EVALUATION OF THE IMPLEMENTATION OF
CULTURALLY RELEVANT AND RESPONSIVE EDUCATION

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ACKNOWLEDGEMENTS

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EXECUTIVE SUMMARY

The main purpose of this study was to gather evidence regarding the existence of CRRE in schools and especially classrooms. The Domains and Components of a Culturally Relevant and Responsive Educational (CRRE) Program (Maddahian, 2003) identify the major domains of a CRRE program, along with its theoretical and practical components. It offers suggestions for a comprehensive CRRE instruction and training model for program and staff development, and provides a blueprint for evaluators to examine their educational practices in light of a CRRE model. In addition, it lists a rationale for district policy regarding professional development, the allocation of resources and an accountability system.

This model was selected as a guide for the CRRE evaluation since it not only incorporated the contents of the Action Plan, but identifies elements of CRRE. The model defines CRRE as, "educating all students by incorporating their cultural, emotional, and social experiences into the teaching and learning process." Specifically our intention was to identify the presence or absence within classroom instruction of the following domains: Knowledge and Experience, Social and Emotional, Attention to Student Diversity, Quality Instruction and Curriculum, Instructional Strategies, Diagnosis and Assessment, and Parent and Community Involvement.

Methodology

To examine the prevalence of CRRE in schools and classrooms with African American students, we examined practices in local districts in which almost 85% of the African American students in LAUSD are enrolled: D, G, K, and I. A random sample of 40 schools, 10 in each district, was selected for data collection. The sample included 16 elementary schools (four in each local district), 12 middle schools (three in each local district), and 3 high schools (three in each local district). Two 5th grade teachers per school and one middle and high school English, math and social studies teacher per school were observed for two consecutive days, each observation covering at least half a day, or four periods. A team of fifteen trained data collectors observed classrooms, documenting evidence of culturally relevant and responsive instruction through detailed field notes and observation forms.

Knowledge and Experience Domain

To what extent do teachers engage students in learning by including student's prior knowledge and experience, use alternative learning styles and modalities, insert alternative source of knowledge, and facilitate learning by seeking student's cognitive and mental strengths rather than weaknesses? In most cases, we found that less that half of the observations showed teachers engaging in components associated with this domain of CRRE.

Teachers incorporated the socioeconomic, cultural or ethnic background of their students into their classroom instruction, and those events usually occurred as part of an Open Court lesson. In secondary schools, social studies teachers were most likely to incorporate student prior experience (33%), followed by English teachers (24%) and math teachers (8.5%).

Sources of knowledge (other than classroom texts or teacher knowledge) were accessed in only 40% of the elementary classrooms, 38% of the English classes, 35% of the observations in Social Studies classes, and 21% of math classes.

Knowledge of learning modalities and social protocols, in which a teacher modified instruction to make it more authentic and/or addressed student language patterns, occurred among only 34 % of the observations of elementary teachers. With respect to secondary classroom observations, the percentage of occurrence was higher: English (53%), math (49%), and social studies (70%).

When it came to building on a student's strengths and previous knowledge, the highest percentage of instances observed occurred in secondary math classes (60%), perhaps due to the way math lessons are structured to build on prior skills. Teachers built on students' strengths or previous classroom knowledge and the relationship between home-community culture and school culture in over 40% of the classroom observations in secondary English and social studies classrooms, and in 35% of the observations in elementary classrooms.

Social and Emotional Domain

Overall, there was little evidence of mutual respect and acceptance, respect for cultural diversity, high expectations for student achievement, and appropriate classroom management in the classroom.   As evidence of CRRE in the Social and Emotional Elements domain, teachers were observed to affirm and value students and their culture by showing empathy and respect in 17% of the elementary classroom observations. This percentage was similar to that observed in secondary

English, math, and social studies classrooms in which the percentage of observations was 18%, 15% and 17%, respectively. The instances of teaching mutual respect and rapport were a bit more frequent overall as teachers were often heard encouraging students to respect one another in fifth grade (26%), secondary English (31%), secondary math (13%), and secondary social studies (20%).

Only 13% of the observations of social studies classrooms documented teachers respecting the cultures, values, and communities of their students or attempting to eradicate negative attitudes toward different ethnic groups by including positive images of student ethnic groups within course content and materials. The percentages are even lower for fifth grade (8%) secondary English (2%), and secondary math (6%).   No positive cultural role models were provided in secondary English and social studies classes, and the instances observed in fifth grade and secondary math classes was less than 5% of the observations.

Teachers were more often shown to demonstrate high expectations for all students in fifth grade (40%), and secondary math and social studies classroom observations (28%) than they did in English classes (16%). Instances of the attempt to build feelings of competence and confidence was observed in almost half of the observations in secondary math classes, but in only 36%, 30% and 27% of the observations in secondary English, secondary social studies, and fifth grade, respectively. Appropriate classroom management occurred in less than half of the observations across all grade and subject areas.

Relevant Educational Resources Domain

Components of this domain included the provision and utilization of authentic culturally relevant materials and artifacts that represent all the children in the classroom; culturally relevant examples used in teaching key concepts and principles in a subject area, and giving students a choice of project assignments that reflect the ethnicity of students and how they learn. Materials and decor reflecting student diversity were documented in less than 25% of the observations in elementary classrooms or secondary English, math or social studies classrooms.

Quality Instruction and Curriculum Domain

As can be seen below, the extent to which classroom instruction exhibited the use of clear standards, taught multicultural content, and paid attention to diversity and poverty issues was low. Teaching with clear standards is an integral part of high quality instruction. In elementary schools,

16% of the observations documented the use of clear standards. Similarly, 17% of the observations evidenced the use of clear standards in social studies classes. Math and English classes offered more evidence of the use of standards at 23% and 40%, respectively.

There was almost no multicultural content in math classes, but 40% of the observations noted multicultural content in social studies classes as might be expected due to the content of each course. Secondary English and elementary classes both had about 27% of the observations focusing on multicultural content. The percentages of observations devoted to teaching diversity and/or about poverty were less than 5% in math classrooms, and less than 35% in the other groups under study. Teaching content vis-à-vis art education occurred only in elementary classrooms. Elementary teachers were less likely to talk to their students about postsecondary education than were their peers in secondary, but only 25% of the observations in either English, math or social studies documented teacher mention of college or vocational education.

Instructional Strategies Domain

More than 40% of the observations demonstrated use of the following strategies in their classrooms: cooperative learning, active learning, instructional conversations, and scaffolding. The quality of these efforts and degree to which they were successful could not be assessed in this inquiry.

With respect to constructivist learning, only 11% of the observations in secondary math classes and 32% of the observations in elementary classrooms showed teachers utilizing this strategy. Both secondary English and social studies teachers employed constructivist learning as a strategy in at least 40% of the observations. Targeted teaching or differentiation occurred in 50% of the fifth grade observations, and in 44%, 68% and 35% of the secondary English, Math and Social Studies observations, respectively.

Diagnosis and Assessment Domain

This domain looks at multiple sources of assessment including traditional means such as multiple choice tests and quizzes, as well as alternate, non-traditional forms such as oral tests, games, and projects. Ten percent of the elementary school observations showed use of alternative assessment methods, compared to 42% indicating traditional testing strategies. Secondary English teachers used alternative assessment in 18% of the observations, math teachers 2%, and social

studies teachers 22%. Additionally, recognition and use of additional student support and testing time was found in 31% of the observations for elementary school, 40% for secondary English, 28% for secondary math and 15% for secondary social studies.

Parent and Community Involvement Domain

At the elementary and secondary level, there was no parental presence in the classroom other than when teachers called parents regarding discipline or when they talked about homework. Community presence was rare, with few instances of community presentations and involvement.

EVALUATION OF THE IMPLEMENTATION OF

CULTURALLY RELEVANT AND RESPONSIVE EDUCATION

INTRODUCTION

Historical Background

African-American students in the Los Angeles Unified School District (LAUSD) currently number about 84,000 and comprise 10.4% of the elementary and 12.9% of the secondary student population[1]. Their achievement levels in relation to other students present an alarming picture of the persistent gap in overall academic performance that has existed for decades between different ethnic and racial groups, especially Black and white students. An analysis of LAUSD student test score data shows that the norm-referenced mean scores of African American students averaged around the 30th percentile, while the mean scores of white students were principally above the 50th percentile.

In the spring of 2001, a coalition comprised of concerned African American parents and community leaders in Los Angeles appeared before the Board of Education's Augmented Curriculum and Instruction Committee asking for urgent actions to address the instructional needs of African American students, citing test results as clear support for a different method of education. They defined "equitable education" as "providing the opportunity to achieve for all; commitment through allocation of sufficient resources; participation, representation and advancement of diverse students groups; accessibility and sensitivity to student needs, and establishment and adherence to policies and procedures for equitable distribution and utilization of resources." Based on their request, the LAUSD Board of Education drew up a resolution and activated a Steering Committee comprised of District staff and representatives from community and educational organizations to put an equitable education program in motion.

To acquaint the Steering Committee with the most current information about Culturally Relevant and Responsive Education (CRRE) for African American students, two conferences took place in late 2001. Nine nationally known researchers presented information on different aspects of

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[1] LAUSD Student Information System (Spring 2004)

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CRRE at an October meeting. In December 2001, a group of experts returned with more in-depth presentations and discussions in a workshop format.

Conference presenters recommended the development and implementation of a culturally relevant and responsive instructional program to raise not only the level of achievements among African American students but as a valuable approach for all students. One of the presenters, Phyllis J. Hart, noted that, "there is a peculiar challenge in Los Angeles in that African American students are 12 % of the total enrollment in the District, and 72% are attending schools where the majority of the population is other than Black. As such, if cultural relevance were to be instituted as a district wide policy, it must be done in a way that calls for fair education relevant to all cultures represented in a classroom. It is imperative that a priority be placed on instituting policies that can create a 'more equitable' learning environment for African American students and all other students –an environment in which high expectations and high standards are supported, assessed and monitored." In truth, the purpose of the culturally relevant curriculum is not to encourage separation but to answer the need for increasing recognition of diversity within American society.

