...above.)

**Collaboration with Parents and Community**

- Teachers use cultural knowledge to communicate successfully with parents about the school and learn from parents about their experiences as well as hopes and goals for their children.
- Teachers support parents to learn new ways to help their children learn, if so desired by parents.
- Teachers look for ways to make parent involvement in schooling possible, through flexibility in tasks and timing.
- Teachers work constructively with community members and tap the resources of the community for enhancing instruction and school-community links.

**Indicators Related to Contextual Factors**

<i>Contextual Factors</i>	
District and school policies support the cultural competence of the school	Evidence of any policies at the school or district level that support the development of cultural competence. Includes mandated practices, requirements for training, and curricular programs or classroom practices
School plan addresses cultural competence	Evidence that school plan or professional development plan specifically addresses the development of cultural competence for teachers, administrators, and/or paraprofessionals
School climate is described as culturally-responsive	Evidence from any respondents that reflects sense that school faculty is generally responsive to the cultural backgrounds of the students
Staff is described as cohesive and culturally sensitive	Evidence that staff is collaborative and acknowledges the importance of responding to and respecting the cultural differences of students and their families
Hiring practices reflect attention to diversity/representativeness of the staff	Evidence that there are specific policies in hiring practices that establish priorities for ensuring representativeness of the staff or that specify requirements for developing cultural competence
Compensation reflects adequate pay for teachers well trained on cultural competence	Evidence that school or district has established a pay scale to attract teachers who have had cultural competence training
Incentives provided to participate in training on cultural competence	Evidence that incentives are provided to teachers who participate in cultural competence training
Infrastructure of the school reflects systemic attention to cultural competence	Evidence that the school reflects systematic attention to cultural competence in its policies, school plan, professional development requirements, hiring practices and compensation, school and classroom practices, leadership, and community interactions
Adequate resources to support cultural competence in the school	Evidence that school has financial and instructional resources to support the development of cultural competence
School practices support the development of cultural competence	Evidence that school practices including policies and practices related to instruction, school climate, and community interactions support the development of cultural competence
Leadership/vision to support cultural competence	Evidence that there is strong leadership on part of administrators, teachers, or others that provides the vision and strategies to build cultural competence

**Indicators Related to Availability of Training**

<i>Indicators of the Availability of Training on Cultural Competency</i>	
Pre-service training is required for teachers	If no one or few teachers were required to have pre-service training, the school was given a “1”. If, for example, only those teaching ELD were required to have training, but no other teachers at the school, those schools were rated as a “2”. Finally, school sites where all teacher were required to have pre-service training were given a “3”. It should be noted that this does not necessarily mean that all teachers have their CLAD or BCLAD. There was an explicit requirement made by the school or district; some teachers may be in the process of meeting those requirements.
Trainings provided have had common thread/approach	When coding for common thread or approach, schools were rated according to whether or not they articulated an overall, common focus or approach for cultural competency trainings in which the school had participated. For example, schools may have focused on language or had a common manner of training implementation (e.g., workshops with follow-up observations in the classroom).
In-service training is provided at school	Because proximity and ease with which teachers can access trainings increases availability of trainings, this indicator was defined specifically as whether or not trainings were offered at the school. This rating was independent of whether or not the training at the school site was provided by internal or external providers. A school was given a “1” if their school site offers few or no trainings at the school itself, a “2” if many trainings happened at the school site (as well as off-site), and a “3” if most or all trainings happened at the school site.
Local providers available for formal/informal training related to cultural competency	For this indicator, the term “internal” was defined as any provider that was a school or district employee. Included in internal were BTSA programs, GLAD <sup>1</sup> trainings done by teachers at a school site, and other in-service and PD workshops led by district trainers. If little or no training was done by school or district personnel, the school was rated as a “1”. The most extensive model of internal providers was in a large, urban district in which all professional development was done in-house, with coaches at each of the school sites, which was given a “3”. In the case that training was given by an outside provider, but follow-up was done by district staff, it was rated as both an internal (for the follow-up training) and external (for the original training).
Training in cultural competency is required for teachers, administrators, other staff	The rating for this indicator was determined by an analysis of both who attended the trainings, as well as whether or not it was required. For example, in some schools only ELD teachers were required to attend cultural competency trainings. In others, all administrators, teachers and staff were required to participate. Schools at which no or few teachers, administrators and staff were required to have cultural competency training received a “1”. Schools that received a “2” were those where, for example, many teachers taught ELD classes and were required to have cultural competency training/credentials such as CLAD or BCLAD. Schools that required all teachers, administrators and staff to have some form of cultural competency training received a “3”.
External providers have given formal/informal cultural competency training	For this indicator, “external” was defined as any provider not a school or district employee. This included outside consultants, conferences, and outside vendors who put on formal or informal professional development at the school site.
Identified needs for training indicate that most needs are being met	This rating largely depended on the qualitative comments by teachers, school and district administrators, and parents.

<sup>1</sup> The Guided Language Acquisition Design (“GLAD”) is a model of professional development that focuses on research, theory, and practical, effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills.

**Indicators Related to Effectiveness of Training**

<i>Indicators of Effectiveness of Training on Cultural Competency</i>	
School community reflects general understanding of cultural competency (administrators, teachers, parents, students)	Most respondent interview protocols included questions about their understanding of cultural competence. If there was strong evidence that most respondents had an in-depth understanding, the school site was given a “3”. On the other hand, sites where there was little or no understanding or where it was limited to discussing issues related to learning English, they were given a “1”.
School practices reflect cultural competency	These practices are identified below in Exhibit 7. If school site personnel reported a significant number of school practices that reflected an intent to be culturally responsive, the site was given a “3”.
Curriculum integrates aspects of cultural competency	Information related to this indicator was drawn from interview questions on the curricula used in the school and from classroom observations. If the curricula in various content areas reflected attention to culturally responsive content and pedagogy, the school was rated accordingly.
Classroom practices (as reported) reflect culturally-responsive pedagogy	Classroom practices that reflect cultural competency are included in Exhibit 6 below. Information for this indicator was drawn from interviews, the teacher survey, and classroom observations.
Expressions of satisfaction with/usefulness of cultural competency training	Information for this indicator was drawn from administrator interviews, teacher focus groups, and the teacher survey. If there was substantial evidence in comments for a particular school, the school was rated “3”. Contrariwise, if there was little or no evidence, the school was given a “1”.
School-community connections as a result of training on cultural competency	A school was given a high rating on this indicator only if their comments (administrators, teachers) indicated that positive interactions with the community resulted from cultural competency training.

**Indicators Related to Community Interactions**

<i>Indicators of Interactions with Community</i>	
Community-oriented school practices that reflect cultural competence	Evidence of whether school is responsive to the community, to what extent they had been successful in involving the community
School-community interactions are reported to be positive	Reported family involvement by all interviewed members of the school community, so as to identify all the instances in which such interactions were reported as a positive experience
Community has positive expectations for school and parents	Instances in which positive expectations of teachers and students were acknowledged, giving an overall sense of values shared and congruity between home and school understanding and vision for children’s education
Parents strive to be and feel comfortable being involved with school	Evidence of parents’ expectations and their level of comfort with the school; also perspectives from teachers, students and administrators, specific comments about parents’ efforts, rapport with parents and/or quality of involvement
Parents indicate that school/teachers respect the cultural backgrounds of their students and build on the knowledge of cultural backgrounds in practices	Parent satisfaction and understanding of school policies was combined with school and classroom practices to analyze how these two perspectives relate to each other; focuses on parents perspectives, and their level of satisfaction with the school community

**Appendix B**  
**California Regulations/Legislation**

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## California Regulations/Legislation

### SB2042 Standards

#### **Program Standard 5, Equity, Diversity, and Access to the Core Curriculum**

Candidates understand principles of educational equity and diversity and implementation in curriculum content and school practices for all students...equitable access to the core curriculum.... Ensure educational equity for all students. Candidates learn to identify, analyze, and minimize personal and institutional bias.... Candidates learn about background experiences, languages, skills and abilities of student populations... apply pedagogical practices that provide curriculum access and lead to high achievement...Learn about historical and cultural traditions of major cultural and ethnic groups in California and examine effective ways to include cultural traditions and community values and resources in the instructional program...Learn to create a classroom community that contributes to the physical, social, emotional, and intellectual safety [sic] of all students.... Candidates have opportunities to examine own beliefs, attitudes, and expectations related to gender and to apply pedagogical practices that create gender-fair learning environments...same re other aspects of diversity... responsiveness to different learning needs and support for extracurricular activities.

**Preparation Standard 7, Preparation to Teach Reading-Language Arts** refers to cultural diversity in materials, recognizing role of school and home literacy practices, and attending to research on teaching ELLs.

**Preparation Standard 13, Preparation to Teach English Learners-** skills and abilities to deliver comprehensive instruction to ELLs; knowledge of state and federal legal requirements... knowledge and application of pedagogical theories, principles and practices for ELD leading to comprehensive literacy in English and for the development of academic language...skills for facilitating EL acquisition and development... ability to use assessment information re language and to teach to academic content standards... learn re factors that affect language acquisition... Candidates understand purposes, content and uses of the CA ELD Standards and CELDT.

**Appendix A, Teaching Performance Expectations** includes a section titled Engaging and Supporting Students in Learning that has **TPE 7, Teaching English Learners**. .. elaborates on Preparation Standard 7 a little... teacher candidates draw upon information about students' backgrounds and prior learning, including assessed levels of English and their first languages, as well as proficiency in English..... provide instruction differentiated to ELLs... collaborate with specialists and para-educators to support ELD.

Other provisions/standards that could apply in some way are:

**Preparation Standard 10, Preparation for Learning to create a Supportive, Healthy Environment for Student Learning.** It refers to learning and applying skills for communicating and working constructively with students, their families, and community members.... and “respectful and productive teacher relationships with families and local communities”... more on knowledge of the community, etc. Understanding what can lead to conflict and violence and promote safety are also mentioned.

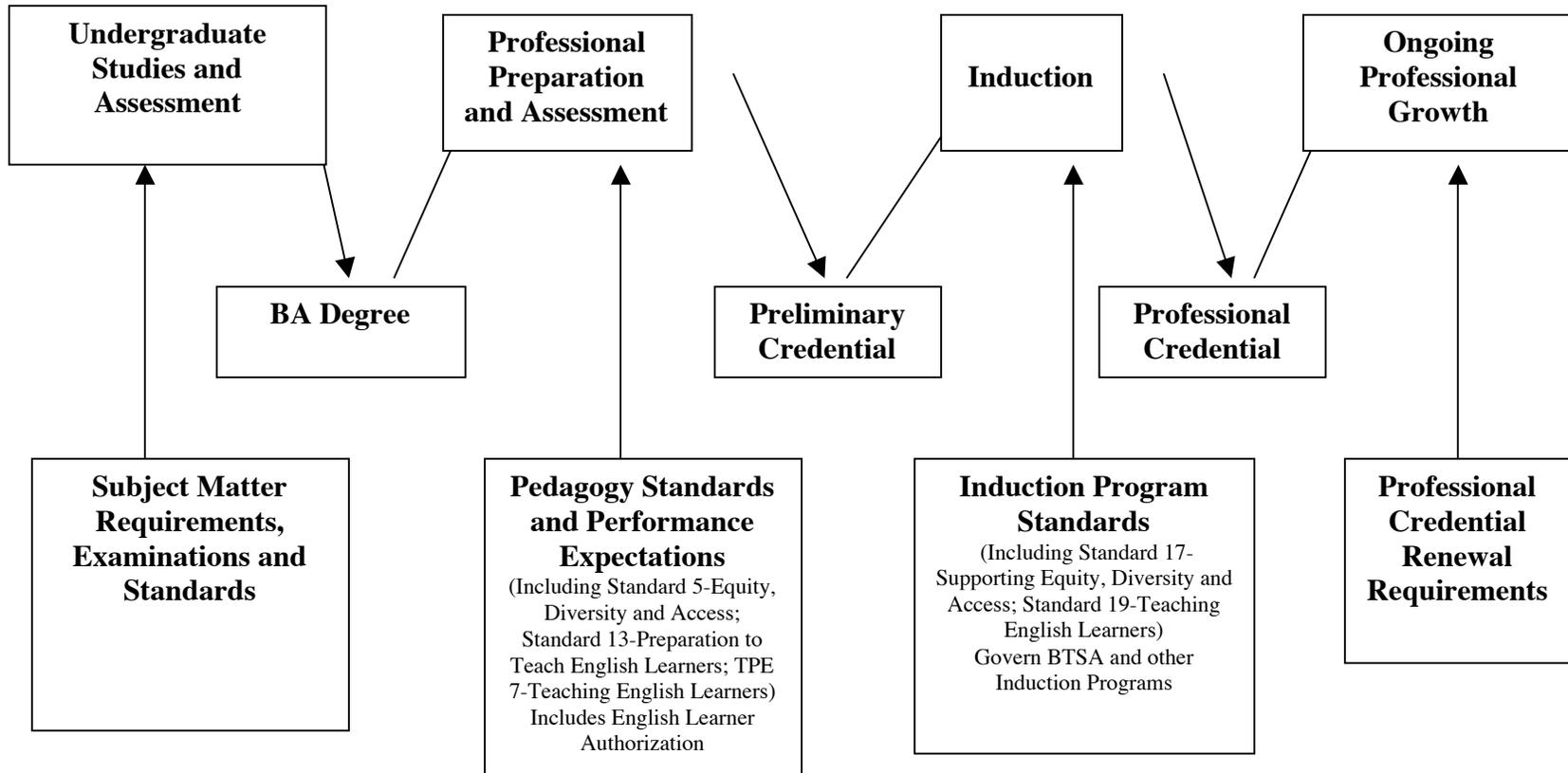
Scope of diversity seems to include: ethnicity (and race), culture [overlapping and broad term], gender, SES, ability/handicap, language status. Not sure re gender orientation/ identity, religion, national origin. With regard to SB2042, gender, language status, SES, culture, and ability are mentioned as components of diversity.