Based on this philosophy, the Steering Committee compiled information on African American student learning from the conference, literature and district staff into a proposal to support increased academic achievement through Culturally Relevant and Responsive Education. The three primary components focused on the categories listed by the original coalition: availability of educational resources, development of a CRRE plan, and monitoring of student outcomes. A conceptual framework, and a series of tenets was established as its foundation, along with a set student outcomes expected to improve as a result of implementing the activities related to the performance goals

Central office and local district staff were then asked to specify the actions their offices and/or staffs would take to assure implementation of the Action Plan. In January of 2002, the District generated activities/steps, either to be created or which were already instituted, that applied to the performance goals for the Action Plan. A collection of the specific actions as planned by each local district and central District offices was developed into a document, including a timeline, level of allocated resources, and the person responsible for implementing the action. A Professional Development Guide was subsequently added, along with a model for implementing and evaluating the Action Plan. This Action Plan was reviewed by the Instructional Support Services Division of

LAUSD, which synthesized its goals, actions, and recommendations into a workable Blueprint for implementing the Plan throughout the District.

Development of a CRRE Model

The phrases, "Culturally Relevant and Responsive Education" and "Culturally Relevant Curriculum," are commonly used by educators as umbrella terms for a host of educational policies, curricula and programs that respect and include diverse worldviews. This concept recognizes social and cultural issues and their link to the education of a diverse population. The basic term is easily understood; however, the many conceptualizations of its underlying components and related issues make it difficult to have a common understanding of it. This is why the construction of a comprehensive framework containing the critical elements of a culturally relevant and responsive education was needed to provide an explicit definition and cohesive model on which to build, implement and evaluate a CRRE initiative.

The complex and comprehensive nature of the underlying principles of a Culturally Relevant and Responsive Education necessitated a clear understanding of these principles from both theoretical and practical perspectives. In response to this need, the Program Evaluation and Research Branch (PERB) developed a model for understanding and evaluating of CREE and implementation.[2] The document synthesized numerous views about CRRE utilizing a qualitative, multi-source analytical approach to review, compare and contrast issues related to CRRE. Sources included a review of existing literature, presentations by nationally known educators and experts, interviews with LAUSD educators, and perspectives of local visionary members.

The Domains and Components of a Culturally Relevant and Responsive Educational Program manuscript identify the major domains of a CRRE program, along with their theoretical and practical components. It offers suggestions for a comprehensive CRRE model for instruction and training for practitioners responsible for program and staff development and provides a blueprint for evaluators to examine their educational practices and program in light of a CRRE model. In addition, it lists a rationale for explicit district policy and accountability system, professional development, and allocation of resources.

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[2] Domains and Components of a Culturally Relevant and Responsive Educational Program, Program Evaluation and Research Branch (Publication No. 178)

This model has been selected as a guide for the CRRE evaluation since it not only includes the contents of Action Plan but other essential elements of a CRRE. The model defines CRRE as, "educating all students by incorporating their cultural, emotional, and social experiences into the teaching and learning process."

Study Purpose

The main purpose of this study was to gather evidence regarding the existence of CRRE in schools and especially classrooms. Specifically our intention was to identify the prevalence of the following domains and their related components:

Knowledge and Experience Domain

Incorporating student life experience and prior academic knowledge

Inclusion of knowledge from different sources

Awareness and use of different learning modalities

Building on student's strength

Social and Emotional Domain

Affirmation and care for all students

Mutual respect and rapport

High expectation for all

Effective classroom management

Providing positive and diverse role models

Attention to Student's Diversity

Classroom materials and décor reflecting diversity

Quality Instruction and Curriculum Domain

Rigorous instructional environment

Existence of multicultural content

Attention to student diversity

Addressing poverty

Attention to college and vocational preparation

Addressing language needs of diverse students

Instructional Strategies Domain

Cooperative learning

Active learning and apprenticeship

Instructional conversation

Constructive learning

Scaffolding

Diagnostic and Assessment Domain

Use of multiple assessment strategies

Ample assessment time

Parent and Community Involvement

Parent Involvement

Community Involvement

The major objectives of this evaluation were:

- To examine the evidence of a Culturally Relevant and Responsive Education, as advocated by the Action Plan and circumscribed by the PERB framework.
- To determine to what extent CRRE impacted student achievement if, in fact, evidence of implementation of a CRRE is found.
- To provide baseline data on the status of the district as it relates to the five tenets in the Action Plan.

METHODS

Population and Study Sample

To examine the prevalence of CRRE in schools and classrooms with African American students, we looked at the local districts in which almost 85% of the African American students in LAUSD are enrolled: D, G, K, and I. A random sample of 40 schools, 10 in each district, was selected for data collection. The sample included 16 elementary schools (four in each local district), 12 middle schools (three in each local district), and 3 high schools (three in each local district). Two fifth grade teachers were randomly selected in each elementary school for direct observation, as were three teachers in secondary schools (middle and senior high school) who taught language arts, math, and social science.

Instruments and Data Collection Procedure

All classrooms were observed for two consecutive days, each observation covering half a day, or 4 periods. Schools principals and selected teachers were notified well in advance although the exact dates were not specified, and visits were scheduled to avoid field trips, testing, or other activities that conflicted with instructional time.

A team of fifteen trained data collectors observed classrooms, documenting evidence of culturally relevant and responsive instruction through detailed field notes and observation forms. Observers systematically recorded each five-minute interval of class time. Supplementing the field notes, data collectors filled out reflective notes after each two-day observation and subsequently answered a serious of questions based on the seven CRRE domains presented earlier in this report. The reflective notes gave data collectors the opportunity to elaborate and give insight on any issues related to Culturally Relevant and Responsive Education in the classrooms. Field notes were later analyzed to examine the prevalence of CRRE elements, with particular emphasis on each teacher's instructional strategies, type of materials used in the classroom, content of knowledge learned, and teacher-student interactions.

Coding and Analyses

A guide containing descriptive codes was developed covering the key themes and concepts of CRRE. These descriptive codes were then assigned a numeric code and applied to the recorded data by a team of coders using the Atlas Ti software. Through the software, coders were able to complete an initial qualitative analysis of the data. Coded data then was merged into four different units according to subject: Elementary, Secondary English, Secondary Math, and Secondary Social Science. The data was further analyzed qualitatively as well as quantitatively using SPSS software to determine the prevalence of CRRE elements in the collected data.

FINDINGS

This section presents the results of observations in elementary and secondary classrooms for history, social science, and language arts. It targets the individual components of seven domains of CRRE. These findings may be attributable to the curriculum, the teachers or both. An explanation of each component follows, documented with observation quotes. This method illustrates how the material in most elementary and secondary English, language arts and social science classes lends itself to instruction in a responsive manner to the cultural and socioeconomic situation of the student in the classroom, particularly when teachers augment the curriculum with such strategies as classroom discussion, field trips and daily journal writing. The summary and conclusion analyzes how frequently components appear in teaching.

Knowledge and Experience Domain

To what extent do teachers engage students in learning by including student's prior knowledge and experience, use alternative learning styles and modalities, insert alternative source of knowledge rather relying solely on his/her own experience and knowledge, and facilitate learning by seeking student's cognitive and mental strengths rather than weaknesses? ? In most cases, we found that less that half of the observations showed teachers engaging in components associated with this domain of CRRE.

Elementary

In the following table (Table 1), we have summarized the data from classroom observations. The extent to which teachers demonstrated each component of a CRRE domain appears in the Extent of Use column followed by a column with the Percentage. In 84% of elementary observations, no instances of Prior Experience and Knowledge were observed. Among elementary classrooms, only in 16% of the observations did we see that teachers incorporated any aspect of the socioeconomic, cultural or ethnic background of their students into their classroom instruction. In a number of observations, socioeconomic situation of students was linked with Open Court curriculum sections in which students were encouraged to make connections. For example, when discussing the story, "The Siege of Vicksburg," fifth grade students read about a character named Betsy, "who is very hungry and scared of all the shooting in Vicksburg." The teacher asked about the connections the students have with Betsy and if they could sympathize with her situation.

Students answered as a group, "Betsy would be hungry." One student answered, "Betsy is so very skinny and hungry she will eat anything." The teacher complimented the student and recapped, "Good. That is how you infer. You make connections."

Table 1. Knowledge and Experience

Component	Elementary		Secondary English		Secondary Math		Secondary Social Studies	
	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage
Prior Experience & Knowledge	None 52	83.9	None 34	75.6	None 43	91.5	None 31	67.4
	Some 10	16.1	Some 11	24.4	Some 4	8.5	Some 15	32.6
Sources of Knowledge	None 37	59.7	None 28	62.2	None 37	78.7	None 30	65.2
	Some 25	40.3	Some 17	37.8	Some 10	21.3	Some 16	34.8
Knowledge of learning & social protocol	Neg. 3	4.8	Neg. 3	6.6	Neg. 0	0	Neg. 0	0
	None 41	66.1	None 21	46.7	None 24	51.1	None 14	30.4
	Some 18	29.1	Some 21	46.7	Some 23	48.9	Some 32	69.6
Build On Student's Strengths	None 40	64.5	None 30	66.7	None 19	40.4	None 31	67.4
	Some 32	35.5	Some 15	43.3	Some 28	59.6	Some 15	42.6

Another teacher asked her students, "How did they get so many men to sign up (during the civil war?)" A student answered, "money and land." The teachers responded, "Right, land is something that is yours for the rest of your life. What about the Blacks?" The students answered, "Freedom," and the teacher said, "Right. They were promised freedom if they enlisted."   One lesson involving information about food encouraged children to examine how Native Americans utilized every bit of the animals they slaughtered.

> *"Even the tail?" asked one student. To which the teacher replied, "Yes, even the intestines. And they used the bones for a dish we have today in the Black culture, they used the intestines for what is today known as hot dogs and sausages, and Blacks, Latinos and other cultures still use intestines in some celebrations."*

In 40% of observations, teachers used sources outside of classroom texts or their own knowledge, and students shared their own social and cultural stories and experiences from daily experience. Teacher use of outside sources ranged from California sections of local newspapers to library and field trips involving lessons related to students' background. One such common

museum outing involved exhibits and discussion celebrating 50 years of school desegregation. Students sharing their own social and cultural stories and experiences were used as primary resources, offering information other students could relate to and build on. In one such discussion about slavery, a Black male student recounted, "When we talk about slavery, they [sic] was stuff that people said about slavery. My mom and dad were arguing because my mom thought the tunnel went from south to north." And the following exchange took place in an elementary class discussion about slavery after students read about slave auctions:

Teacher:	*(Look at) what happened to the slaves. Don't think that can't happen again.*
Students:	*Wow.*
John (BM)	*At my church, we had a play about slaves and how they were auctioned.*
Teacher:	*That's why Lincoln said slavery is so bad. Jack, tell us how the auction was run at your church.*
John:	*The highest bet got to take the person.*
Teacher:	*You mean the highest "bid."*

Knowledge of learning modalities and social protocols, in which a teacher modified authentic instruction and addressed students' language patterns occurred among 29 % of observations among elementary teachers. One teacher presented a cotton ball as an after-recess treat for students to examine.

Teacher:	*What did you notice about the cotton as we passed it around?*
Jose (LM):	*It smells like vinegar.*
Teacher:	*It actually does smell like vinegar, but that's because they put chemicals on it to keep bugs away when we bring it into class.*
Teacher:	*John*
John (BM):	*It has seeds.*
Teacher:	*The seeds are on the inside though, aren't they?*
Marcos:	*It feels rough, my t-shirt feels softer.*
Students:	*It looks like a cotton ball.*
Teacher:	*Those are synthetic and can actually make tiny scratches on your face. Where are the seeds again?*
Students:	*Inside.*
Teacher:	*Rachael, take a piece of the cotton and take out the seeds.*

Rachael (BF) stands at the front of the class and starts taking out the seeds. Teacher passes out pieces of raw cotton to the Ss.

Teacher:	*This will lead to something. Everyone put your seeds in this box. Now spell "cotton".*

Teachers addressed language patterns in both positive and negative ways. In one supportive lesson a teacher a finds a sentence in a student's free write, rereads it out loud and writes it on the board: "He be racing with me."

Teacher: Who can give him a better way of saying what he did that day, instead of
             African American language, in mainstream English language. Something
             instead of "he be"
Students: He does
Teacher: So we change from African American English to what?
Students: Mainstream English.

Teachers built on students' strengths of previous classroom knowledge and the relationship between home-community culture and school culture in 35% of the classroom observations. For example, in one spelling lesson, a teacher used strategy to check past knowledge from school and home:

Teacher: Ok, let's read these words. First of all, what kinds of words are they?

Students: Synonyms (in unison).
Teacher: Excellent.
Student: Corral, chorale, Wade weighed, Tale tail
T: Give me a sentence with the words in it, Table One
BM Student: My horse is in a corral.
T: Good.
Black Male: My brother sang in a chorale at church.
T: Excellent. So do I. What's the other word for a group of singers in a
             church?
Black Male: Choir.
T: Right.

And a math teacher passed out rulers to students for a lesson to be checked step by step:

Teacher: We're going to measure a book on your desk. First, we'll discuss how you
             find the area of a figure. On p. 528, look at the book (reads the definition for
             area) The area of a rectangle is the length times the width. (labels L and W
             on boards). What does that tell you to do?
Student: Multiply them.
Teacher: What do you do in this case (referring to board)?
Black Male: 2 times 9 plus 2 times 2. (T writes it out on the board).
Teacher: How do we get the perimeter?
Black Female: You add all the sides.
Teacher: Very good.

In a culturally oriented reading lesson in an Open Court book, a teacher checked student knowledge and used humor to bring in the relationship between home-community culture and school culture:

Teacher: Pull out your books. What was the last story we read, people?
Students: Buffalo Hunt!
Teacher: Adolfo, What did we find interesting in the story?
Adolfo (LM):   To keep the food fresh, they used salt on the meat and that made
                clothes with the animal skin.
Teacher: They only made clothes, Manuelito?
Manuelito: They made weapons with the bones.
Teacher: Do you guys wonder how they get buffalo wings (laughs)?

One teacher checked her students' knowledge about electricity by asking them a question, then instructing them to give their answers as a group by simply, "Raise one finger for electricity and two fingers for earthquakes before we go on to learn more about earthquakes."

Secondary English

In 24% of the observations secondary English instructors incorporated their students' economic, cultural and ethnic background into classroom lessons by way of the curriculum or their own additions. Discussions about popular history based films and books, such as "Roots" and "The Color Purple," were not uncommon. In another language arts class, students teach guitar music to the teacher before class, enticing other students to come into the room to class early and quietly. English teachers gave students the option of writing about local issues relevant to them in essay assignments. One teacher instructed,

> It's a persuasive essay on a little bit of a controversial issue. You have the
> option of writing about curfews; gang injunction related to members of a
> certain gang caught meeting with other members being arrested; driving
> license restrictions for misdemeanor convictions which are allowed in
> California but not other states. Remember to do an introduction, a body and
> a conclusion.

In 38% of the observations, English teachers used sources outside of the classroom and encouraged students to share their own stories and experiences. One English teacher engaged an unruly Black male student by urging him to tell the class about a TV series they had both watched. In it, a young woman living with the father of their child abandoned them and then returned and attempted to take away the baby: The teacher asked, "Do you know someone like this? It doesn't have to be the woman who leaves." One male student reported that his dad's friend's girlfriend

plus a second girlfriend left him. The teacher responded, joking, "Two women left a man. Sometimes women leave for good reason, but what was with that man? " A Latina female student added her story about, "The father of the children of my mom's friend abandoned them." Another teacher directly drew personal responses from students about themselves by asking them to "sit quietly with their eyes closed and imagine yourself in a cloud, and what it is you want from this world. I want you to write what you feel."

Secondary Math

A scant 8.5% of the observations among secondary math instructors evidenced the incorporation of student socioeconomic background into classroom work. Using a problem worked out with her math coach, one secondary math teacher used the current basketball championships to create a "wishful thinking" math problem for students using probability theory." Students cheered her introduction to the problem as a "big Lakers team fan." One instructor brought in books about a poverty-stricken East Indian math genius who rose to international fame, telling the class, "the language of math is international and friendly." This teacher also created logic problems using Alice in Wonderland characters and situations but he ultimately told students that he would stop using it because, "either you don't like it or relate to it."

In 49% of the observations, math teachers used modified authentic instruction and social protocols. For example, some math teachers used actual boxes to point out how many sides it takes to calculate surface area. In 60% of the observations, math teachers built on strengths and previous knowledge students brought to the classroom. This may have been representative of the fact that knowing how to do math necessitates prior knowledge. It would probably have been more helpful if teachers had also used the 'everyday math' skills of students to further their understanding.

Teachers generally checked students' math strengths by question and answer, such as this conventional exchange,

> *Teacher:*   *What is the definition of a square?*
> *Black Female: A square has 2 right angles.*
> *Black Male: A square has 4 equal sides.*
> *Teacher:*   *What about a rectangle it has…*
> *Black Male: 2 equal sides.*
> *Teacher:*   *We're gonna talk about finding the area of a square and a rectangle.*

One math teacher incorporated most of the domain components into a lesson by initially asking students to bring in their favorite pictures from magazines depicting "people in situations

that they themselves wanted to be in." Next, students developed their own multi-part algebra and logic problems based on the pictures. One student "solved the financial problem" of treating her parents to a celebratory anniversary dinner at a restaurant and another student worked out a problem on purchasing pet food for imaginary racehorses.

Secondary Social Science

Social science teachers incorporated the socioeconomic background of their students in only 15% of the observation days. Cultural festivals and holidays were characteristic of lessons in both English and social science classes, at times extended to the entire school population. Teachers often invited students to share ethnic food dishes (soul food was mentioned). Integrating cultural material in a social manner encouraged conversation between ethnic and racial groups. Another teacher played international ethnic music for student to introduce a cultural history lesson in which students tried to guess the origin of the music:

> *Black Female:*   *Is it from Jamaica?*
> *Teacher:*   *Getting warmer*
> *Student:*   *Reggae?*
> *Teacher:*   *Getting cooler*
> *Black Female:*   *Salsa?*
> *Teacher:*   *Define salsa*
> *Students:*   *A type of Mexican music.*
> *Teacher:*   *It's not Mexican*
> *Students:*   *Salsa is a Mexican dance*
> *Teacher:*   *I guess you're not familiar with it. It's the rhythm of South*
> *   Africa but the lyrics are in Spanish but it's African.*

Another teacher presented a cultural lesson covering several components and motivating student discussion without taking actual class time by playing music as students entered the room and prepared for class. And another secondary social science teacher used socioeconomic experiences in a more abstract lesson by putting this question to her class

> *This year we have looked at Latino and African American history. Do you think the way you are is because you were born that way with that history or is it because of your experiences in life?*

Social studies teachers in secondary schools used authentic or modified instruction in 35% of the observations. Many teachers utilized local newspapers as authentic instruction. One class of middle school students "grew their own" windowsill garden and participated in a glass-recycling project. Their teacher modified authentic instruction when she invited her father and her

grandfather into the classroom to speak about WWII, which then led to ongoing correspondence after the students wrote a thank you letter to each of them.