**AB 537, Chapter 587** specifies that students are entitled to equal rights regardless of *sex, ethnic group identification, race, national origin, religion, or mental or physical disability*. This provision is repeated vis-à-vis rights to a safe environment, and *color* is added. Language status is not mentioned.

**Assembly Bill 54** provides for evaluating the availability and effectiveness of cultural competency training in teacher credentialing programs and professional development programs and impact—by examining policies, practices, and outcomes in 10 schools. Make recommendations for improving access and quality, further studies, a model program.

**APPENDIX C**  
**CURRENT CALIFORNIA CREDENTIALING SYSTEM AND STANDARDS**

### Components of California's Learning to Teach System for the Multiple and Single Subject Credential under SB 2042



**Standards of Quality and Effectiveness for  
Teacher Preparation Programs for  
Preliminary Multiple and Single Subject Teaching Credentials**

**Standards Related to Cultural Competency**

**Program Standard 5: Equity, Diversity and Access to the Core Curriculum for All Children**

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning, are shaped, informed and impacted by diversity in California society, including differences in socioeconomic status. Candidates know the protections afforded by Assembly Bill 537, Chapter 587, Statutes of 1991 and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

**Program Elements for Standard 5: Equity, Diversity and Access to the Core Curriculum**

*An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.*

- 1(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
- 1(b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.
- 1(c) The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.
- 1(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.
- 1(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.
- 1(f) The program provides each candidate with the capacity to recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

**Program Standard 13: Preparation to Teach English Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition

and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition. An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

**Program Elements for Standard 13: Preparation to Teach English Learners**

- 13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.
- 13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.
- 13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.
- 13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.
- 13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.
- 13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.
- 13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- 13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students' family and cultural backgrounds and experiences.

## Teaching Performance Expectations

### B. ASSESSING STUDENT LEARNING

#### **TPE 7: Teaching English Learners**

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.<sup>1</sup> They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

### F. DEVELOPING AS A PROFESSIONAL EDUCATOR

#### **TPE 12: Professional, Legal, and Ethical Obligations**

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district

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<sup>1</sup> Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

## **Standards of Quality and Effectiveness for Professional Teacher Induction Programs**

### **Foundational Standards for All Multiple Subject and Single Subject Professional Teacher Induction Programs**

#### **C: Teaching All Students in California Schools**

##### **Program Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum**

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students, providing equitable access to the core curriculum, and enabling all students to meet the State-adopted academic content standards and performance levels for students. Participating teachers identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. The program provides opportunities for each participating teacher to design and implement equitable learning opportunities that maximize achievement and academic success for all students, with specific attention to the protections provided under the provisions of Assembly Bill 537, Chapter 587, Statutes of 1999<sup>2</sup>. Each participating teacher examines and analyzes personal and institutional biases that impact student learning and seeks to eliminate them from professional practice.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

##### **Program Elements for Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum**

- 17(a) Each participating teacher develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and performance levels for students.
- 17(b) Each participating teacher systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities, knows their impact on student learning and uses only those instructional strategies that effectively maximize academic performance for all students.

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<sup>2</sup> Full text of Assembly Bill 537, Chapter 587, Statutes 1999 maybe found in the Appendix.

- 17(c) Each participating teacher assesses students' specific learning needs in order to plan and provide appropriate learning opportunities to master the State-adopted academic content standards and performance levels for students.
- 17(d) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.
- 17(e) Each participating teacher examines his/her beliefs, attitudes, and expectations related to gender and sexual orientation, and creates gender-fair, bias-free learning environments.
- 17(f) Each participating teacher recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.
- 17(g) Each participating teacher recognizes institutional bias in schools and larger educational systems, and works to overcome its effects on students by focusing on each student's ability to meet the State-adopted academic content standards for students at high performance levels.

**Program Standard 19: Teaching English Learners**

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

*As a part of the program approval process, the program collects evidence to demonstrate that this standard, including all of the following elements, has been met.*

**Program Elements for Standard 19: Teaching English Learners**

- 19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- 19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.
- 19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.
- 19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- 19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes,

contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

- 19(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.
- 19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.
- 19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.
- 19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.
- 19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.
- 19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

**APPENDIX D**  
**DEMOGRAPHIC DATA TABLES**

**Table 1: Socioeconomic Status of Site Families by School Sites Visited (N = 8733 Students)**

Site #	Total # Students	% Students Eligible Free/Reduced Meals	% Students on CalWORKS	Tract Population	% Minority in Tract	Tract Income Level*	2004 Est. Tract Median Family Income
1	754	94%	39%	4,778	99%	low	\$19,951
2	757	92%	5%	11,154	67%	middle	\$64,756
3	700	94%	13%	5,976	73%	moderate	\$40,085
4	223	57%	12%	2,551	20%	middle	\$89,015
5	435	100%	42%	6,863	39%	moderate	\$28,694
6	741	80%	23%	4,722	54%	middle	\$38,854
7	1,404	56%	29%	6,751	90%	middle	\$47,288
8	1,431	57%	13%	4,817	99%	moderate	\$28,291
9	1003	79%	27%	7,256	92%	moderate	\$50,107
10	1,285	79%	24%	5,641	33%	middle	\$40,825
<b>Averages Across Sites</b>	873	77%	23%	6,051	67%	middle	\$44,787

\*If the Median Family Income % is < 50% then the Income Level is Low.  
 If the Median Family Income % is >= 50% and < 80% then the Income Level is Moderate.  
 If the Median Family Income % is >= 80% and < 120% then the Income Level is Middle.  
 If the Median Family Income % is >=120% then the Income Level is Upper.  
 If the Median Family Income % is 0% then the Income Level is Not Known.

Tract data were retrieved from the Federal Financial Institutions Examination Council's (FFIEC) Web site: <http://www.ffiec.gov>. All other site data comes from the CA State Department of Ed site: <http://www.cde.ca.gov/re/sd/index.asp>.

**Table 2: Teacher Demographics by School Site (N = 426)**

Site #	# of Teachers	% Gender		% Ethnicity							
		Male	Female	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple/No Response
1	37	30	70	0	8	0	5	22	49	16	0
2	37	38	62	0	0	0	0	43	3	54	0
3	38	5	95	2	0	0	0	37	0	58	3
4	15	33	67	7	7	0	0	0	20	53	13
5	26	15	85	0	4	0	0	4	0	89	4
6	47	23	77	0	13	0	0	15	32	68	2
7	64	41	59	0	6	0	3	17	10	64	0
8	58	45	55	0	2	0	2	12	12	72	0
9	46	27	19	0	2	0	9	2	26	61	0
10	58	60	40	0	2	2	0	8	0	88	0
<b>Averages Across Sites</b>	<b>43</b>	<b>38%</b>	<b>62%</b>	<b>1%</b>	<b>4%</b>	<b>&lt; 1%</b>	<b>2%</b>	<b>16%</b>	<b>15%</b>	<b>63%</b>	<b>2%</b>

**Table 3: Teacher Credentialing and Teaching Experience by School Site (N = 426)**

Site #	# of Teachers	# 1 <sup>st</sup> Year Teachers	# 2 <sup>nd</sup> Year Teachers	Average Years Teaching	Average Years in District	# Credential Types					
						Full	Univ. Intern	Dist. Intern	Pre-Intern	Emergency	Waiver
1	37	0	5	8	7	18	5	4	5	7	0
2	37	4	3	10	9	24	4	1	5	3	0
3	38	1	2	9	7	36	0	0	0	2	0
4	15	0	1	11	11	14	0	0	1	1	0
5	26	0	0	13	9	26	0	0	0	0	0
6	47	3	3	13	11	42	1	1	0	3	1
7	64	11	0	12	10	52	6	0	3	5	1
8	58	2	1	10	9	56	1	0	0	1	0
9	46	1	2	13	7	37	4	3	1	3	0
10	58	3	9	12	11	48	4	4	1	1	0
<b>Totals Across Sites</b>	<b>426</b>	<b>25</b>	<b>26</b>	<b>10</b>	<b>10</b>	<b>353</b>	<b>25</b>	<b>13</b>	<b>16</b>	<b>26</b>	<b>2</b>

**Table 4: Students' Ethnicity by School Site (N = 8733)**

Site #	# of Students	% Ethnicity							
		American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White	Multiple/ No Response
1	754	< 1	< 1	0	0	65	34	0	0
2	757	0	0	0	0	99	0	0	1
3	700	< 1	< 1	0	< 1	91	3	4	< 1
4	223	2	15	0	0	27	33	16	7
5	435	7	22	< 1	< 1	10	5	41	13
6	741	0	13	0	0	56	7	24	0
7	1404	3	14	1	13	47	16	6	0
8	1431	< 1	1	< 1	< 1	56	31	10	0
9	1003	< 1	5	< 1	2	43	47	2	0
10	1285	3	26	< 1	1	25	3	38	3
<b>Averages Across Sites</b>	<b>873</b>	<b>1%</b>	<b>10%</b>	<b>&lt; 1%</b>	<b>2%</b>	<b>52%</b>	<b>18%</b>	<b>14%</b>	<b>2%</b>

**Table 5: Student Languages other than English by School Site (N = 8733)**

Site #	# of Students	% ELs	# Home Languages	Top 5 Languages Other than English and % Speaking (of Total Enrollment)				
				Lang 1	Lang 2	Lang 3	Lang 4	Lang 5
1	754	49%	3	Spanish 49%	Khmer < 1%			
2	757	72%	2	Spanish 72%				
3	700	88%	5	Spanish 87%	Vietnamese < 1%	Cantonese < 1%	Other < 1%	
4	223	14%	8	Spanish 9%	Cantonese 2%	Gujarati 1%	Korean < 1%	Lao < 1%
5	435	25%	7	Hmong 14%	Spanish 6%	Mien 4%	Punjabi < 1%	Filipino (Tagalog) < 1%
6	741	44%	9	Spanish 28%	Hmong 13%	Mien 2%	Portugese < 1%	Punjabi < 1%
7	1404	19%	11	Spanish 12%	Hmong 3%	Khmer 1%	Filipino (Tagalog) 1%	Other 2%
8	1431	22%	5	Spanish 21%	Filipino (Tagalog) < 1%	Khmer < 1%	Samoan < 1%	
9	1003	34%	6	Spanish 30%	Filipino (Tagalog) 1%	Lao < 1%	Mien < 1%	Hindi < 1%
10	1285	30%	6	Hmong 16%	Spanish 13%	Punjabi < 1%	Rumanian < 1%	Japanese < 1%
<b>Averages Across Sites</b>	<b>873</b>	<b>38%</b>	<b>6</b>	--	--	--	--	--

Across all sites, Spanish was the most common home language spoken, with 31% of all families (across all sites) speaking Spanish at home. The next most common home language was Hmong, with 5% of all families speaking Hmong at home.

**Table 6: ELLs Enrolled in Specific Instructional Settings by School Site (N = 8733)**

Site #	# of Students	% English Learners	% ELLs Enrolled in Specific Instructional Settings				
			Structured English immersion	Alternative course of study	English language mainstream classes (% meeting criteria)	English language mainstream class (parental request)	Other instructional settings
1	754	49%	98%	< 1%	2%	0	0
2	757	72%	0%	28%	21%	0	51%
3	700	88%	22%	64%	13%	< 1%	0
4	223	14%	97%	0	0	3%	0
5	435	25%	100%	0	0	0	0
6	741	44%	45%	0	55%	0	0
7	1404	19%	68%	0	0	0	32%
8	1431	22%	26%	0	65%	0	9%
9	1003	34%	71%	0	28%	2	0
10	1285	30%	13%	0	18%	0	69%
<b>Average Enrollment Across Sites:</b>			<b>41%</b>	<b>17%</b>	<b>22%</b>	<b>&lt; 1%</b>	<b>20%</b>

**Table 7: ELLs Receiving Instructional Services by School Site (N = 8733)**

Site #	# of Students	% English Learners	% ELLs Receiving Instructional Services					
			ELD Services	ELD & SDAIE	ELD & SDAIE w/ primary lang. support	ELD & academics through primary lang.	Other instructional Services	Not receiving any EL instructional services
1	754	49%	0	32%	5%	0	63%	0
2	757	72%	72%	0	0	28%	0	0
3	700	88%	0	13%	23%	64%	0	0
4	223	14%	0	59%	38%	0	3%	0
5	435	25%	0	100%	0	0	0	0
6	741	44%	55%	0	45%	0	0	0
7	1404	19%	5%	57%	6%	0	32%	0
8	1431	22%	65%	< 1%	25%	0	0	9
9	1003	34%	20%	50%	0	0	8%	23%
10	1285	30%	35%	23%	8%	0	4%	30%
<b>Averages Across All Sites:</b>			<b>30%</b>	<b>22%</b>	<b>13%</b>	<b>17%</b>	<b>11%</b>	<b>7%</b>

**Table 8: Language Census Teachers by School Site (N = 426)**

Site #	Total # of teachers	# of teachers providing programs for ELLs	# providing primary lang. instruction	# providing SDAIE & ELD	# providing SDAIE only	# providing ELD only
1	37	15	0	15	0	0
2	37	35	8	2	0	25
3	38	36	19	17	0	0
4	15	10	0	9	1	0
5	26	23	0	23	0	0
6	47	28	0	0	0	28
7	64	12	0	2	9	1
8	58	21	0	1	3	17
9	46	10	0	2	5	3
10	58	10	1	0	5	4
<b>Totals Across Sites</b>	<b>426</b>	<b>200</b>	<b>28</b>	<b>71</b>	<b>23</b>	<b>78</b>

**Table 9: 2004-2005 CELDT Results by School Site (across grades)**

<b>Site #</b>	<b># Students Tested</b>	<b>% Advanced</b>	<b>% Early Advanced</b>	<b>% Intermediate</b>	<b>% Early Intermediate</b>	<b>% Beginning</b>
1	202	11	20	36	24	9
2	463	3	15	33	23	26
3	726	10	24	33	23	10
4	20	25	35	30	5	5
5	89	3	26	42	25	4
6	270	0	8	50	31	11
7	301	16	40	32	6	6
8	290	9	38	40	11	2
9	318	19	36	23	10	12
10	363	15	47	28	7	3
<b>Average % Across Sites</b>	<b>3042</b>	<b>11%</b>	<b>29%</b>	<b>35%</b>	<b>16%</b>	<b>9%</b>

**Table 10: STAR Performance by School Site**

<b>Site #</b>	<b>STAR 2004 % Tested</b>	<b># Students included in API Growth</b>	<b>2004 API Growth</b>	<b>2003 API Base</b>	<b>2003-04 Growth Target</b>	<b>2003-2004 Growth</b>
1	99%	461	650	637	8	13
2	72%	545	547	523	10	13
3	99%	231	611	672	6	-61
4	100%	144	667	666	7	1
5	100%	295	623	595	10	28
6	100%	345	736	693	5	43
7	99%	1301	590	268	12	22
8	99%	1317	574	617	9	-43
9	97%	612	456	449	18	7
10	99%	845	583	567	12	16
<b>Averages Across Sites</b>	<b>96%</b>	<b>610</b>	<b>604</b>	<b>570</b>	<b>10</b>	<b>4</b>



**APPENDIX E**

**STUDY INSTRUMENTS**

# Evaluation of Cultural Competency Training for California Educators

## Administrator Interview Protocol

Name of Respondent: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Position: \_\_\_\_\_ Date/Time: \_\_\_\_\_

School: \_\_\_\_\_

### *Background*

1. Please tell me briefly about your background as the [*specific role*] at this school. (*Probes: length of time in position; length of time as principal (or other administrator) at any school; involvement in developing policies or practices to address the needs of English learners or minority students*).
2. What are the student demographics of your school? Have these statistics changed much over the last few years?

### **Knowledge regarding cultural competency**

3. As we have indicated, AB54 calls for a study of cultural competency training? What is your interpretation of cultural competency?
4. What is your understanding of what is currently required of teachers in this state that related to cultural competency? (*Probe: What do you think is required of schools or districts to help teachers meet the requirements?*)
5. Have you participated in any programs designed to build the cultural competency of administrators? *If so...* Can you describe it/them? How did you feel about the quality of this/these program(s)? (*Probes: If the answer to the initial question is "no," ask: If you wanted to develop your own knowledge of ways to be culturally competent, how would you access such training?*)

### ***Experiences with cultural competency training***

6. What professional development have teachers and administrators had during the current year or in the last couple years? Has any other staff been involved, e.g., paraprofessionals? (*Probes: What was the content? Who provided it? How many sessions/hours? What was the quality of the professional development? Would you recommend it to a colleague? Are there any changes in policy or practice that occurred as a result of any of the training?*)
7. What training has been most successful? Least successful? (*Probes: What are (or would be) your criteria for considering it successful? What feedback have you gotten from teachers?*)
8. What additional professional development related to cultural competency is planned for this year?

### ***District/school policies and practices related to cultural competency***

9. What is your school's mission statement (or what are key elements of your mission statement)?
10. How would you say your school works toward ensuring that teachers are culturally competent? (*Probes: What does cultural competency mean in your school? What particular needs does your school have regarding cultural competency? (e.g., mix of students, teachers' needs for professional development in certain areas.)*)
11. Is cultural competency addressed in your school plan? In what way? (*Probe: Is it identified using other terminology?*)
12. Do you have a professional development plan for helping staff to continue to develop cultural competency?
13. Are there other formal ways, such as grade-level [departmental] meetings, in which cultural competency is addressed? (*Probe: examples*)
14. What policies or practices in place are directed at increasing or maintaining diversity of the school staff? (*Probe: Is there any particular support structure for new "minority" staff?*)
15. What policies are in place to ensure equitable access for students to resources and programs [courses]?

### **Classroom practices**

16. What programs or policies are in place that focus on the needs of English learners? (*Probe: Have general education teachers participated in professional development re: ELLs? Of what nature? Impact?*)
17. Are there policies that allow flexibility in curriculum and instruction, so that teachers can meet the needs of all students? What kinds of instructional strategies do you know about that

teachers use to meet the needs of diverse students or to accommodate the different cultures from which these students come?

18. What steps does the school take to ensure that materials for the library or classrooms are representative of different groups' experiences and do not perpetuate stereotypes?

#### **School climate**

19. How would you characterize the culture of the school, in terms of how all of the members of the school community work together?
20. Are there policies in place related to school safety and promoting a positive school climate—particularly with regard to managing diversity issues? How are racial or ethnic conflicts handled?

#### **Responsiveness to community**

21. What relationship does the school have with the wider community? (*Probes:* How is the community involved? How would you say the community regards the school?)
22. How does the school promote parent and family involvement? What strategies have been successful?
23. How does the school promote communication to and from families?
24. Are there any groups of parents whom you have had difficulty involving in the school? What has the school done to address that problem?

#### **Recommendations**

25. In addition to what is already in place, what else would support the continued development of cultural competence within your school?
26. What would you advise a fellow administrator coming into a school like yours to do to get his or her school on-track towards cultural competence?
27. What advice would you give to the Commission on Teacher Credentialing about how to ensure that California schools and educators are culturally competent?

## Evaluation of Cultural Competency Training for California Educators

### District ELL Coordinator Interview Protocol

Name of Respondent: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Position: \_\_\_\_\_ Date/Time: \_\_\_\_\_

School: \_\_\_\_\_

#### *Background*

1. Please tell me briefly about your background for your position as ELL Coordinator in this district. (*Probes*: length of time in position; length of time in similar position (or other administrator) at any school; involvement in developing policies or practices to address the needs of English learners or minority students.)
2. What are your responsibilities in your position?
3. What are the ELL student demographics of your school? (*Probe*: Are there any subpopulations within linguistic/ethnic groups, e.g., recent immigrants vs. those who have been in the U.S. for some time, migrant families, etc?) Has the ELL population changed much over the last few years? (If yes, *Probe*: Please describe how.)

#### **Knowledge regarding cultural competency**

4. As we have mentioned, AB54 calls for a study of cultural competency training. How would you interpret the use of the term, “cultural competency,” in this legislation?
5. What is your understanding of what is currently required of teachers in this state that is related to cultural competence? (*Probe*: What do you think is required of schools or districts to help teachers meet the requirements?)

***Experiences with cultural competency training***

6. Did you have any pre-service coursework on cultural competency? Can you describe it?
7. Have you participated in any other programs designed to build your own cultural competency and that of other administrators? If so... Can you describe it/them? How did you feel about the quality of this/these program(s)? (Probes: Is there anything else you would have liked to see included? If the answer to the initial question is “no,” ask: If you wanted to develop your own knowledge of ways to be culturally competent, how would you go about accessing such training? )
8. What professional development or training have teachers and administrators in this district had during the current year or in the last couple of years? (Probes: What was provided by district and/or by outside providers? Who participated in the training(s)? [We are interested in training that was provided for ELL specialists as well as others, e.g., classroom teachers.] What was the content? Who provided it? How many sessions/hours? What was the quality of the professional development? Would you recommend it to a colleague? Are there any changes in policy or practice that occurred because of any of the training?)
9. What professional development or training (or aspects thereof) has been most successful? Least successful? (Probes: What are (or would be) your criteria for considering it successful? What feedback have you gotten from teachers?)
10. What additional professional development related to cultural competence is planned for this year?

***District/school policies and practices related to cultural competency***

11. How would you say your school works toward ensuring that teachers are culturally competent? (Probes: What does cultural competence mean in your school? What particular needs does your school have regarding cultural competence? (e.g., mix of students, teachers’ needs for professional development in certain areas.))
12. Is cultural competence addressed in your school plan? In what way? (Probe: Is it identified using other terminology?)
13. Does the school have a professional development plan for helping staff to continue to develop cultural competency?
14. Are there other formal ways, such as grade-level [departmental] meetings, in which cultural competency is addressed? (Probe: examples)

15. What policies or practices are in place that are directed at increasing or maintaining diversity of the school staff? (Probe: Is there any particular support structure for new “minority” staff or new staff in general?)
  
16. What policies are in place to ensure equitable access for students to resources and programs [courses]?

### **Classroom practices**

17. What programs or policies are in place that focus on the needs of English learners? (Probe: Have general education teachers participated in professional development re: ELLs? Of what nature? Impact?) [This may elicit same response as above.]
  
18. Are there policies that allow flexibility in curriculum and instruction, so that teachers can meet the needs of all students? What kinds of instructional strategies do you know about that teachers use to meet the needs of ELL students? What about strategies intended to be responsive to cultural differences?
  
19. What steps does the school take to ensure that materials for the library or classrooms are representative of different groups’ experiences and do not perpetuate stereotypes? Are there specific materials in students’ home languages? (Probe: examples, description)

### **School climate**

20. How would you characterize the culture of the school, in terms of how all of the members of the school community work together?
  
21. Are there policies in place related to school safety and promoting a positive school climate—particularly with regard to managing diversity issues? How are racial or ethnic conflicts handled?

### **Responsiveness to community**

22. What relationship does the school have with the wider community? (Probes: How is the community involved? How would you say the community regards the school?)
  
23. How does the school promote parent and family involvement? What strategies have been successful?
  
24. How does the school promote communication to and from families? How are language differences addressed?

25. Are there any groups of parents whom you have had difficulty involving in the school? What has the school done to address that problem?

**Recommendations**

26. In addition to what is already in place, what else would support the continued development of cultural competence within your school?
27. What would you advise a fellow administrator coming into a school like yours to do to get his or her school on-track towards cultural competence?
28. What advice would you give to the Commission on Teacher Credentialing or the State Legislature about how to ensure that California schools and educators are culturally competent?

## Evaluation of Cultural Competency Training for California Educators

### School/District Professional Development Coordinator Interview Protocol

Name of Respondent: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Position: \_\_\_\_\_ Date/Time: \_\_\_\_\_

School: \_\_\_\_\_

#### *Background*

1. Please tell me briefly about your background as the professional development coordinator at this school/in this district. (*Probes:* length of time in position; length of time in similar position (or other administrator) at any school; involvement in developing policies or practices to address the needs of English learners or minority students).

#### **Knowledge regarding cultural competency**

2. As we have mentioned (*Interviewer: Please note that this should have been explained in an introduction.*), AB54 calls for a study of cultural competency training. What is your interpretation of cultural competency?
3. What is your understanding of what is currently required of teachers in this state related to cultural competence? (*Probe:* What do you think is required of schools or districts to help teachers meet the requirements?)

#### **Experiences with cultural competency training**

4. Did you have any pre-service coursework on cultural competency? Can you describe it and talk about its effectiveness?
5. Have you participated in any other programs designed to build your own cultural competency and that of other administrators? If so... Can you describe it/them? How did you feel about the quality of this/these program(s)? (*Probes:* Is there anything else you would have liked to see included? If the

answer to the initial question is “no,” ask: If you wanted to develop your own knowledge of ways to be culturally competent, how would you go about accessing such training? )

6. Have you seen a need over the last few years to ensure that professional development offerings include a focus on developing the cultural competency of teachers and administrators? (*if appropriate based on responses to questions above*) (*Probe: Do you think this reflects a change, or has this always been an identified need in this school/district? What factors have contributed to this situation?*)
7. In what ways have you tried to infuse cultural awareness into professional development for teachers, administrators, or paraprofessionals?
8. What professional development or training have teachers and administrators had during the current year or in the last couple years? (*Probes: Who participated in the training(s)? What was the content? Who provided it? How many sessions/hours? What was the quality of the professional development? Would you recommend it to a colleague? Are there any changes in policy or practice that occurred as a result of any of the training?*)
9. What professional development or training (or aspects thereof) has been most successful? Least successful? (*Probes: What are (or would be) your criteria for considering it successful? What feedback have you gotten from teachers?*)
10. What additional professional development related to cultural competency is planned for this year or next?