Teachers used photos, maps and globes for instruction to engage students in world history. A history teacher showed a map of pre-war Europe, pinpointing Czechoslovakia, which Hitler took over in 1938. "This really pissed everyone off," he said. And another teacher reminded students about the relationship between industrialists, and between the concept of nationalism and the state. One social science teacher asked, "How many know what a court martial is? Students raised their hands. One answered, "In a court martial, they use different rules than in a regular court."

Social and Emotional Elements Domain

Overall, there was little evidence of mutual respect and acceptance, respect for cultural diversity, high expectations for student achievement, and appropriate classroom management in the classroom.

Elementary

As evidence of CRRE in the Social and Emotional Elements domain, teachers were observed to affirm and value students and their culture by showing empathy and respect in 17% of the elementary classroom observations. In one elementary classroom, a Black female student talked about her experiences during a discussion about the epicenter of an earthquake.

> *Black Female: My aunt said that one time when we felt an earthquake to stay under a doorframe because it is the safest part and we were scared to go anywhere.*
> *Teacher: That is called being smart.*

In another instance, the entire elementary class was involved in a lesson showing support to a student. The following is an exchange between a Black male student, Randy, and a white male student, Jerome.

> *Randy: On Friday my uncle died because he stepped on a nail and got bitten by a spider. The funeral was yesterday. Any questions?*
> *Jerome: I feel sorry for you.*
>
> *Teacher: That is a nice thing to say, Jerome. How many people have died in Randy's family, Jerome?*
> *Jerome: Two or three.*
> *Teacher: Randy is he right? How many.*
> *Randy: Four or five.*

All students raise their hands.

Table 2. Social and Emotional Elements

Element	Elementary		Secondary English		Secondary Math		Secondary Social Studies	
	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage
Affirm and care for students	None 51	82.3	None 37	82.2	None 40	85.1	None 38	82.6
	Some 11	17.7	Some 8	17.8	Some 7	14.9	Some 8	17.4
Mutual respect and rapport	None 46	74.2	None 31	68.9	None 41	87.2	None 37	80.4
	Some 16	25.8	Some 14	31.1	Some 6	12.8	Some 9	19.6
Respect Cultural Diversity	None 57	91.9	None 44	97.8	None 44	93.6	None 40	87
	Some 5	8.1	Some 1	2.2	Some 3	6.4	Some 6	13
High Expectations	None 37	59.7	None 38	84.4	None 34	72.3	None 33	71.7
	Some 25	40.3	Some 7	15.6	Some 13	27.7	Some 13	28.3
Build Student Confidence/ Safe environ.	None 45	72.6	None 29	64.4	None 24	51.1	None 32	69.6
	Some 17	27.4	Some 16	35.6	Some 23	48.9	Some 14	30.4
Classroom Management	Neg. 26	41.9	Neg. 18	40	Neg. 34	34.2	Neg. 24	52.2
	None 8	12.9	None 11	24.4	None 13	19.1	None 9	47.8
	Some 28	45.2	Some 16	35.6	Some 22	46.7	Some 13	28.2
Positive Role Models	None 59	95.2	None 45	100	None 45	95.7	None 46	100
	Some 3	4.8	Some 0	0	Some 2	4.3	Some 0	0

And in one elementary classroom the teacher simultaneously wrote an assignment on the
board and announced, "Congratulations Caroline, I heard you guys won in drill team over the
week-end!" Teachers were observed encouraging students to respect, her/him and each other, in
26% of elementary school classroom observations. Teachers often asked their classes in one form
or another to "remain quiet after the test, show respect to those who are still working. Teachers
taught values, such as justice, mutual respect and equity.

Teachers demonstrated the same high and clear expectations for all students in 40% of the
observations, while they were found to build student confidence and a safe environment while

making students aware of possible challenges to come in 27% of elementary classroom observations.   One elementary teacher named table groups, encouraging high expectations while repeating confidence-building names through the day.

> Teacher: We have to make sure we are following directions. We will stop now; I see it's your recess.
> *The teacher begins to dismiss class by tables.*
> Teacher: 'Understanding,' 'Wisdom,' line up.
> *Students begin to line up.*
> Teacher: 'Attentive,' 'Knowledge' line up. 'Purposeful,' line up."

Another elementary teacher addressed a class with, "You did so well yesterday with the reading problems. I know you all are going to do great today too." And a teacher encouraged her class with the words,

> *You can do really great in the tests we're going to take, and I want you to do great because you've all worked so hard this year, and another with, "Think again. Look at the whole problem again. I know you can find it" and " Right! Remember to look carefully at these kinds of problems and THINK. You can do it.*

One teacher showed the belief that students can learn by answering this question from a Black female student, "Are we supposed to add all this up?" The teacher joked back, "You're not fooling me; I know you can do this." An elementary teacher built confidence and competence while correcting in a positive and challenging way: "Bella, there's a lot of things you want to do for junior high. But you're failing reading. It's not that you're not good at it, you are." An elementary math teacher told his struggling class:

> *I've told you before and I'm telling you again how amazed I am that you are working on these Algebra problems. We didn't learn problems like that until I was in the 10th grade; you should be proud of yourselves.*

Teachers were observed integrating CRRE into classroom management occurred in 45% of elementary school observations. Some utilized job responsibilities in order to do this as represented by one teacher advising a Black female student, "Ashanti, You are being too bossy. You can only be a line watcher if you behave nicely with all of the children, otherwise I will have to let someone else do it." Ashanti replied, "OK." Another elementary teacher instructed two students to work together: "Jose and Andrew, your team member asked for your help and you were talking. Please listen to him."

Yet another teacher encouraged polite behavior among student in a brusquer manner:

> *The teacher addresses Gary as students line up to walk back to the classroom.*
>
> Teacher: *What you do is you say excuse me*
> Gary (WM): *Excuse me*
> Teacher: *My son is 2 years old and he can say excuse me. You're in 3rd grade. You should know how to behave.*

In another example, a Black male elementary student, Shawn, voiced these directions: "On behalf of the class, you need to pay attention and follow the keys to success." Another teacher built confidence and a challenge into class management when she pointed out a boisterous table of boys and said, "Let's give them a big round of applause because they will succeed today." And another elementary teacher said, "I don't have a bad student in this room, I just have students that don't think sometimes and make bad decisions."

Within this component, students were taught to see themselves as contributors and leaders, such as Black female, Ashanti, "the line watcher who helps make sure that all of the students are quiet and in a straight line. In another class, the students could answer their teacher's question, "What do we do during an earthquake drill?" The students responded, "Go under our desks." Teacher, "Good. How do we go under our desks?" Students, "Quietly!" Teacher, "Good, that's what I am looking for. You need to be quiet so you can listen and follow directions."

In 45% of the observations, teachers were able to handle discipline without disrupting the flow of instruction. One elementary teacher merely had to open a jewel box with music for the students now to quickly clear off desks and stop writing, then sit straight at their desks at attention. Several teachers only had to turn around from writing on the board to quiet a class. In other observations, students talking to neighbors and laughing stopped as the teacher walks toward their table. In another case, four Black male students sitting in the back giggling and talking were quickly brought to order in another class after being motioned by the teacher to walk to a side door where a board with students names were written on pockets holding colored cards. As the students changed their cards, a teacher took off points from tables until the students watching quieted down. Teachers also used daily journal assignments to ensure students an opportunity to think about their own responsibility. One assignment read: "This Year I Figured Out That" and others were "How I'm Going to Study for the Final Exams" and 'What To Do When You Are Angry."

One elementary teacher checked attention with fun, physical instructions, "If you're listening, touch your nose. If you're listening, touch your shoulder. If you're listening, touch your ear." In another case the teacher said, "Everybody stop for a second. Breathe, stretch out. Get your blood circulating."   Unfortunately, instruction was often disrupted while a teacher handled discipline issues. In one typical instance, after a teacher led students back to the classroom, the teacher explained to her class, "The reason you had an extended recess is because I met with a parent at the office, you had plenty of time to play so take out your test ready packets and finish what we started before recess quietly."

Only one instance occurred in which a teacher provided positive role models from the students' culture. Alisa, a woman farmer from the community, spoke with the class about her work in an orchard farm. Alisa's talk covered farming and crops.

Alisa: *What do you think of where you hear farm?*
Students: *Animals. Crops and vegetables. A man with overalls and straw hat.*
Alisa: *Do you think of a woman?*
Students: *Different responses*
Alisa: *Anyone can be a farmer.*

Secondary English

Lessons or instances of teachers respecting student cultures, values, and communities in a verbal or visual demonstration occurred in 31% of secondary English classroom observations. A librarian followed a lesson about the environment by asking a class, "Do each of us make a difference?" Students responded, " Yes." In the following situation, we can also observe the lack of mutual respect when a student walked into a classroom and handed the teacher a late slip.

*Darnell and Pete (both Black male students) mumble comments about the
outfit on Carlos (Latino Male). The teacher reacts, "I'm going to address
this now. We've had a problem all year with people making fun of other
people. I will deal with it severely. When you talk about how someone looks,
dresses you are harassing them. If you have a problem, you will go to the
office and we will deal with it formally."*

High expectations were found in 16%of the observations, and personal or group encouragement was reported in 27% of the observations. For example, a teacher responded to Karla (BF), "You need to have confidence in yourself. You can do this. If not I'll work with you. You are a great

writer." Another teacher said, "As I look around, most of you are doing a great job. I'll let you guys finish on your own. And in another class:

> Teacher: Excuse me class; let me share with you some examples.
>   Josue reads his work.
> Teacher: You see, it can be simple; it doesn't have to be complicated.
>   Teacher calls on LF to read her work) Maria reads.
> Teacher: Wait, this is interesting, stand up and speak loud.
>   Maria stands up and reads again. Teacher claps, Students clap.
> Teacher: Does anyone else want to share?
>   Latina Female and a Black Male both share their writing.
> Teacher: See how simple it is class? Continue writing, but keep it real.

Secondary Math

In the classrooms observed, teachers demonstrated high expectations of the students and demonstrated that they believed all could learn in 30% of secondary math classes. One secondary math instructor encouraged a class with, "Math is the just the same pattern. You all know to do this (points to 1st math problem on the board), you all know how to do this (points to second problem on board) so you should be able to figure it out." And another said, "I expect most of you to pass this test. Getting a four would mean 'understanding surface area.'"

Teachers handled discipline without disrupting the flow of instruction in 36% of secondary English, 28 % of social science, and 47% of math classroom observations. Some math teachers took only seconds out of teaching time with positive methods of management, such as telling a group, "You guys need to sit down and take a couple of
deep breaths and relax," before then calling out a student's name to go and sit in a corner. Another teacher held a quiet discussion with Charles, who was standing in a corner, while the class worked.

Situations, in which the students were actively disruptive, passively off task and defiant, occurred in 34% of the observations in math classes. Students pushed the chairs of nearby students back and forth on the floor, banged their arms or books on desks continuously or intermittently, walked or ran around the room out of their seats, talked loudly or yelled from one to another, or used school equipment without permission.

Secondary Social Studies

Mutual respect and rapport was found in 20% of secondary social science classroom observations. Bringing the lesson of values up to the community level, a teacher watched students writing on the tables and asked, "Who pays for it?" The Black female student answered, "We do,"

to which the teacher replied, "No, taxpayers do. So, you're defacing public property. Is that a crime?" The student answered, "Yes." On a more abstract level, after a Black male student commented concerning a speech the class had just read, "This sounds like the Martin Luther King speech." The teacher replied, "They both have the same ring of truth. No matter what your color, you have the right for love, liberty, and the pursuit of happiness. I want you to think about that over lunch."

Respect for cultural values and community occurred in 70% of secondary social science classroom observations versus only 6% of secondary math classroom observations. In one secondary social science class discussion about slavery, the follow exchange took place:

Teacher:	*Vicksburg was embargoed and had blocked entrance so no food or drink entered in 1863. "From the last story (which was about the North and South). Do you remember the differences they had?*
Student:	*One side was for slavery, the other wasn't.*
Teacher:	*What were the reasons in the South? Denny?*
Denny:	*They wanted slavery because they didn't want to do their own work.*
Teacher:	*If you have someone working for you for no pay, they will keep the money for profit. You can imagine…. Now you don't have workers for free. You can understand why the South needed slaves. In the North, they didn't have slaves. Most of the work was done on the docks. In the North, not too much need for slavery. One wanted to unify the country and others wanted to separate.*

Relevant Educational Resources Domain

Components of this domain included the provision and utilization of authentic culturally relevant materials and artifacts that represent all the children in the classroom;, culturally relevant examples used in teaching key concepts and principles in a subject area, and giving students a choice of project assignments that reflect the ethnicity of students and how they learn.

Elementary

Materials and decor reflecting student diversity were only found in 24% of the elementary observations. Teachers in 33 instances used culturally relevant materials that represented the students in the classroom. A significant number of stories and examples from a variety of cultural groups were integrated into daily lessons, among these American Indians, Chinese, Mexican, and

African American. Stories observed representing African American students included Dr. Martin Luther King and the "I Had a Dream" story, and the Little Rock story.

Table 3. Relevant Educational Resources

Element	Elementary		Secondary English		Secondary Math		Secondary Social Stdies	
	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage
Materials & Décor reflecting Diversity	None 47	75.8	None 37	82.2	None 43	91.5	None 35	76.1
	Some 15	24.2	Some 8	17.8	Some 4	8.5	Some 11	23.9

The teachers also used examples from different cultures and groups to teach key concepts and principles. In 8 instances, the teachers included examples from different cultures and groups in teaching key concepts and principles. The following elementary teacher incorporated American Indian culture into irregular and regular verb practice. The teacher instructed her students,

> *We are looking at regular and irregular plurals and the writing assignment today is: You are a young Indian child who is writing about how life was back then. You must use 3 regular and irregular plurals. Does everyone understand?*

However, students were not given a choice in classroom project assignments reflecting their own ethnicities and learning styles, although differentiated learning strategies were applied.

Secondary English

In 18% of secondary English classroom observations, materials and decor reflected the diversity of the students. While stories and novels from authors of the same ethnicity as the students were chosen to be a part of the curriculum, no additional evidence of culturally relevant materials was recorded.

Secondary Math

Evidence of integrating culturally relevant materials and decor reflecting diversity was not found at the secondary level for mathematics, nor was there indication of student choice in project assignment reflecting their ethnicity. However, there are instances found where the teacher included examples from different cultures as they were going over problems or introducing new concepts. One teacher posed this word problem to her students:

> *"Hoops" Malone has his contract up for renewal. The team has offered him a choice of three contracts: 1) $700,000 plus $5,000 for every game he plays. 2) $600,000 plus $10,000 for every game he plays, and 3) $1,000,000 with a penalty of*

$25,000 for every game he misses. The season consists of 32 games. Last season, "Hoops" appeared in only 12 games because of knee surgery. If you were "Hoops" Malone, which contract would you take? Defend your decision, no answer is wrong.

When doing word problems or teaching new concepts, it was common for teachers to use sports examples.

Secondary Social Studies

Social Studies at the secondary level provided ample opportunities for the introduction and discussion of culturally relevant materials and topics. In 24% of classroom observations, teachers used culturally relevant materials and décor. The integration of culturally relevant materials ranged from movies to students acting out historical events. In one class, the teacher based an American History lesson on a film about the grassroots civil rights movement, "Freedom Song" starring Danny Glover.

Instructional Quality and Curriculum Domain

As can be seen below, the extent to which classroom instruction exhibited the use of clear standards, taught multicultural content, and paid attention to diversity and poverty issues was low.

Elementary

Teaching with clear standards is an integral part of high quality instruction. In elementary schools, 16% of the observations documented the use of clear standards. Teachers often referenced standards when explaining assignments. Statements such as "Under the fifth grade writing standards, there are three genres…Narrative, Expository, and Persuasive" resonated in elementary school level classes.

In addition to clear standards, the extent to which multicultural content was incorporated into the curriculum was also evaluated. In approximately 27% of the elementary observations, were historical examples of resilience and overcoming adversity embedded into the lessons. This is not surprising, as Open Court covers this topic. Teachers often presented a topic such as slavery, then engaged students in a discussion about its implications. The following is an example:

Teacher:	*James, what is an abolitionist? James doesn't answer.*
Students:	*Someone who wants to get rid of slavery.*
Teacher:	*Good, what is the root word?*
Kewan (BM):	*Abolish.*

Teacher:	The story says that Lincoln getting rid of slavery was political suicide. What is political suicide?
Kewan:	People thought it would be a bad idea.
Teacher:	People thought it would be fanatical. What's a fanatic?
Alicia (LF):	A fan?
Teacher:	That's a good way to say the word but a fanatic is someone who "believes to the death, what they believe in". The abolitionists were considered fanatics.

In addition to incorporating historical examples of resilience and overcoming adversity drawn from students' cultures, 24% of the classroom observations showed teachers engaging students in discussions that enabled them to think from different perspectives and to consider diversity and unity within diversity. As one teacher mentioned, "Thursday is international day because we missed the celebration of African American month and Cinco de Mayo so we have to make sure we celebrate culture in the school and internationally." She then talked about different groups in the state and encouraged students to "decorate a whole hallway with decorations representative of the students' selected continents."

Secondary English teachers had the highest percent (40%) of observed instances of teaching with clear standards. Teachers often gave students assignments and provided clear instructions on how to complete them. The following example is reflective of teachers' use of standards to guide student learning.

> Teacher: Ok, I'm going to give you some guidelines. For the Elizabethan Era group, I want to know at least the time period, the important events and some things about Queen Elizabeth. For the Shakespeare group I want to know some background on Shakespeare, his career, and authorship. For the Globe I want to know history of the theater, and production of plays. Ok? That should help you out.

In addition to teaching with clear standards, 27% of the English classroom observations showed that teachers used specific cultural references in a positive manner, an integral element of a culturally relevant instructional program. Class discussions centered on resilience, overcoming adversity, and contributions from student cultures. For example, one teacher shared a story about a Mexican-American who wanted to run for the Texas legislature and that "many people said a Mexican-American could not run….then he ran for city council and won and he went on to win other elections." This story was followed by a class discussion about the contributions that characters in the story as well as other members of the students' ethnic communities had made.

Teachers also engaged students in discussions about diversity and taught students how to think from different perspectives.

Table 4. Instructional Quality and Curriculum

Element	Elementary		Secondary English		Secondary Math		Secondary Social Studies	
	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage
Rigorous Instructional Environment	None 52	83.9	None 27	60	None 36	76.6	None 38	82.6
	Some 10	16.1	Some 18	40	Some 11	23.4	Some 8	17.4
Multicultural Content	None 45	72.6	None 33	73.3	None 46	97.9	None 26	56.5
	Some 17	27.4	Some 12	26.7	Some 1	2.1	Some 20	43.5
Teach Diversity	None 50	80.6	None 34	75.6	None 45	95.7	None 30	65.2
	Some 12	19.4	Some 11	24.4	Some 2	4.3	Some 16	34.8
Address Poverty	None 58	93.5	None 40	88.9	None 47	100	None 39	84.8
	Some 4	6.5	Some 5	11.1	Some 0	0	Some 7	15.2
College & Vocational Preparation	None 59	95.2	None 39	86.7	None 40	85.1	None 38	82.6
	Some 3	4.8	Some 6	13.3	Some 7	14.9	Some 8	17.4
Art Education	None 55	88.7	None 45	100	None 47	100	None 45	97.8
	Some 7	11.3	Some 0	0	Some 0	0	Some 1	2.2
Address Language Needs	None 55	88.7	None 35	77.8	None 35	74.5	None 36	78.3
	Some 7	11.3	Some 10	22.2	Some 12	25.5	Some 10	21.7

Secondary English

Approximately 24% of the English class observations showed teachers attempting to show students how various cultures deal with the same issues and/or discuss how cultures are similar or different. In a discussion on the adversity members of various communities have had to overcome, a teacher made reference to the book 'Night' by Eli Wiesel, and asked her students to think about the struggles of the Jewish community. She asked them to "Think about what you would do if you had to evacuate and leave your families behind…how would you react?" This discussion is reflective of teachers' efforts to expose students to different cultural experiences and perspectives. In addition to showing students ways to think from other perspectives, teachers also encouraged students to consider issues of poverty.