#### ***District/school policies and practices related to cultural competence***

11. How would you say your school (or district) works toward ensuring that teachers are culturally competent? (*Probes: What does cultural competency mean in your school? What particular needs does your school have regarding cultural competence? (e.g., mix of students, teachers' needs for professional development in certain areas.)*)
12. Is cultural competence addressed in your school plan? In what way? (*Probe: Is it identified using other terminology?*)
13. Does the school have a professional development plan for helping staff to continue to develop their cultural competency?
14. Are there other formal ways, such as grade-level [departmental] meetings, in which cultural competency is addressed? (*Probe: examples*)

15. What policies or practices are in place that are directed at increasing or maintaining diversity of the school staff? (*Probe*: Is there any particular support structure for new “minority” staff or new staff in general?)

#### **Classroom practices**

16. What programs or policies are in place that focus on the needs of English learners? (*Probe*: Have general education teachers participated in professional development re: ELLs? Of what nature? Impact?)
17. Are there policies that allow flexibility in curriculum and instruction, so that teachers can meet the needs of all students? What kinds of instructional strategies do you know about that teachers use to meet the needs of ELL students and minority students? What about strategies intended to be responsive to cultural differences?

#### **School climate and responsiveness to community**

18. How would you characterize the culture of the school, in terms of how all of the members of the school community work together?
19. What relationship does the school have with the wider community? (*Probes*: How is the community involved? How would you say the community regards the school?)
20. How does the school promote parent and family involvement? What strategies have been successful? (*Probes*: Have any parents been involved in planning professional development for teachers? Has any training on cultural awareness been provided to parents or members of the community?)

#### **Recommendations**

21. In addition to what is already in place, what else would support the continued development of cultural competence of teachers and administrators in your school/district?
22. What would you advise a fellow administrator coming into a school like yours to do to get his or her school on-track towards cultural competence?
23. What advice would you give to the Commission on Teacher Credentialing or State Legislature about how to ensure that California schools and educators are culturally competent?



*that would allow you or your school to be identified. If you have information to share that we don't have time for or that you would rather not discuss as part of the group, you can report it on the survey, or you can send us an email.*  
[Provide email address.]

*Please note that we want to hear all different points of view. You are different people with different experiences when it comes to the type of training you have received on cultures and cultural issues; therefore you will have different points of view to share. For some questions, I will give each of you the opportunity to respond; for others, I will leave it open for people to volunteer responses. We are certainly interested in hearing from each of you, so I might call on individuals at times to try to ensure representative responses and that there is no imbalance in comments offered.*

*I'd like to start by having each of you introduce yourself—using first name only—indicating the grade (or subject) you teach and how long you have taught at this school.*

[NOTE to Interviewer: If time is limited—ask questions in bold first; then come back to the other questions if time permits. Also use teacher record forms for question 2 if possible—to save time and obtain more detailed information.]

- 1. To begin our discussion, I'd like to ask how each of you would define cultural competency. What do you think the legislature meant in using that term?**

*[If possible, use teacher record forms for responses to the next question. Even so, you might want to ask a few to talk about examples of training they've had. It's most important to get information about names of people or organizations who were service providers.]*

- 2. We'd like to know what type of cultural competence training you have been involved in. This could be training provided by the school or district, courses you've taken, conferences you've gone to, or any other similar experience—either required or not. It may have been this year or five years ago. When you talk about these experiences, I'd like you to report on three factors related to the training:**
  - **Quality**
  - **Usefulness**
  - **Match to your own professional development needs.**
3. We'd also like to know a few other things about the training you had: Did you have a chance to explore your own culture or cultural background? Did the training include examining the culture of the school or cultural assumptions underlying school policies and practices? Did it include information about working (or interacting) with parents and families? *(Note: For this question, get a "tally" of individual responses and then ask for elaboration.)*
- 4. (If this is not covered in question above) What do you believe you gained, or what did you learn from participating in the professional development or training that we have been discussing?**
- 5. In what ways have you changed your classroom practice because of your cultural competence learning?**
- 6. What changes in student learning and achievement do you believe you've seen that you think you could attribute to changes you've made in your instructional practice to make it more**

**culturally responsive? (*Probe: Did you make any changes in how you worked with or interacted with parents as a result of the training?*)**

7. What has been your greatest success in implementing changes in your classroom practice based on cultural competence training? Greatest challenge?
8. **What kind of support have you had from school or district staff (e.g., those responsible for professional development, principal, other teachers) to facilitate changes in your practice? Did any administrators participate in the training?**
9. Many schools of education have a multicultural component in their course offerings. If you know about or have recently participated in such teachings, tell us how well you think they prepare teachers for the culturally diverse population in the schools. How effective are they in building teachers' cultural competency? Whether you have participated in such courses recently or not, what would you consider should be part of these teacher education programs?
10. **The Credentialing Commission as well as the Department of Education have long considered whether and how to require cultural competency training for teachers. Policies and practices have changed frequently over the last decade or more. They are currently considering this again. What recommendations would you make for requirements in teacher preparation, teacher induction, and/or teacher certification (e.g., course sequence, test, in-service program, certification, etc.)?**
11. In what ways would you change cultural competence training to better meet your needs, those of your fellow teachers, and those of your students and their families?
12. Is there anything else you'd like to tell me about cultural competence training that hasn't come up in my questions or in the discussion?

As I mentioned at the beginning—if there are other things you'd like to mention, I hope that you will include them in the open-ended section of the survey or that you will send us an email. Alternatively, you can send a phone number, and we can interview you by phone.

**Thank you so much for taking your time to participate in this focus group and for all you've shared with me.**

## Student Focus Group Protocol

<b>District:</b>	<b>Language(s) used by students in group:</b>
<b>School:</b>	
<b>Date:</b>	<b>Translator (if any):</b>
<b>Facilitator(s):</b>	<b>Group Contact Person: (Name/Number):</b>

Participant Name	Grade(s)	Language(s) spoken	At this school since grade...	# years living in community

**Guidelines for Facilitator:**

It is important that the group is fully aware of the purpose of the discussion and that any group members with concerns have the opportunity to voice them before the focus group starts. Take time to listen and address their concerns so that they can be comfortable and talk freely. The goal is to ask students about:

- their own experiences, interactions, and involvement with the school
- their perceptions of how they are treated in the school community (e.g., respected, welcomed, valued)
- their sense of safety in the school
- their perceptions of relationships between student groups
- their knowledge of the support structures and opportunities for family involvement that the school offers
- their perceptions of teachers’ expectations for them
- their ability to participate in all of the activities that interest them
- their perceptions about how teachers accommodate different learning styles.

Be sure to allocate time to allow coverage of all or most questions. If time becomes a problem, try to get to all the categories, even if you have to skip some items within a category. Sometimes answers to questions are given as part of ones that precede them, and thus those that follow can be eliminated. Strive for an informal atmosphere, and encourage broad participation. As an icebreaker, pass out paper and markers to make nametag tents (request first name only for confidentiality). *[Distribute the handout with the questions so students can anticipate the questions that will be asked. For middle/high school students, distribute consent forms.]*

A "script" for the interview follows, written with language appropriate for 4<sup>th</sup>-12<sup>th</sup> graders. (Please note that some questions are identified as being only for middle/high school students. You may find that you need to paraphrase other questions either for elementary grade students or for students whose proficiency in English is not yet at a level to understand the vocabulary used. You should paraphrase and expand based on the group’s responses while making sure to cover the points mentioned.)

## Script:

*Hello, I am/we are glad to be able to meet with all of you today, and that your parents gave you permission to meet with us. I am/We are from two independent research organizations called WestEd and Rockman et al, and we wanted to meet with you because we want to learn from you about your experiences at school for a study we are working on for the California state legislature. (may need more explanation for some grade levels).*

*[Middle/high school students: The law requires that we ask you to sign a consent form that acknowledges that you have agreed to participate in this group. It's not required that you participate. You may leave at any time.]*

*There are some questions I'd like to ask you about your school experiences. Since the questions are about your own experiences, you don't have to worry that you will get the "wrong answer." Every one of you has a different experience, and we're interested in hearing about them from each of you. We only ask that you answer as honestly as you can—to give us good information.*

*If at any moment you feel like you don't want to participate any longer, you should feel free to leave. Or, if there is a certain question that you don't want to answer, you can just tell me you want to pass on that one, and that will be okay too.*

*We usually use a tape recorder when we do this, since we can't always write fast enough to get what was said. I'm going to try and listen to you as well as I can, but having a tape will help me remember what you said. No one else will listen to the tape.*

*Everything you say will be kept between you and me. I won't use your name or talk about the name of your school or community when I leave here, and I will also not share what you tell me with other people from your school.*

*Procedures: I'm going to ask a series of questions. For some of them, I would like to have an answer from each of you, so I will go around the room and ask each of you. For others, anyone can answer. You should just raise your hand so I know you have something to say. If no one answers, I might call on someone to get us started. Or, if someone is talking a lot more than others, I might ask that person to give others a chance. Remember, nothing you say can get **anyone** in trouble, so it's really important to be honest and specific.*

*Do you have anything to ask me before we start with the questions?*

*Are you ready to start?*

*[Note to Interviewer: If time is limited, ask those questions in bold and go back to those that are not in bold if time permits. Also—probes are optional questions depending on how the main question is answered.]*

1. You have made nametags with the name you like to be called, so **let's go around and have you introduce yourself. Tell us your name, the grade you are in now, and how many years you have been at this school. If you speak more than one language, please tell us what languages you speak.**
2. **How long have you been living in this community? Do you have any family members who go to this school, or who went here even a long time ago? Did any of you go to a school in another country before coming here? (Elicit countries, grade levels.)**

### *Perceptions about the School*

3. **If someone were thinking about coming to this school, what would you tell that person about it?** [*Probes:* How would you describe the school—the students, the teachers, classes, events, atmosphere—anything like that? What would you say you like (or don't like) about it? If you have gone to other schools, how is it different? How do people treat each other? Are there things you would change—if you could change anything?]
  
4. **There are different things that can be done in a school to help students feel connected (or like they belong) to their school. Do you think that most students in this school feel like they belong? Why or why not?** [*Probes:* Can you give me examples of things that this school does to help you feel connected to the school, like you belong? How do you feel about the way your teachers relate to students? Can you think of one teacher that has been able to relate really well to you? What has that teacher done that makes you feel welcome?]
  
5. **Students in schools usually organize themselves into groups. Is that true in this school? How would you describe the various groups in this school?**
  - 5a. **Sometimes in schools, students have opportunities to work with (or interact with) students who may or may not be in their immediate group of friends or who are different from themselves. Do you have opportunities like that in this school? When does that happen? What are examples of things you might work on together? How do you feel about working in groups like that?**
  
  - 5b. I'd like to know what kinds of activities you all participate in. Can you tell me about that? (e.g., sports, music, student government, clubs, community services) What are your reasons for choosing to participate in something or not choosing to participate?
  
6. Tell me about how you think students treat each other in this school. How do students show respect for each other? [*Probes:* Could this be improved? In what way(s)? Do you think other students would answer this question the same as you? Why or why not?]
  - 6a. People talk a lot about California's schools being very diverse. What do you think that means? How do you think that relates to you or to this school?
  
  - 6b. What effects does student diversity have on a school? What's important for the people in charge of a school to do differently if the student population is very diverse? What does your school do to address the needs of a diverse student community? Are there other things people could do?
  
7. These days people often talk about the need for kids to feel safe at their school. How do you feel about that? [*Probes:* Do you feel like this school is a safe place? For everybody? What do teachers or the principal do if students have a disagreement or fight? If you had a problem or if you didn't feel safe, do you know whom you would go to or what you would do?]
  
8. **Have you learned anything in school about how to relate to (interact with, get along with) people who are different from you—who speak another language or come from a different culture? What did you learn?**

### *Teacher/School Role*

9. **Students usually have a lot to say about their teachers. In fact, research shows that it is the teacher that makes the biggest difference in what and how students learn. Talk to me about what you think makes a good teacher. (Probes—build on what they say: For example, how do teachers show that they care about you? How do you know that teachers really want you to learn? What does a teacher do that lets you know he or she is fair—or not? Do you think there are some students who feel like they are not treated fairly? Can you tell me about that?)**
10. **Do you feel that all students get a chance to contribute and interact in some way in your classes?** [Probes: How do you and others get to show what you're learning? What does the teacher do to make that happen?]
11. Sometimes teachers assign work that lets you follow your own interests. Does/do your teacher(s) do that? Can you give examples? [*Probe: Explain that it could be things they know about personally, from their families, or that they've learned outside of school.*]

### *School Outreach*

12. **I'd like to know how your parents or other family members feel about your school. If you asked them whether they feel comfortable coming to the school, what do you think they would say?** What makes them feel welcome or comfortable—or not? [*Probes: How often do they come to school? What are reasons that they come? How often do they talk to your teacher(s)? How often do they visit your classroom or attend school events? (e.g., open house, back to school night, field trips, fundraisers or sports events)*]
13. What are examples of events that are held at this school (or with other schools or in the neighborhood) where students (or families) get to share about their own cultures and traditions?

### *General*

14. Thinking about what we have talked about today, do you have any suggestions for how your school could be improved?
15. Is there anything else you want me to know about your school?

**Thank you for sharing your ideas and your time with us. You may return to your school activities.**

## Evaluation of Cultural Competency Training for California Educators

### Parent Focus Group Protocol

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**District:** \_\_\_\_\_ **Facilitators:** \_\_\_\_\_

**Number of Participants:** \_\_\_\_\_

**Language in which focus group was conducted:** \_\_\_\_\_

**Name(s) of translator(s) if used:** \_\_\_\_\_

**Name and phone number of contact person who organized group (if any):** \_\_\_\_\_

*Note:* It is important that the group be comfortable and that they be fully aware of the purpose of the discussion and how the focus group will proceed. Information is to be solicited from parents on the experiences they and their students have had with the school, their perceptions of how the school relates to the community, the support structures and communication strategies that the school offers for parents to be involved in their children's education, and their perception of the school's efforts to accommodate the range of cultural backgrounds reflected by their students. Basically, the goal is to determine how welcome they feel at school and what factors contribute to their level of comfort.

Be sure to allocate time in order to cover as many of the questions as possible. Strive for an informal atmosphere and encourage broad participation to the extent possible. As an icebreaker, pass out paper and markers to make nametag tents (request first name only for confidentiality).

A "script" is given below. You should paraphrase and expand on this script as you see fit, while covering the points mentioned.

*Thank you for coming to talk with us tonight/this afternoon. Our names are \_\_\_\_\_ and \_\_\_\_\_. We work at \_\_\_\_\_ in \_\_\_\_\_. Our organization has been hired by the California Commission on Teacher Credentialing to conduct an independent and confidential study on effectiveness of cultural competency training for teachers and administrators in the diverse school system of California. This study will help state education agencies and the state legislature determine what additional assistance teachers and administrators might need to ensure that all students receive an equitable education, to prepare teachers to work with students from diverse cultural backgrounds. We want to be clear that this is not an audit or inspection of the school. This is not a monitoring visit. We are an independent research firm collecting information for a study that is required by state legislation.*

*We'll start by talking about the vision behind the legislation bill asking for this study (AB 54), what we are studying, and why we asked to meet with you. AB54 is a bill passed through the state assembly in that requires the California Commission on Teacher Credentialing to hire an independent research firm to gather*

*information about the availability and effectiveness of training programs on cultural competency for teachers and administrators. We want to know from you whether you think teachers in your children's school have the knowledge and understanding to appreciate the cultures from which their students come, to make them feel welcome and comfortable, and to help them learn. We want to know what your experiences are with the school—whether you feel comfortable when you go there and whether you can be involved in the school.*

*As part of this study, we are visiting ten representative schools from the different regions of California's diverse population. In each, we are interviewing district and school administrators, visiting classrooms, meeting with teachers, and meeting with parents of students from different backgrounds. We are interested in learning about your experiences as parents of multicultural learners in this district, and your thoughts about the ways the school community has approached cultural diversity, how the different cultures represented in the school are perceived, what efforts exist to help bridge misunderstandings, to acknowledge culture as a valuable asset to the children's education, and to what extent, parents feel welcome to be a part of their children's learning community.*

*We will include what we learn from our visits to these ten schools in a report to the state, without them knowing which schools the information came from. The findings will help the state know how to best help improve cultural competency teacher and administrator training programs. The ultimate goal is to improve the education of students of diverse cultural backgrounds in California.*

*Before we begin, I'd like to tell you that all information you provide will be kept confidential. Your name will not be mentioned in any of our reports. We will not mention the name of your school or your district, and we will not share what you tell us with anyone inside or outside the school.*

*The information you provide will be used only for this study. We would like to tape-record the discussion to be able to focus our attention on our conversation and to help us write our notes. No one else will listen to the recording. Does anyone in the group mind if we tape record this discussion? If at any point you would like me to turn the recorder off, just let me know.*

*Your being here is voluntary, so feel free to leave at any time and to pass on any question you do not wish to answer. In order to honor your input and listen to your experiences, the discussion will take about one and a half hours.*

*Again, we would like to emphasize that we are an independent research organization, and we just want to learn about your experiences with the school to inform our report.*

*We encourage everyone to participate. We would really like to hear from each of you, so we get a very good sense of how different cultures represented in this community are part of, or are not part of the school community. There are no right or wrong answers. We are interested in all of your opinions and feelings. We only ask that each person take turns speaking during the discussion and that you try not to talk too long on any one turn in order to give others a chance.*

*Do any of you have any questions before we begin?*

## **Background**

1. Let's start by having each of you introduce yourself by your first name only. Then we would like you to share some information about yourself and your family.
  - Please also tell us about your cultural background, whether you moved to the United States from another country, and how long you have been in the United States.
  - Tell us the grades your children are in and how long they have been at this school.
  - If your child(ren) speaks a language besides English, tell us (if you know) if they are in any special programs for English learners or about the kind of help they receive from the school. (*Probes: Is their class (or classes) mainly made up of English speakers or English learners? Do they get reinforcement instruction (for English learning) individually or in small groups with an assistant or teacher?*)

## **School/classroom practices related to cultural competency**

2. Now let's talk about how you feel about the instruction and the learning help that your children are getting at school. Do you feel that they're getting the help they need? Are you satisfied with their instructional program? Do you feel they're learning their schoolwork (and English if it's appropriate) at a pace that is in keeping with their ability level?

*(Probe: Are there any stories that you might share that would give us insights about your child's experience and your experience with the school? Is enough support provided to address your children's academic needs but also to show understanding of their cultural background and how it might affect the way they learn?)*

3. Do you feel that your children's teachers respond to their cultural backgrounds as part of their teaching? In what ways?

*(Probe: Do you know about ways that teachers have included culture in their teaching? Or ways that they have helped children appreciate what the diversity in our cultural backgrounds adds to the school community?)*

4. Have the teachers (or the school) included activities or sponsored special events that give you the feeling that they appreciate the range of experiences that people from different cultures bring to a school? What are some examples?
5. Do you think the school is interested in your child's interests? Do you think they're responsive to the way he or she approaches learning? Do you see that their experiences away from school are taken into account? Do you feel that teachers and other staff build on your child's background knowledge to help them succeed?

6. Do you know whether the teachers in your children's school have training that will help them develop an understanding of different cultures and how to bring that into their teaching? Can you give us examples of that? Do you think it's important that they have such training?

### **Responsiveness of school to community**

7. How do you think the school attitude is towards your child and towards other members of your cultural group? Do you know how it is toward children of other cultural groups?

*(Probe: How are they made to feel with regards to their cultural background? Are they confronted in school for any reason? Do they feel like they are valued as an equal member of the school community?)*

8. What kind of experiences have you had with your child's teachers? Over the years, how have you felt about your interactions with your child's teachers during parent-teacher conferences?

9. Do you feel that the school has reached out enough to communicate with parents? (orally or in written form)

*(Probe: Have they requested parent volunteers for school activities, made calls or visits to your home for both positive and negative feedback, engaged parents in decisions about classroom activities, selected stories and activities that resonate with the various cultural backgrounds of students in the classroom, modeled respect for others, encouraged children to be/do their best, included the children in parent conferences?)*

10. On a scale of one to four (1 being poor and 4 being very good), what is your level of comfort in the school community? Do you feel welcome at school functions? Why or why not?

*(Probe: Do you feel welcomed, for example, at open house, a carnival, sport team event, fundraising events, PTA meetings, visits to your child's classroom? How did you feel when you were there? How does the school communicate with you (notes, phone calls, newsletters)? Is there an effort to translate materials into home languages (if applicable)? Is there anything you would change about how the school (or the teachers) communicate with you or involve you in the school community? Note: We are looking for particular behaviors, characteristics, communications or activities that contribute to the level of comfort with the school community.)*

11. How flexible is the school or your children's teacher(s) about the ways you can be involved in your child's education? Do you feel you have choices/a voice about your children's education?

**If yes**, how has the school kept you informed of what is needed to ensure success for your child or about his/her progress?

- **If no**, what do you perceive as lacking, or what would you suggest be done to more effectively communicate with you about your child's needs and progress?

12. Do you feel the principal is an advocate of the parents? What specifically does he/she do that helps you to feel a part of the school community? What might still be a need? Suggestions for improvement?
  
13. Are you aware of school policies and/or groups that help build and maintain relations between parents and the school? What communications exist that help you know about the policies, support groups and help available to you as a parent?
  
14. Do you feel that school policies and relationships with parents are respectful of, or accommodate the different values and cultures within the school community? How is it shown or made known to you?
  
15. Do you have any other ideas or comments that you'd like to share? Other recommendations? Is there anything we haven't asked you about that you'd like to talk about?

### Classroom Observation Protocol

Observation Date:		Observer:	Time: Start: _____ End: _____		
School:		Grade or subject:	Students: Females _____ Males _____		
Teacher:		Yrs. Teaching:	Teacher (apparent ethnicity):		
Languages (other than English) spoken in class:			Class composition-ethnicities:		
Describe activity/lesson observed:			Special circumstances evident:		
<b>STUDENT PARTICIPATION</b>	<b>Indicators Related to Cultural Competence</b>		<b>Examples/comments</b>		
	1. Active participation (could be verbal or otherwise) by students through different participant structures (groupings) and activities.				
	2. A majority of the students are engaged in almost all instructional activities.				
	3. Student engagement is balanced among racial, ethnic, and linguistic groups (i.e., no pattern of disengagement based on group membership).				
		<b>Not Evident</b> 1	<b>Somewhat Evident</b> 2	<b>Strongly Evident</b> 3	
<b>CURRICULUM &amp; ASSESSMENT</b>	<b>Examples/comments</b>				
	4. Curriculum is appropriately challenging for most or all students.				
	5. Curriculum and materials used reflect attention to students' interests and range of backgrounds.				
	6. A variety of methods used for assessing student progress, does not rely strictly on oral or written formats.				
		<b>Not Evident</b> 1	<b>Somewhat Evident</b> 2	<b>Strongly Evident</b> 3	

		<b>Indicators Related to Cultural Competence</b>			<b>Examples/comments</b>
<b>TEACHER ROLE</b>	7. Participation of all students is encouraged by varying participant/activity structures.	<b>Not Evident</b> 1	<b>Somewhat Evident</b> 2	<b>Strongly Evident</b> 3	
	8. Instruction is adjusted to respond to students' learning needs (i.e., ongoing monitoring of students' misunderstanding or disengagement).	<b>Not Evident</b> 1	<b>Somewhat Evident</b> 2	<b>Strongly Evident</b> 3	
	9. Student self-grouping is permitted/encouraged at times. Encouragement of student interactions across ethnic, racial, and linguistic lines (may also be evident from students).	<b>Not Evident</b> 1	<b>Somewhat Evident</b> 2	<b>Strongly Evident</b> 3	
	10. Responses to students' language use reflect respect for students' home languages and dialects.	<b>Not Evident</b> 1	<b>Somewhat Evident</b> 2	<b>Strongly Evident</b> 3	
	11. Appropriate strategies used with English language learners to promote academic progress and ELD.	<b>Not Evident</b> 1	<b>Somewhat Evident</b> 2	<b>Strongly Evident</b> 3	
	12. Instructional strategies are differentiated to meet the learning needs of a range of students (i.e., students speaking other languages, needing more learning time).	<b>Not Evident</b> 1	<b>Somewhat Evident</b> 2	<b>Strongly Evident</b> 3	
<b>CLASSROOM CLIMATE</b>	13. There is a climate of respect for students' ideas, questions, and contributions.	<b>Examples/comments</b>			
	14. Interactions reflect cooperative working relationships among students.				
	15. Interactions reflect teacher appreciation for students' life experiences and perspectives.				
	16. Overall classroom climate is positive.				
	17. Inter-group conflict is dealt with in a constructive manner.	<b>Not Evident</b> 1	<b>Somewhat Evident</b> 2	<b>Strongly Evident</b> 3	

### **General Observations of Classroom**

18. Describe classroom seating arrangement. (Do students seem to self-segregate, or does seating appear to be directed by teacher?)
  
19. Are there any classroom artifacts or features that reflect promotion of tolerance, cultural awareness, or cross-cultural understanding? Describe.
  
20. (From observation or interview with teacher) Is there evidence of use of knowledge/strategies gained from cultural competence training in the classroom (e.g., from a particular program)?

### **Questions for Teacher**

21. Was this lesson typical of what you do with this class of students?
  
22. What strategies do you use to address the needs of a diverse group of students? (Probe: curriculum design, instructional activities, strategies for differentiating, relating to students' cultures, grouping and other classroom management, discussions, use of strategies learned in professional development)
  
23. Is the seating arrangement typical for this class of students? Is it by their choice or by your direction? Do you use strategies to encourage students to interact across group lines?