11% of the observations showed English teachers talking about income inequities and impoverishment while college and vocational preparation was discussed in 13% of the English classroom observations. For example, when discussing the importance of providing evidence for their arguments, students were often told "All the college readers want is for you to provide evidence of your argument." Other teachers emphasized the importance of learning certain skills "..not only for the spring tests but all the tests you will be taking…here and in high school and college."

Although there were no observed instances of teachers using art as a venue for learning, teachers used other means to facilitate student understanding. For example, 22% of the English classroom observations showed teachers allowing students to use their home languages in small group learning activities to help them transition to standard English language.

Secondary Math

The extent to which math classes were taught in an environment with academic rigor, strong structure, high expectations for both teachers and students, and high quality teaching with clear standards was also examined. Approximately 23% of the observations in math classes showed that teachers employed instructional standards. For example, it was common to hear students reading standards such as, "students calculate and solve problems by…" and "Use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning."

Once standards were read, most teachers proceeded with a lesson using clear instructions on how to complete an assignment. For example, a teacher stated,

> *Ok, I have two systems of equations and I want you to show me the graphing method and also the elimination method…you should get the same answer using both methods and you should start right now.*

In addition to providing a strong structure, a high quality instructional approach also incorporates multicultural content that reflects students' backgrounds. In only 2% of the math class observations were cultural references made during class discussions and the context was decidedly not a math context. The following serves as an example:

> *Teacher: So tomorrow is multi-cultural day, right? So who's dressing up?*
> *Emily (BF):   My culture is jeans and a white shirt.*
> *LM: What should I wear?*

> *Teacher:*   *You could wear one of those guayaberas. It's white with two*
>   *pockets and a design down the front.*

Similar to engaging students in multicultural discussions, only a small percent (4%) of observations had instances in which teachers discussed diversity in class lessons and described contributions from other cultures. In one example, a teacher asked a visitor from France about how the French use certain variables in math. The teacher stated, "The French always use 'm" for slope...Are there certain ways to ask fractions in French?" The teacher then proceeded to ask students to find out why the French use certain variables in math and included the class in a discussion with the visitor about the practice of summer time zones in France.

There were no observed instances of teachers incorporating issues of poverty into their math lessons, nor did they ever use art to present math curricula. Teachers encouraged students to plan for college in 15% of the observations with statements such as, "Make sure you understand this; you will continue to use this math skill all the way through high school and college." Teachers also encouraged students to work hard and "Don't give up if you don't understand…you can't give up in college, you'll loose your grants and everything."

Twenty-six percent of the observations showed teachers using students' home language to facilitate as in small group learning activities. For example, a teacher asked her students, "What do we do first? *Que ese primero*?" and allowed her students to respond in Spanish.

Secondary Social Studies

The extent to which a rigorous instructional environment is employed in high school social studies classes was evaluated. In approximately 17% of the observations in social studies classes, teachers demonstrated strong structure and clear standards. In addition to implementing a rigorous academic environment, high quality instruction consists of course content that is multicultural and representative of the historical background of all students.

High school social studies classes had the highest percent (43%) of observed instances of teachers including ethnic and cultural literacy into aspects of the curriculum. In social studies classes, it was common to hear discussions about resilience and overcoming adversity. Many classroom discussions affirmed, advocated, and legitimized the cultural experiences of all students. In addition to incorporating multicultural content into classroom instruction, teachers also taught diversity by showing students how various cultures have dealt with the same issues. For example, a teacher stated:

Europeans took advantage of the Africans in a negative situation for one group of people. It's the same with Latin Americans and Latin America, and the Native Americans and Americans, when the Europeans first came in they were welcoming because they didn't think they would do anything. But by the time they realized the Europeans were exploiting them, it was too late.

These discussions helped acquaint students with diverse cultures and emphasized the importance of unity by showing how different groups share similar experiences. In addition to addressing issues of diversity and encouraging students to think from different perspectives, teachers also addressed issues of poverty and the experiences of the working class within communities of color. In approximately 15% of the observations, teachers talked about income inequities, injustice, and the struggles of the students' ethnic communities. For example, in a school where half of the student population was raised in a working class background and the other half in more affluent communities, a teacher engaged his class in a discussion about the historical context of the term 'ghetto' and its present connotations:

A ghetto is defined as a high population density so there were people there. They were established because of the circumstances…. a lot of you don't know this but Los Angeles had racial concerns. Think of segregation, you think it occurred in the south however because of real estate people had to live in certain areas according to your skin color.

In addition to addressing issues of poverty, a culturally relevant educational curriculum also incorporates discussions about college and vocational preparation- a belief that all students will attend college. In 17% of the observations, teachers referred to post high school education. The topic of postsecondary education discussions ranged from brief announcements about application deadlines to more elaborate conversations about the importance of planning for college. For example, one teacher mentioned:

They (colleges) require a certain food plan to get a dorm. On some campuses, if you're a freshman in college, they might not allow you to have a car because space is limited. For example, if you go to Santa Cruz, UCSC, you get a free bus pass.

By providing information about college, teachers conveyed a strong belief to students that they would attend postsecondary education. In only a small percentage of the observations (2%) did teachers use art to promote cultural understanding. While many teachers did not use art as an instructional tool, 22% of the observations showed use of students' home language as an instrument

for student learning. Teachers allowed students to use their home dialects in small group learning activities and class discussions. In a discussion on oil production, a teacher posed questions in English but allowed students to respond in their first language.

> *Teacher: Who had the least oil produced? A Latino student then questioned, "Aceite?" followed by another student inquiry "Lo Menos?" The teacher responded "No, how much…cuantos?"*

This teacher also assisted students that had difficulty pronouncing a word. For example, when the teacher asked "Who produced the most barrels of oil in 1960?" A student responded with "O-piece, o-piece..." T: "Right! That's OPEC."

Instructional Strategies Domain

There was clear evidence that teachers across the grades and subject matter were attempting to implement these instructional strategies such as "cooperative learning," "active learning and apprenticeship," "instructional conversation," "constructivist learning," and similar innovative approaches in the classroom. The evidence presented in this domain shows the percentages of observations in which the strategies were evident, however it does not speak to the quality of implementation. For example, more than 40% of the observations demonstrated that teachers had evidence of each of the following strategies in their classrooms: cooperative learning, active learning, instructional conversations, and scaffolding. The degree to which they were successful in implementing said strategies is beyond the scope of this paper.

Elementary

Cooperative learning is one vehicle for joint learning advocated by Culturally Relevant and Responsive Education experts. Approximately half (47%) of the observations in elementary school classrooms documented teachers attempting to use this tool. To help foster group collaboration, teachers usually monitored group work and helped students communicate their ideas. In the following example, the teacher asks students to get into their assigned groups and help edit another group member's quick write. The instructor first explains that,

> *In editing you have to write, but like Kevin said you are reviewing. We are going to rotate. Well, I am going to tell you where I am going to be, for ten minutes I am going to table three…when reading each other's quick write, ask if it is clear, and write them notes like I write you notes.*

The above example reflects the type of group work in which students engaged. Although teachers usually facilitated learning between students in pairs or in groups, students also assumed the facilitator role. For example, a student was asked to deliver a brief lesson on adding mixed fractions and was told by her teacher "If they are not doing what you want them to do, you have the authority to call on them." The student then called on other students to solve some math problems on the board. These instances of group work and peer teaching helped to foster collaborative learning among students as well as, in some limited cases, helped bridge gaps of race, ethnicity and class when students worked with students from different backgrounds.

Table 5. Instructional Strategies

Element	Elementary		Secondary English		Secondary Math		Secondary Social Studies	
	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage
Cooperative	None 33	53	None 20	44	None 21	45	None 26	57
Learning	Some 29	47	Some 25	56	Some 26	55	Some 20	43
Active Learning &	None 32	52	None 22	49	None 28	60	None 26	57
Apprenticeship	Some 30	48	Some 23	51	Some 19	40	Some 20	43
Instructional	None 11	18	None 9	20	None 16	34	None 11	24
Conversations	Some 51	82	Some 36	80	Some 31	66	Some 35	76
Constructivist	None 42	68	None 26	58	None 42	89	None 26	57
Learning	Some 20	32	Some 19	42	Some 5	11	Some 20	43
Applied	None 33	53	None 24	53	None 31	66	None 24	52
Learning	Some 29	47	Some 21	47	Some 16	34	Some 22	48
Scaffolding	None 19	31	None 20	44	None 11	23	None 31	67
	Some 43	69	Some 25	56	Some 36	77	Some 15	33
Targeted	None 31	50	None 25	56	None 15	32	None 30	65
Teaching	Some 31	50	Some 20	44	Some 32	68	Some 16	35

In addition to cooperative learning, teachers facilitated active learning and apprenticeship in nearly half (48%) of the observations. Elementary school teachers often taught through modeling and observation, along with hands-on laboratory experiences. In one example of active learning coupled with instructional conversation about the invention of cotton, a teacher spread cotton balls around the classroom, then told students to gather them up and observe, "How long it took you to clean it up…think about trying to do this with 1000's of pounds of cotton. What

was the invention that changed all of that?" she asked. A student responded, "Cotton factory?" The teacher then engaged students in a discussion on cotton, its current use, and the process by which "They put pesticides on it for us so there won't be any bugs."