STUDY OF AVAILABILITY AND EFFECTIVENESS OF  
CULTURAL COMPETENCY TRAINING FOR TEACHERS  
IN CALIFORNIA

Teacher Survey

MARCH 2005

This survey is part of a study of cultural competency training available to teachers and administrators in California schools. The study is being conducted by ROCKMAN *ET AL* and WestEd under contract to the California Commission for Teacher Credentialing as authorized under AB54. You may have already participated in a focus group at your school for this study. We are also conducting the survey to be sure we have all teachers' points of view and sufficient detail on professional development they have had. The purpose is to find out what training is available to teachers and administrators and how effective it has been for them. **We believe it will take about 15-20 minutes of your time. Please return the survey ASAP but if possible, no later than March 25.**

The data collected will be used only for purposes of reporting in the aggregate to the state of California. *Please note, however, that while your answers will be confidential, they will not be entirely anonymous, since we must know some details about you (e.g., background and teaching experience, etc.) in order to conduct our analyses. We want to assure you that the results will never be presented in any way that would permit any response to be associated with a specific individual, and the researchers will have the only access to the individual response form.* When you have finished the survey, please return it in the enclosed stamped, self-addressed envelope. (*Do not detach this cover page.*) Thank you for your cooperation in this important effort. With your cooperation, state educators, policymakers, and legislators will have a clearer idea about how much professional support teachers have and how much they may need for teaching the diverse student population of California. **They need to hear from you.** If you have any questions or would like to have further information about the survey, please contact Beverly Farr at (800) 410-2820 or by email at [beverly@rockman.com](mailto:beverly@rockman.com).

**When you complete and submit the survey, we will send you a gift certificate from Amazon Books as a small token of our appreciation for taking the time to provide information for this important study.**

Thank you!

**STUDY OF AVAILABILITY AND EFFECTIVENESS OF  
CULTURAL COMPETENCY TRAINING FOR  
TEACHERS IN CALIFORNIA**

**Part 1: Background and Experience**

1. Which of the following degrees do you currently hold? (*Check all appropriate boxes.*)

a. Bachelor's degree	
b. Master's degree	
c. Doctorate or professional degree (Ph.D., Ed.D., M.D., J.D., D.D.S.)	
d. Other ( <i>Specify</i> ):	

2. Which of the following California (or national) licenses do you hold? (*Check all appropriate boxes.*)

a. Teacher—Professional License		b. CLAD or BCLAD Certification	
c. Teacher—Provisional License		d. National Board Certification	
e. Principal or Administrator			

3. What is your gender?

- Male  
 Female

4. Which of the following best describes you? (*You may select more than one.*)

- American Indian  
 African American  
 Asian  
 Hispanic/Latino  
 White  
 Multi-ethnic

5. Please tell us about your past teaching experience. *For parts A-C, Include any full-time assignments, part-time assignments, and long-term substitute assignments, but not student teaching.*

- a. Counting this year as one year, how many years have you been teaching in **California schools**? \_\_\_\_\_ years
- b. Counting this year as one year, how many years have you been teaching **at any school**? \_\_\_\_\_ years
- c. Of all your years spent teaching, how many of those years did you spend **teaching in classes with 25% or more students who are part of linguistic or cultural minority groups**? \_\_\_\_\_ years
- d. What is the highest *approximate* percentage of English language learners in any of your current classes?

- 5-20%    21-40%    41-60%    61-75%    more than 75%

- e. How many different languages are spoken by students in your class(es)? \_\_\_1 \_\_\_2 \_\_\_3 \_\_\_4 \_\_\_5 \_\_\_more
- f. What grade level(s) do you currently teach?  
 \_\_\_K \_\_\_1 \_\_\_2 \_\_\_3 \_\_\_4 \_\_\_5 \_\_\_6 \_\_\_7 \_\_\_8 \_\_\_9 \_\_\_10 \_\_\_11 \_\_\_12
- g. Middle/High School Teachers: What subject(s) do you currently teach?  
 \_\_\_ English \_\_\_ Math \_\_\_ History \_\_\_ Science \_\_\_ Other \_\_\_\_\_

**Part 2: Instructional Practices**

6. Please indicate how often you use the following instructional strategies. If the strategy is one you would use if you had more time during the instructional period, check the last box. (If you do not teach a core content area, e.g., you teach art or P.E., use N/A as appropriate.)

	Frequently	Sometimes	Never	Would but not enough time	N/A
a. Build students' knowledge of key vocabulary and grammatical structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teach academic language particular to content area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Explain content or tasks by adjusting use of language (e.g., slower rate of speech, controlled vocabulary, gestures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use multiple methods to make concepts and tasks clear (e.g., visuals, manipulatives, realia, modeling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Allow opportunities for students to clarify concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Make lower level materials available for students with lower English proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Provide opportunities for all students to use higher-order thinking strategies (e.g., problem solving, predicting, organizing, evaluating, self-monitoring)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Use scaffolding techniques to move students to higher levels of understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Provide extra wait time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Perform regular comprehension checks (e.g., requests for clarification, repetition, on-going assessment of students' performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How frequently do you use the following instructional strategies to accommodate students from ethnic or linguistic minority groups? (Please use N/A, if you don't teach core content, and the prompt is related to core content).

	Frequently	Sometimes	Never	Would but not enough time	N/A
a. Use different activities and participant structures to allow all students to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Incorporate students' interests or background cultures in instructional content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use a variety of methods to assess student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. Monitor student progress to check for misunderstanding or disengagement	<input type="checkbox"/>				
e. Engage students in discussions about material read, assigned activities, or investigations	<input type="checkbox"/>				
f. Use methods to address the learning needs of students whose first language is English, but not academic/Standard English	<input type="checkbox"/>				
g. Have students write to explain their reasoning	<input type="checkbox"/>				
h. Have students work in small groups	<input type="checkbox"/>				
i. Have students do group projects	<input type="checkbox"/>				

8. Please describe briefly any other instructional strategies you use that you feel are culturally responsive.

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**Part 3: Professional Development/Training in Cultural Competency**

9. Please indicate to what extent in your teacher preparation or in professional development sessions you have learned about the following topics.

Topic of Professional Development	A lot	Moderate amount	A little	Not at all
a. English language development or other content standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Support for a published curriculum in language arts or other content area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Instructional strategies for English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Instructional strategies for students with non-Standard English dialects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Culturally appropriate instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Assessment of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Racism, equity, power dynamics among groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. We would like to know what type of cultural competency training you have had and the effects of that training on your teaching. This could be training provided by the school or district, courses you've taken, conferences you've gone to, or any other similar experience—either required or not. It may have been this year or in past years. Since you may have participated in more than one, please select the one that was most significant to you and respond to the following questions. Use the last section of the survey to provide additional details on multiple experiences. This is the information that we most need to report to the state of California, so we will appreciate as much detail as you have time to give us.

I have had professional development training related to cultural competency.      \_\_\_ yes \_\_\_no

**[If no, go on to question #11.]**

Please indicate the extent to which you agree or disagree with each of the following statements regarding the professional development or training you had. (Check one box on each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. I learned a lot from the professional development I had.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I changed my classroom practices based on what I learned in the professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe that I have seen improvement in student learning because of changes I made in my instructional strategies to make them more culturally responsive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I had support from my school for changing my practices to be more accommodating of students from linguistic or cultural minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Disagree	Strongly disagree
e. The training gave participants the chance to explore their own cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The training gave participants the chance to examine cultural assumptions underlying school policies and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The training included information about how to work with parents and families of students from linguistic or cultural minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Part 4: School Culture

11. Please indicate the extent to which you agree or disagree with each of the following statements. (Check one box on each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. At my school, we have a common understanding of the objectives we're trying to achieve with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Goals and priorities for my school are made clear to teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Most of the teachers at my school maintain a focus on student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My principal is a strong leader in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers in our school receive the support and resources they need to provide good instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers in my department provide high quality instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers in my school know how to help students resolve problems due to inter-ethnic or inter-racial misunderstanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers in our school are successful in connecting with parents and eliciting parent involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i. Students work hard in my classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Students in my classes are well aware of learning expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent is each of the following a challenge for your school? (Check one box on each row.)

	Not a challenge	A minor challenge	A moderate challenge	A serious challenge
a. Changes in school leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher turnover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Shortage of bilingual teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Lack of translators creates a barrier in communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lack of time for teachers to collaborate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A high proportion of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Violence or vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not a challenge	A minor challenge	A moderate challenge	A serious challenge
h. Lack of opportunities for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. A lack of community or parent support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Unmotivated students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Poor student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please indicate the extent to which you agree or disagree with the following statements about student learning. (Check one box on each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. If they try really hard, teachers can get through to even the most difficult or unmotivated student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. There is really very little teachers can do to ensure that most of their students achieve at a high level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The performance of all students should be measured by the same high standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Many of the students I teach are not capable of learning the material I am supposed to teach them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I feel that my ELL students make adequate academic progress over the course of the school year. (Leave blank if not applicable.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I feel that my students whose first language is English but who speak a non-standard dialect make adequate academic progress over the course of the school year. (Leave blank if not applicable.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g. Compared to other students, I feel that teachers in my school/department have lower expectations for ELL students or students who speak a non-standard dialect. (Leave blank if not applicable.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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14. Please indicate the extent to which you agree or disagree with the following statements about support for professional development for teachers and administrators related to cultural competency. (Check one box on each row.)

	Strongly agree	Agree	Disagree	Strongly disagree
a. My school makes sure that teachers have the resources and training that teachers need to teach our diverse population of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. If we contact our district office, we can obtain instructional resources to help with teaching our diverse population of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Our district provides a range of professional development opportunities for teachers to learn about working with our diverse population of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I believe I can get access to the professional development opportunities I need to support my teaching of our diverse population of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I believe that there is more that the state of California could do to make sure teachers have the resources and training they need to teach our diverse population of students. (If you wish, add specifics on last page.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank you for completing the survey. The information will be reported to state policymakers for use in determining state policy regarding professional support for teachers of diverse populations of students.**

**Please use the chart below and the space on the next page to report additional details about any professional development related to cultural competency you have had and/or to make specific suggestions for policymakers if you would like to.**

## Teacher Record of Professional Development/Training in Cultural Competency

*(Guidelines: Approximate information is fine.)*

Title	Provided by	Month/Year
<p><b>Content Focus:</b></p> <p><b>Quality:</b></p>		
<p><b>Usefulness/Match to your Needs:</b></p>		
Title	Provided by	Month/Year
<p><b>Content Focus:</b></p> <p><b>Quality:</b></p>		
<p><b>Usefulness/Match to your Needs:</b></p>		
Title	Provided by	Month/Year
<p><b>Content Focus:</b></p> <p><b>Quality:</b></p>		
<p><b>Usefulness/Match to your Needs:</b></p>		

Use the space below (and on the reverse side) for additional comments or to make specific recommendations to the California Department of Education and the State Legislature about professional support needed for teachers or for ways to certify teachers to teach diverse students.



# Study of Cultural Competency Training for California Educators

## Service Provider Interview Protocol

Name of Respondent: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Position: \_\_\_\_\_

Date/Time: \_\_\_\_\_

### Background on Cultural Competency

- As we have indicated, AB54 calls for a study of cultural competency training? What is your interpretation of cultural competency?
- What is your understanding of what is currently required of teachers in this state related to cultural competency? (*Probe: What do you think is required of schools or districts to help teachers meet the requirements?*)

### Audience

- Who do you serve? Who is your primary audience? Who else?
- Who is typically involved in your professional development/training sessions?
  - Whole school
  - Teachers
  - Administrators
  - Paraprofessionals
  - Parents
  - Students

- Is participation typically required or voluntary?
- What are the various financial arrangements for the training, i.e., who pays for it?
  - District sponsors it
  - Teachers pay individually
  - School funds it from \_\_\_\_\_
  - Other \_\_\_\_\_

## Outreach

- How do you do outreach? Do you recruit for your training? How do you promote/ advertise?
- **Do you receive requests for your services? How frequently?**
- **What is the level of demand? From which sectors beyond schools?**
- What is your geographic and demographic reach?

## Content

- **On what topics in the general area of cultural competency do you offer training? (*Probe: Is your training about diversity, equity, cultural sensitivity, culturally appropriate pedagogy...?*)**
- Has the content of your offerings in this general area changed over the years? In what ways and for what reasons?
- **Is there a specific curriculum, or what is the curriculum you provide to students/teachers (depending on which audience they serve)?**
- **What content does your curriculum cover? (*Probes: Does your curriculum include a piece on personal identity? On learning about one's own culture? The culture of the school? On power differentials (human relations? On designing appropriate curriculum?)*)**

## Pedagogy

- **What strategies/processes do you use to develop teacher or administrator competence?**
- Are there certain pedagogical strategies you use that you think are essential to any training you do?
- What training features have you built in related to length, sequence, frequency, participation, and follow-up?
- **How do you propose teachers integrate what they learn?**

- **What features of your training are most effective for helping teachers integrate an understanding of cultural differences into their teaching?**
- Are there particular strategies that you teach to administrators to help them establish an appropriate school culture?
- **What kind of monitoring do you implement? Is there any specific follow-up?**
- What is curriculum for training their trainers or criterion to create curriculum?

### **Outcomes**

- **What do you expect as outcomes of your training? What would constitute success? Can you give me examples of indicators of success?**
- Have you done evaluations on the effectiveness of your trainings?

### **Achievement/Equity**

- **If the number one problem in education is the achievement gap between mainstream students and those from minority groups, how does your work address that issue?**
- What other gaps are you aware of—how do you structure your training to close the gap?

### **Issues**

- **How do issues/pressures/tensions at district/school level support or compromise your presentations or training?**

### **Recommendations**

- What recommendations would you make to the state legislature/CCTC/CDE to ensure the development of cultural competency for all teachers in California?

### **Final:**

**Is there anything I haven't asked that you'd like to talk about or have included in our report?**

**APPENDIX F**

**SERVICE PROVIDERS IDENTIFIED IN  
COURSE OF STUDY**

### Service Providers Identified in Study

Organization	Name of Training	Website
The Robins Group	Cultural Competence	<a href="http://kikanzanurirobins.com">http://kikanzanurirobins.com</a>
Pacific Educational Group	Beyond Diversity	<a href="http://www.pacifieducationalgroup.com/bd.html">http://www.pacifieducationalgroup.com/bd.html</a>
BTSA Service Providers	BTSA	<a href="http://www.btsa.ca.gov/">http://www.btsa.ca.gov/</a>
Anti Defamation League	A World of Difference--A Classroom of Difference	<a href="http://www.adl.org/awod/classroom.asp">http://www.adl.org/awod/classroom.asp</a>
Facing History and Ourselves		<a href="http://www.facing.org">http://www.facing.org</a>
National Conference for Community and Justice		<a href="http://www.nccj.org">http://www.nccj.org</a>
Museum of Tolerance	Tools for Tolerance (for Educators, for Teens)	<a href="http://www.toolsfortolerance.com">http://www.toolsfortolerance.com</a>
CA Tomorrow		<a href="http://www.californiatomorrow.org">http://www.californiatomorrow.org</a>
CenterSource Systems, LLC	Tribes	<a href="http://www.tribes.com">http://www.tribes.com</a>
Association of CA School Administrators		<a href="http://www.acsa.org/">http://www.acsa.org/</a>
Institute for Democracy Education and Access at UCLA	Have several-- look at website under "projects"	<a href="http://www.idea.gseis.ucla.edu/">http://www.idea.gseis.ucla.edu/</a>
AVID	[Advanced Placement Via Individual Determination]	<a href="http://www.avidonline.org">http://www.avidonline.org</a>
1st Amendment Center	Finding Common Ground, 3R's (see "First Amendment Center Programs" on website)	<a href="http://www.firstamendmentcenter.org">http://www.firstamendmentcenter.org</a>
Butte County Office of Education	Project Challenge	<a href="http://www.bcoe.org/ess/ell/">http://www.bcoe.org/ess/ell/</a>
	CLAD/BCLAD	
Center for Excellence on the Study of the Holocaust, Human Rights and Tolerance at Chico State		<a href="http://www.csuchico.edu/mjs/center/">http://www.csuchico.edu/mjs/center/</a>
Northern California Writing Project		<a href="http://csmc.ucop.edu/cwp/ncwp/">http://csmc.ucop.edu/cwp/ncwp/</a>
Bay Area Coalition of Equitable Schools	Inquiry for Equity Network	<a href="http://www.bayces.org/programs_services/inquiryequitynetwork.htm">http://www.bayces.org/programs_services/inquiryequitynetwork.htm</a>
Center for Research on Equity and Diversity (CREDE) at Santa Cruz		<a href="http://www.crede.org">http://www.crede.org</a>
New Teacher Center at UC Santa Cruz		<a href="http://www.newteachercenter.org">http://www.newteachercenter.org</a>
Applied Research Center	Expose Racism and Advance School Excellence (ERASE)	<a href="http://www.arc.org/erase/index.html">http://www.arc.org/erase/index.html</a>

<b>Organization</b>	<b>Name of Training</b>	<b>Website</b>
National School Safety Center		<a href="http://www.nssc1.org/">http://www.nssc1.org/</a>
National Training Center	Project GLAD	<a href="http://www.projectglad.com/">http://www.projectglad.com/</a>
LAUSD	Academic English Mastery /Closing the Achievement Gap Branch	<a href="http://www.lausd.k12.ca.us/District_5/aemp.htm">http://www.lausd.k12.ca.us/District_5/aemp.htm</a>
Anita Archer	Curriculum Associates:Full Participation Program	<a href="http://curriculumassociates.texterity.com/">http://curriculumassociates.texterity.com/</a>
Gerald Anderson	Closing the GapAPQC Educational Services	
Donald K. Maas	Active Learning- Cooperative Grouping	<a href="http://www.ucte.calpoly.edu/Index.html">http://www.ucte.calpoly.edu/Index.html</a>
San Bernardino County Office of Education and Rialto USD	Chicano Cultural Appreciation Courses	
Dr. George Otero The Center for Relational Learning in Santa Fe, NM	Relational Learning	<a href="http://relationalearning.com/">http://relationalearning.com/</a>
REACH - Respecting Ethnic and Cultural Heritage	Can't Teach What We Don't Know - Training based on book	<a href="http://www.reachctr.org/cata.htm">http://www.reachctr.org/cata.htm</a>
Cultural Poverty Handbook for Teachers of Poverty – CTA	Cultural Poverty	<a href="http://www.speakersrus.com/speakers/payneruby.htm">http://www.speakersrus.com/speakers/payneruby.htm</a>  <a href="http://www.pds.ocps.net/pds_initiatives/ruby.htm">http://www.pds.ocps.net/pds_initiatives/ruby.htm</a>  <a href="http://www.ahaprocess.com">http://www.ahaprocess.com</a>
CSU Chico School of Education	Professional Development Course entitled, "Access and Equity: Working with Diverse Populations"	
RISE - Resources for International Education - at Chico State	Has many trainings; staff development for teachers, workshops & institutes	<a href="http://www.csuchico.edu/rise">http://www.csuchico.edu/rise</a>
Ripple Effects San Francisco		
Love and Logic Institute	Teaching with Love and Logic Seminars/Resources	<a href="http://www.loveandlogic.com">http://www.loveandlogic.com</a>
Rohac Educational Services	Consults schools/districts	<a href="http://www.rohac.com">http://www.rohac.com</a>
UC Riverside		
Santa Clara County Office of Ed		

## **Appendix G**

### **Report on Classroom Observations**

**Analysis Report on Classroom Observations for Study of Availability and Effectiveness of Cultural Competency Training**

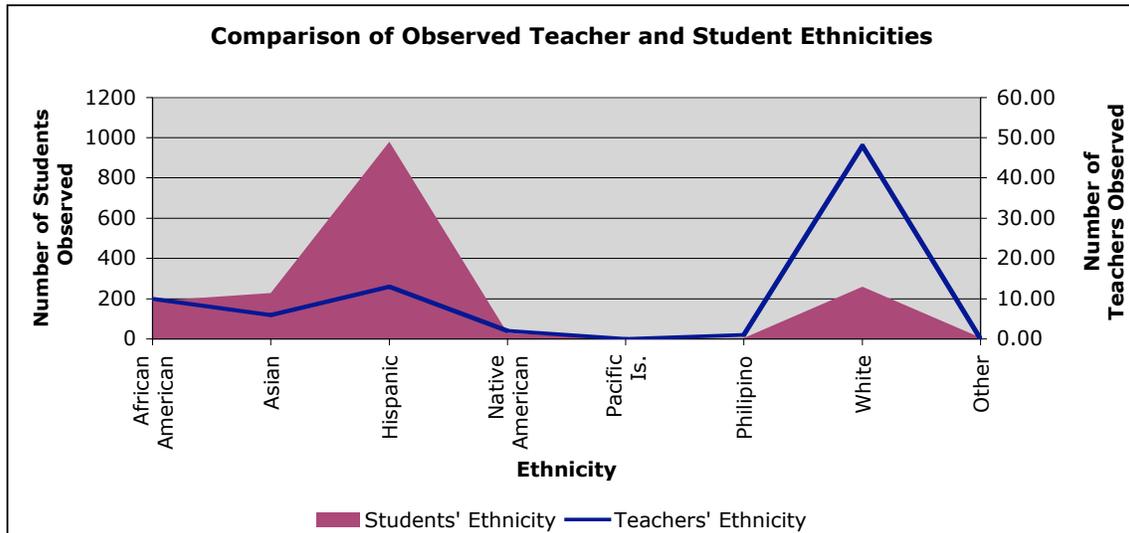
*“Cultural and social diversity is certainly not a new issue facing us humans. It has always existed, and we remain challenged by it. However, the burgeoning complexity of our times calls upon us as educators to face this challenge more directly, to value diversity, honor it with integrity, and to preserve the cultural dignity of our students.”*

-Lindsey, Roberts, & Campbell Jones, 2005-

This portion of the study examines classroom observations made at nine of the ten school sites in our sample. Nine sets of indicators and additional demographic and classroom context data are analyzed using the criteria developed for the observation protocol. Teams of two researchers visited nine of the ten schools in the sample and randomly visited classrooms at each school. If a specific classroom where the teacher was known to have received cultural competency training was recommended, all efforts were made to ensure this type of classroom was observed. An observation instrument was developed to identify specific criteria for each of the nine indicators. A scale of three points was used to rate each indicator: Score 3 = Strongly evident, Score 2= Somewhat evident and Score 1= Not evident. (See Appendix).

A total of 83 classrooms and over 1,600 students were observed interacting with their teachers during instructional time across all subject areas, including Special Education settings. On average, researchers observed nine classrooms per site, and each classroom was observed an average of forty minutes. The majority of the teachers across the sample self-reported or observed were identified as White, while the majority of students observed were Hispanic. 10% of the students observed were African American, with slightly higher numbers of Asian and White students in the sample observed. See Chart 1.

**Chart 1. Classroom Demographics Across All Sites**

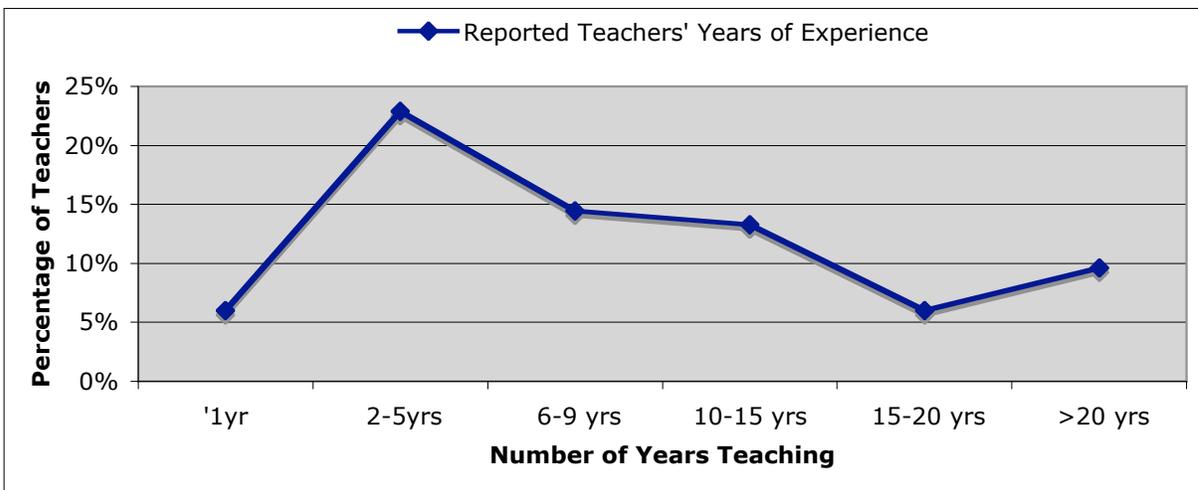


In 92% of the classrooms the language used was English, both for instruction and among students, whereas in 27% of the classrooms observed, Spanish was used either as part of

instruction in bilingual settings, by teachers for clarification and feedback to students, and among students. In only 0.4% of the sample were other languages used, mostly by teaching assistants and among students.

Upon completing observations, researchers followed up with teachers and conducted a brief interview. Seventy-five percent of the observed teachers identified the observed lesson as a “typical lesson,” while 13% acknowledged the lesson as not being “typical.” The remaining 12% were not accessible for interview. Also, in 84% of the classrooms, teachers reported their seating arrangement was assigned, and in 27% of the classrooms the students chose their seating location. The teachers’ educational backgrounds were part of the focus group and survey data collected, analyzed elsewhere in this report. From the teachers available for post-observation interviews, the majority reported their years of experience teaching between two to three years, followed by five to nine years of experience. (See Chart 2)

**Chart 2.**



Researchers noted any artifacts displayed in classrooms that reflected attention to cultural differences. In 69% of the classrooms there were displays, most of which were listed as examples of posters of the world and/or children of the world, rules of conduct and respect, posters of famous African American and/or Hispanic figures, flags of various countries, classroom labels in Spanish and English, student work on display, some instances of historical /social-studies related murals, or displays of pictures and heritage charts from students’ families, as well as some culturally inclusive literature titles in classroom libraries.