The most widely used tool for promoting joint understanding was instructional conversations. In approximately 82% of the observations, teachers provided opportunities for students to read, write and speak, and to receive feedback. During a math lesson, a teacher asked a student to "Come on up to the board and show me what you did." The student then made a mistake by adding instead of multiplying and the teacher provided feedback by saying, "You did the problem right but made a little mistake by adding instead of multiplying. There no credit given for that in the test so we have to be careful about things like that."

The above example is reflective of the feedback students were often given. Instructional conversations also took the shape of question-answer to provide clarification. In this example, one teacher interacts with her students:

Student:	*Isn't editing when there's writing?*
Teacher:	*Well, it involves writing, but what else?*
Student:	*Correcting things?*
Teacher:	*Good, so why won't I do editing yet?*
Student:	*Because you want them to find their own mistakes.*
Teacher:	*Alice was on the right track. In editing you have to write, but like Kevin said you are reviewing.*

Constructivist learning is another instructional approach used by elementary school teachers. Thirty-two of the observations showed teachers using this method. In a discussion on the use of the term "capture," a student asked, "Did the U.S. get troops captured by Iraq?" The teacher responded, "That's a great connection" and proceed to engage students in a discussion about the different nations serving in Iraq and the capture of soldiers. This discussion is also representative of the opportunities teachers provided students to read, write, process information, to analyze, and make conclusions and inferences from a broad vision of world events. Other discussions enabled students to talk about their everyday experiences and understand how they can shape their neighborhoods. This was evident in exercises that required students to "Write an essay to convince the city council to stop Wal-Mart from coming to Carson" and "Write why the Underground Railroad should be a historical landmark." In addition to using a constructivist learning approach, teachers also used applied learning.

Almost half (47%) of the observations showed the use of applied learning as an instructional approach. Teachers often attempted to show students how to relate what they were learning to their everyday knowledge. Statements such as "It's important to learn how to find percentage because when you go shopping there are things on sale" resonated among teachers.

Exceeded only by instructional conversations, scaffolding was the second most widely used instructional strategy. Of all the observations at this level, 69% showed usage of this tool. Most teachers provided support to student learning by modeling the desired learning strategy and then gradually withdrawing that support so that the student becomes self-reliant. The following example demonstrates this approach:

> *Teacher: "Look up here real quick...the line has to be underneath the protractor or else the angle won't be correct." Teacher then points to line and protractor on overhead. A Black student appears confused so the teacher explains, "You don't have to draw it all the way; if it goes this way it's acute, that way it's obtuse." The teacher demonstrates with her arm. She then asks the student "Where is 100? You're using the outside, not the inside." The student then expresses understanding, computes a problem, and shows the teacher his work.*

In half (50%) of the observations, elementary school teachers used targeted teaching as an instructional tool. Examples of targeted teaching centered on teachers' recognizing students' problem areas and making efforts to address these areas. For example, one teacher stated, "Ms. Bellow, do you see where you were confused?" The student responds, "Englanders" and the teacher explained "New Englanders, the colonial States in the north...the main point is that states wanted to be their own governor."

Secondary English

In over half (56%) of the observations, secondary school level English classes used cooperative learning as an instructional strategy. To facilitate collaboration among students, teachers often grouped students, monitored group work, and helped students communicate their ideas. As one teacher demonstrated,

> *Time for me to come around to Kelly's group...let me show you something. Compare your answer to Janey's answer to #1, she has a lot more detail. Instead of you being (Kelly) speedy Gonzalez, you need to confer with each other." The teacher moves to another group and reads a student's paper. She then comments "You all have different stuff, you need to confer with each other ask Janey where she found it." The teacher travels around the room, visiting different student groups.*

Besides fostering joint learning, cooperative learning served as a means of bridging gaps of race, ethnicity, and class as students of different ethnicities worked in pairs or in groups. In one instance, a student group was comprised of one Latino male, one Latina female and two Black males. This group worked closely to deliver a class presentation about "a police officer who is capturing a boy and the cop beats the boy...The boy gets taken to the hospital and gets a lawyer because the cop had unfairly beaten the boy." In addition to cooperative learning, the extent to which active learning and apprenticeship were used as instructional tools was also examined.

In approximately 51% of the observations, teachers taught through active application of facts and skills, modeling and observation, hands-on laboratory experiences, and used methods that employ rhyme and music to enhance retention of ideas. In one instance, an English teacher told students,

> *You are going to write about short essays giving information. You're going to explain something, like a football, explain a topic or define something. This can be anything from how to sew a dress to tying your shoelaces. One year a football player on the squad noticed that I was at all the games and I didn't know what was going on to the extent that I didn't know what cheers to do for a play. So he wrote an essay explaining how to watch a football game!*

In addition to asking students to write an essay defining something or describing a fact or one of their skills (as demonstrated in the above example), teachers also used music as an instructional tool. For example, one teacher asked students to "create some blues music about issues." The use of music in this case served as a means of providing students with opportunities for active practice of a skill. Instructional conversations were also used to facilitate student learning. In some instances, instructional conversations were used to create understanding among students. For example, in an attempt to explain the term "sear" to students, a teacher mentioned,

> *A way of cooking is "searing"...It may not mean anything to you now, but who knows, someday you may eat "seared" food and remember this and know what it is." A student then comments " I love sushi" to which the teacher responds, "It's supposed to be bite sized but it's too big to be bite sized and it's expensive...Most Americans and French don't want to eat raw fish so they "sear" it.*

While some instructional conversations served as an explanatory tool as evidenced in the above example, others served as a means of providing feedback to students. For example, after a student read a paper about a farm, the teacher commented, "Your fluency was beautiful. I love your

expression, too. But you have to remember that one or two words can throw off the whole meaning of a sentence."

In approximately 42% of the observations, teachers used constructivist learning as an instructional strategy. The constructivist learning approach places an emphasis on developing competencies such as higher order thinking, critical learning skills, and creative problem solving. This method also provides students with the opportunity to read, write, process information, make conclusions, and construct their own knowledge. The following is an example of this concept.

> *Janelle reads a speech about ways she would improve her school, including increased parental involvement, field trips, better food, peer interaction, more help for students with needs. When Janelle is finished, the class claps and she sits down. The teacher then responds, "Okay, let's think about this a little bit...Supervising a partnership...How would you raise food? What would you eat? An Asian Female responds "Salad". The teacher replies, "We should get rid of Mac food and cola" and encourages students to think critically about healthier food Students answer," No." and "What else are we gonna eat?" An African American Female suggests, "They should sell fruit. Another African American Female: "In and Out?" The teacher jokes, "That sounds healthy. Okay, this is controversial. Who wants to go next?"*

Another constructivist learning exercise enabled students to discuss their everyday experiences to better understand how they could shape their neighborhoods. During a lesson, a teacher asked her students to critically think about a law or program that could be developed to address an issue facing today's youth. When a student mentioned that she would do nothing, the teacher encouraged her to consider a program and asked, "How early do you introduce this program?" A student then questioned, "You mean like more DARE programs?" to which the teacher responded, "Okay, I'll pay devil's advocate…sometimes kids do the opposite of what they are told."

Fifty-six of the observations showed teachers providing support to student learning by breaking a complex task into smaller tasks, modeling the desired learning strategy, then gradually withdrawing support so that the student becomes self-reliant as evidenced in the following excerpt,

> *Teacher distributes a worksheet and states, "There is a lot of this word called irony, what does it mean?" A student responds, "When something happens that is not supposed to happen." The teacher then probes a little further by saying, "Good what types of irony exist?" Students then reply, " dramatic" " verbal" and "situational." The teacher then tells students to, "explain the different type of irony using the worksheet, figure out what it says and why it's ironic.*

The above example is representative of teachers' efforts to help students become more self-reliant. It was common to hear teachers eliciting input from students rather than giving them answers. Statements such as "Why do you think…" and "Can anyone tell me what this means" resounded among teachers.

Targeted teaching was used in 44% of the observations. To help facilitate learning, teachers gave additional instructional support to specific students targeting their problem areas. In one instance, a teacher helped a student understand the meaning of the word "enchantment" by asking her, "Which meaning of the word is the one you are more likely to use?" The student then replied, "Delight." The teacher then commented, "Delight is to be enchanted so if you add 'dis' you get?" and the student replied, " To free from enchantment… I can't write the sentence, Miss K." The teacher responded, "Yes you can…Remember its one of the endings we use to compare two things." It was common to see exchanges such as this one. Teachers often identified students that were experiencing difficulties and worked closely with them to help them understand the material.

Secondary Math

More than half (55%) of secondary Math observations documented the use of cooperative learning as an instructional strategy. This includes peer teaching, small group facilitation by the teacher, and students of different ethnicities working in pairs or groups.

> *Teacher:* *You may work in your groups on the next problem. (Students work in groups)…You now have four minutes to do problems 4, 5, and 6 in your groups. I will be walking around to help. (Students start to work within their groups on problems 4, 5, and 6.) "Arthur, you need to talk to your neighbor. I want to see communication in your groups."*

Active learning and apprenticeship (teaching through active application of facts and skills, hands-on experiences, and use of computers, multimedia and programs such as the Carnegie Tutor Learning program) was found in 40% of observed classrooms. Additionally, 60% of the observations showed teachers using instructional conversations as part of their pedagogy. This includes creating understanding through conversations with students and using various techniques to clarify and provide feedback.