The following table specifies the indicators used by the researchers during the observations:

**Table 1: Indicators used to Identify Culturally Appropriate Practices Observed in Classrooms**

Indicators		Evidence
Student Participation:	Active participation (could be verbal or otherwise) by students through different participant structures (groupings) and activities.	Changes in individual students’ engagement as activities change and/or as participant structures change  Evidence of changing participant structures to accommodate different learning needs

	<b>Indicators</b>	<b>Evidence</b>
Student Participation:	A majority of the students are engaged in almost all instructional activities.	Student participation across all or some activities Pattern of disengagement for certain students or groups of students Teachers moving to re-engage students in given activity or to find alternate ways to engage them
	Student engagement is balanced among racial, ethnic, and linguistic groups (i.e., no pattern of disengagement based on group membership).	How much of instructional time is teacher talk, student talk, and the content of the discussion Native language use by students (with teacher, with same-language peers)
Curriculum and Assessment Alignment	Curriculum is appropriately challenging for most or all students.	Activities' level of difficulty for individual students, whether activities are differentiated Reference to, or connection with state standards
	Curriculum and materials used reflect attention to students' interests and range of backgrounds.	Library book content/materials in the classroom (in elementary grades- trade books in native languages, words posted in classroom; in upper grades, students with opportunity to read materials related to their native cultures). Differentiated instruction to allow access to materials that meet students' interests
	A variety of methods used for assessing student progress, does not rely strictly on oral or written formats.	<u>Varying evidence of formal and/or informal assessment such as:</u> <ul style="list-style-type: none"> <li>• moving around the classroom to observe what students are doing</li> <li>• asking questions in a discussion or to a small group</li> <li>• listening in on a group as it works for several minutes</li> <li>• taking notes, keeping a checklist</li> <li>• writing documentation in a student portfolio</li> <li>• working with students to choose items for their portfolios</li> <li>• interviewing students about their own learning, what they need to do next, what they want to know; how he/she did something; having student show each other how to do things</li> <li>• having students re-tell a story, tell a story, or think aloud as they do something</li> <li>• reviewing students' reading response logs (or other logs)</li> <li>• collecting writing samples,</li> <li>• holding teacher-student conferences</li> <li>• having students perform [show what they have learned] in a group or make an exhibit for the rest of the class</li> <li>• administering standardized or teacher-made tests; also tests from textbooks</li> <li>• administering any kind of written test orally or on tape</li> <li>• using class rubrics for self-assessment</li> <li>• using think-alouds</li> </ul>
Student Engaging Structures	Participation of all students is encouraged by varying participant/activity structures.	Established and existing norms /routines for discourse and interaction Teacher eliciting students' participation using different groupings (pairs, quads, sm. group, 1:1 with teacher, whole group.) Opportunities to respond by teams, presentations, quick-write, posters, oral discussion (T-Ss & Ss-Ss) Activities that include journaling, modeling, facilitating, technology use, simulations, letter writing, surveys, constructing models, reading (differentiated), white boards, manipulatives, visual aids, peer support, L1 use, reciprocal teaching. For older students: note taking, summarizing

Indicators		Evidence
Monitoring/Instructional Adjustments	Instruction is adjusted to respond to students' learning needs (i.e., ongoing monitoring of students' misunderstanding or disengagement).	Varying questioning strategies/discourse and establishing connections – , open-ended, analytical, literal, interpretive, clarifying, restating, repetitive, demonstrations, cooperative groups with guided structure and roles, informal collaborative groups, modeling expectations, sustaining and bridging content/activities. Interventions-changes/decisions based on input and feedback from students and students' interactions (able to modify lesson in response to specific circumstances, continuous monitoring informs and guides lesson implementation)
Student Grouping	Student self-grouping is permitted/encouraged at times. Encouragement of student interactions across ethnic, racial, and linguistic lines (may also be evident from students).	Grouping structures have meaning and purpose to meet needs of Ss and appropriate to support language/objectives of lesson, content delivery and discourse. Heterogeneous groups are encouraged.
Student Language – Respect/Response	Responses to students' language use reflect respect for students' home languages and dialects.	Use of KWL and Ss prior knowledge and background, acknowledge, validate, builds on Ss current understanding and responses, clarify, restate, allow time for response, listen in group discussion, peer-peer interaction and questioning, L1 use w/ translating peer, storytelling, open-ended questioning, multiple ways to respond (oral, written, whole group cards, pair-share), not put on the spot, individual follow-up, non-judgmental reply, incorporates into teaching Ss ideas. Cognizant of own questioning modalities.
ELD Support	Appropriate strategies used with English language learners to promote English language acquisition (particularly academic language).	L1 and peer support, 1:1, Ss input, think alouds, choral reading, hands-on, TPR, KWL, graphic organizers, scaffold, restate, clarify, visuals, academic lang. dev in context, examples, modeling, vocab. dev. support/varied formats, TPR, appropriate pacing/speech, paraphrasing, text re-presentation (modifications and explicit instruction on use and purpose of text formats), modeling, cues, advanced organizers, sentence frames, quick-writes, hand gestures/responses (thumbs up), word walls.
ELD Support	Appropriate strategies used with English language learners to promote academic progress	Preview-review lesson, opportunities for listening/speaking/ reading/ writing, manipulatives, clarify in L1, model, simplify, scaffold and expand language use to extend learning opportunities, schema building, text analysis, overt and think aloud by teacher, explicit and clear directions, bridging content, metacognitive development. (self-assessment, KWL, rubrics)
Differentiated Instruction	Instructional strategies are differentiated to meet the learning needs of a range of students (i.e., students speaking other languages, needing more learning time).	Uses student work/responses and ongoing assessment to analyze and guide instructional decisions. Groups vary according to need, but not segregating as a norm. Inclusion with individual attention.
Classroom Climate	<p>There is a climate of respect for students' ideas, questions, and contributions.</p> <p>Interactions reflect cooperative working relationships among students.</p> <p>Interactions reflect teacher appreciation for students' life experiences and perspectives.</p> <p>Overall classroom climate is positive.</p> <p>Inter-group conflict is dealt with in a constructive manner.</p>	

On average, evaluators conducted observations in nine classrooms per site (Range = 6 – 13 classrooms). It was not possible to conduct observations at Site 9. The following tables document the average ratings for observations in each of nine sites. Table 1 shows ratings for three groups of general classroom indicators. Table 2 shows ratings for the indicators related to the teachers' role.

**Table 1. Ratings for each Site on Classroom Indicators**

Site	Student Participation	Curriculum & Assessment	Classroom Climate
1	2.69	2.77	2.77
2	2.69	2.38	2.62
3	2.33	2.33	2.22
4	2.50	2.33	2.50
5	2.83	2.50	2.17
6	2.73	2.73	2.82
7	2.00	1.89	2.00
8	2.14	2.14	2.00
9	N/A	N/A	N/A
10	2.56	2.59	2.89

*Scale: 1 = not evident, 2 = somewhat evident, and 3 = strongly evident*

**Table 2. Ratings for each Site for Teacher Role Indicators**

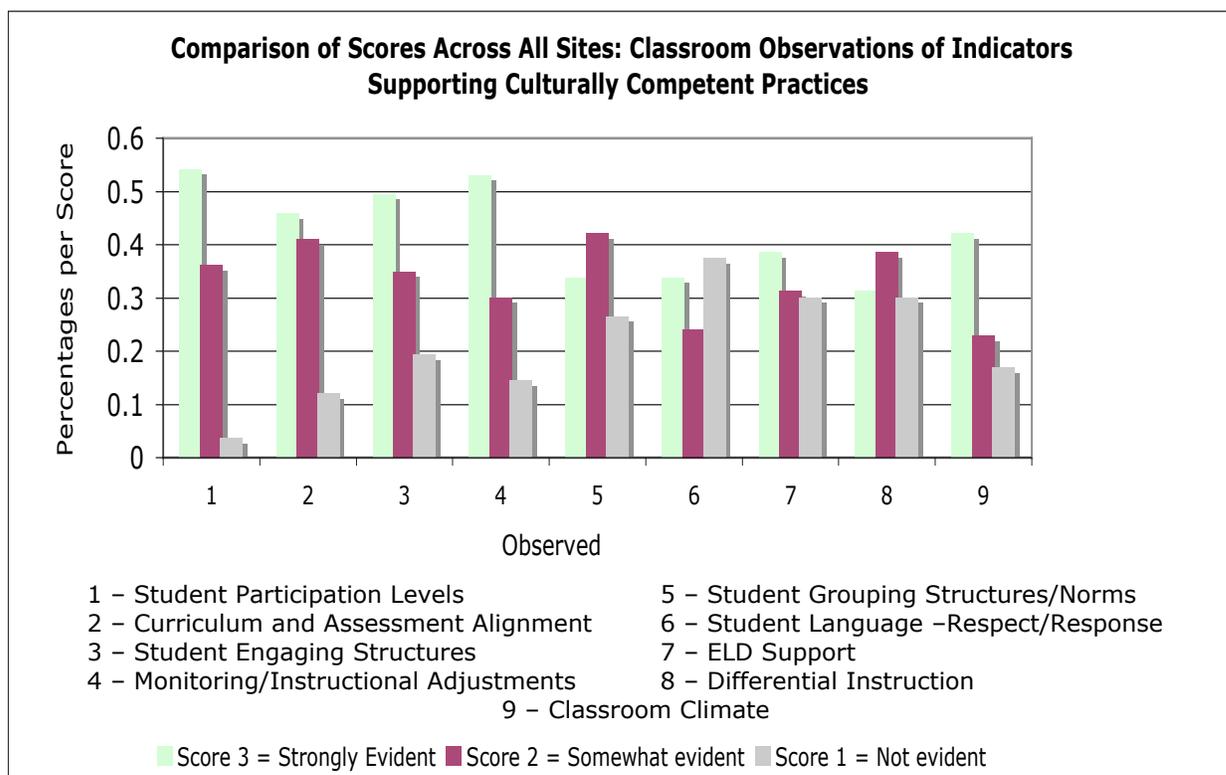
Site	Engage Students	Instructional Adjustments	Mix Support	Respect L1	ELL-ELD	Differentiated Instruction	Average Teacher Ratings
1	2.54	2.69	2.38	2.15	2.38	2.08	2.37
2	2.38	2.46	2.15	2.08	1.77	2.00	2.14
3	2.11	2.22	1.89	2.11	2.22	2.22	2.13
4	2.33	2.17	2.17	1.17	2.00	2.00	1.97
5	2.67	2.67	2.17	1.67	2.67	2.00	2.31
6	2.73	2.82	2.45	2.45	2.27	2.45	2.53
7	1.78	1.89	1.44	1.11	1.89	1.33	1.57
8	2.29	2.29	2.14	2.14	1.71	1.86	2.07
9							
10	2.11	2.44	1.89	2.22	2.00	2.00	2.11

*Scale: 1 = not evident, 2 = somewhat evident, and 3 = strongly evident*

Higher scores were applied to classroom where students were strongly engaged with materials that provided connections to cultural content and their home and community experiences. In these classrooms, there was also evidence that teachers provided the support needed for students to succeed academically by accommodating differences in learning styles or options for responding in class. In some of these cases, teachers reported having visited local households and /or met with parents and children to develop a sense of knowledge about their students’ background, while forging relationships with families to determine how to use this knowledge pedagogically. Classrooms where a wide variety of instructional strategies connected to different learning styles, as well as access to multicultural resources and materials often also utilized varying grouping formats. This allowed the teacher to monitor and give feedback to individuals and small groups, displaying appreciation for the strengths and accomplishments of their students.

Each observation was scored by the corresponding researcher and compiled for analysis. The following charts and tables summarize findings based on the total sample, and on indicators focusing on teachers’ roles per site. (Chart 3 and Table 1)

**Chart 3. – Total Sample Classroom Indicators**



Student participation with a score of 3, including varying participant structures and showing engagement in almost all instructional activities, without patterns of disengagement based on group membership was found in 54% of the classrooms observed. In 46% of the classrooms, curriculum and assessment alignment with indicators of the study was strongly evident. A rating of 3 for positive classroom climate was evidenced in 42% of the sample.

For most sites, there were elements that would be considered culturally responsive in several classrooms, but there were some indications that a more generalized effort to successfully implement practices reflecting cultural competence as a school-wide effort in schools where there was a greater sense of a cohesive school culture, more articulation and an infrastructure and leadership supporting cultural competence.

The assertion that today's foremost challenge in education is to create learning environments that maintain the cultural integrity of every child while enhancing their educational success (Wlodowski & Ginsberg, 1995) was evident during our observations. While some elements of culturally relevant instruction—such as collaborative structures, instructional scaffolding, and consistent application of a variety of instructional strategies—were observed, other elements were identified as ones for which teachers needed additional professional development. With such support, it is likely that teachers could accomplish much more with their students. As Randal B. Lindsey states in his book, “By using diversity as an educational resource, cultural proficiency dramatically increases the likelihood that all students will be successful learners” (Lindsey, 2005).

#### **References:**

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