> *Teacher: Turn to page 2 of your book and describe what you'll be like in two years, or in 4 years, or in 6 years. Also write down what steps you need to get there. Imagine yourself two years form now, how will you be different, how about*

in 5 years when your 17 or 18, write this down on page 2 and tell me how you are going to get there.

By applying the curriculum to students' everyday knowledge, teachers can create instructional conversations and help to bring about greater, connected understanding, as shown in the following:

> *Teacher:*   *Okay, how many of you are stuck at 0/44? Think of it this way. If you have nothing and want to split it between 44 people how much can you give each person? Think of it as dollars. If you want to take 44 people out to dinner, what can you get with 0 dollars?*
> *Students:*   *Nothing.*
> *Teacher:*   *Nothing is right.*

In only 11% of Math observations, did teachers elicit students' critical and higher order thinking, an element of constructivist learning. Also included in this sub-domain is the opportunity for students to draw conclusions regarding current events. In 34% of observations, teachers showed evidence of applied learning in their instruction. This included use of differentiated instructional strategies and relating what students were learning to their everyday experiences. Scaffolding was found to be highest with math teachers. In 77% of observations, teachers taught a new concept step-by-step and or elicited input from students rather than giving them answers. An almost equally high percentage of the observations (68%) showed targeted teaching towards specific students who needed additional instructional support by recognizing students' problem areas.

Secondary Social Studies

Observations regarding cooperative and active learning were found to occur in equal percentages (43%) within social studies classes. Cooperative learning includes peer teaching, small group facilitation by the teacher, and students of different ethnicities working in pairs or groups. Active learning is teaching through the active application of facts and skills, hands-on experiences, and the use of computers and other multimedia.

> *Teacher:*   *Ok, on the first column of your paper, tell me what you know about Civil Rights. And in the second column, I want you to write what you'd like to know. So you can write about what you know about people, places, terms, anything that you want to write.*

The use of instructional conversations as a means of creating understanding and providing feedback occurred in 76% of the observations. This represents the highest percentage within this domain for social studies teachers.

Forty-three percent of observations showed that teachers elicited students' critical and higher order thinking. This percentage represents the highest frequency of constructivist learning among all four groups. Current events are a part of the subject matter in many Social Studies classes as many classrooms receive daily copies of the Los Angles Times newspaper. Employed to a slightly higher extent than Constructivist Learning, approximately 47% of the observations depicted social studies classes using Applied Learning as an instructional strategy. In these instances, teachers related students' learning to their everyday knowledge. For example, in a discussion on political issues, one teacher asked students,

> *Can you think about music that deals with a political issue? A student then replied, "Like Emminem." In an effort to use students' prior knowledge and experiences to help them think critically about political issues, the teacher probed, " What about political issues?" An Asian female then responded, "Like the Black-Eyed Peas…One song is about the political world." Another student followed with " Oh, like Rage Against the Machine." Once students applied their own knowledge and experiences, the teacher asked them to consider "Ok, and what do people like Marvin Gaye talk about? What did your parents listen to?" A student replied, "Social issues."*

By using elements to which students could relate, such as pop/rap music and their home and life experiences, teachers engaged students in discussions about political issues as well as critical analysis. They used music as a means of bridging the gap between their students' and the outside world. In addition to facilitating student learning through applied learning methods, teachers used scaffolding.

Evidence of applied learning was found in 48% of the observations. This includes the use of differentiated instructional strategies and relating what students are learning to their everyday knowledge. In 33% of observations, teachers taught a new concept step-by-step and or elicited input from students rather than giving them answers. An almost equal proportion of the teachers (35%) were found targeting their teaching towards specific students who needed additional instructional support by recognizing their problem areas.

Diagnosis and Assessment Domain

This domain looks at multiple sources of assessment including traditional means such as multiples choice tests and quizzes, as well as alternate, non-traditional forms such as oral tests, games, and projects. Additionally the use of ample assessment time and recognition of additional student support is examined.

Elementary

Ten percent of the elementary school observations showed usage of non-traditional testing methods, compared to 42% indicating traditional testing strategies. Additionally, recognition of additional student support and testing time was found in 31% of the observations. In instances where teachers used non-traditional testing strategies, they were sometimes used as a means of supplementing traditional methods or providing extra opportunities for students. Evidence of increased time was usually found during traditional testing periods. In those instances where teachers checked student progress, adjustments would be made to accommodate those students who were still working without changing expectations for those students.

Table 6. Diagnosis and Assessment

Element	Elementary			Secondary English			Secondary Math			Secondary Social Studies.		
	Extent of Use		Percentage	Extent of Use		Percentage	Extent of Use		Percentage	Extent of Use		Percentage
Multiple Assessment Strategies	Neg.	26	42	Neg.	11	24.4	Neg.	21	44.8	Neg.	19	39.2
	None	30	48	None	126	57.8	None	25	53.2	None	18	39.1
	Some	6	10	Some	8	17.8	Some	1	2	Some	10	21.7
Ample Assessment Time	None	43	69.4	None	27	60	None	34	72.3	None	39	84.8
	Some	19	30.6	Some	18	40	Some	13	27.7	Some	7	15.2

Secondary English

In the secondary English teachers observations, 18% demonstrated non-traditional testing methods, compared to 24% indicating the use of these testing strategies. Additionally, recognition of additional student support and testing time was found in 40% the observations. Secondary English teachers were found to have the highest percentage of non-fixed testing time and/ or use of additional test time of the four groups observed.

Secondary Math

Of the secondary math observations, only 2% demonstrated non-traditional testing methods, compared to 45% documenting the use of traditional testing strategies. Additionally, recognition of additional student support and testing time was found in only 28% of the observations. The low percentage of non-traditional testing strategies could be attributed to the nature of the subject and the type of assessments used. Due to the fact that the majority of teachers used formal assessments, it seems to make sense that they would use a fixed time strategy as well.

Secondary Social Science

Of the secondary social science observations, 22% (the highest percentage within the four groups) showed usage of non-traditional testing methods, compared to 39% who were observed using traditional testing strategies. Additionally, the use of additional student support and testing time was found in only 15% of the observations. Creative assessment strategies such as creating games were found to increase student involvement significantly. For example, one teacher instructed her students, "We're going to read this briefly. What we're going to be looking at is an event that you're most interested in. Then you'll create a board game based on the event you select."

Parent and Community Involvement Domain

To what extent are parents involved in education of their children? Is there a positive and meaningful relationship between parents and teachers? Is there any evidence of community involvement and to what extent?

Elementary

At the elementary level, there was no parental presence in the classroom other than when teachers called parents regarding discipline. Students were well aware of consequences as one student demonstrated in telling the teacher after a detention slip was written out for him, saying, "I am not coming, you can't call my mom either." Parents were also mentioned when it came time for them to sign documents.

Community presence was rare, with few instances of community presentations and involvement. In one classroom, a female farmer gave a talk to the class about raising fruit and how

to eat in a healthy manner. Another presentation was made by a manager from a local Starbucks on coffee beans and various environmental issues.

Table 7. Parent and Community Involvement

Element	Elementary		Secondary English		Secondary Math		Secondary Social Studies.	
	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage	Extent of Use	Percentage
Parent Involvement	None 46	74.2	None 38	84.4	None 41	87.2	None 42	91.3
	Some 0	0	Some 7	15.6	Some 6	0	Some 4	8.7
Community Involvement	None 59	95.2	None 45	100	None 45	95.7	None 46	100
	Some 3	4.8	Some 0	0	Some 2	4.3	Some 0	0

Secondary

In secondary classrooms, including English, math and social science, teachers rarely mentioned parents although a few teachers asked students to have their parents or family proofread their work. The following teacher told her students:

> *I wanted to correct these letters today. But I don't think you're done. You'll have to have a copy to take home. You'll have to ask your mom, dad, aunt, uncle, brother or sister to read your letter and help you correct it. You need 5 "you're this or you're that." Some people are trying to slip by with 2 or 3. You must skip lines.*

Parental presence in the classroom primarily related to discipline problems occurred in secondary school in English, history and social science. Typical is this teacher's remark while holding up a cell phone when a student "is messing around with another student in class," Ashley, I got your mom on speed dial (so) don't start. You're an island and I'm removing you from class." Community presence was rare in high school classes with only one presentation made in a math class observed. This presentation was made by two adults from a local organization helping inner-city youth and touched on issues including peer pressure as well as drug and alcohol usage.

CONCLUSIONS

The implementation of Culturally Relevant and Responsive Education (CREE) is a complex and challenging endeavor faced by the educational community of LAUSD including teachers, administrators, students, parents and community members. In fact, the biggest challenge for all teachers across all the domains was the inclusion of parents and community into the classroom activities or the inclusion of cultural role models for children of color. There seemed to be no recognition by teachers that the community from which students come is a rich resource for knowledge, skills, and positive values and content from which they can draw. In other words, the communities offer deep "funds of knowledge." Funds of knowledge are the cultural artifacts and bodies of knowledge that underlie household activities (Moll, 2000). They are the inherent cultural resources found in communities surrounding schools. Funds of knowledge are grounded in the networking that communities do in order to make the best use of those resources. Moll (1990, 2000) and other colleagues have demonstrated the importance of communities of learners within large cultural and familial networks.

To review the findings, the baseline research indicates that elementary schools may face different challenges than secondary schools and that, in secondary, the content areas of English, math and social studies also face challenges resulting from the nature of the of the content taught. An area in which all teachers seemed to struggle was in providing a strong message of respect for cultural diversity. In neither elementary nor secondary classrooms observations, was respect for cultural diversity in evidence more than 9% of the observations. For the optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect and value the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units.

Other areas problematic to teachers included the use of the arts to teach content in the secondary school, the use of multicultural content by math teachers, the recognition or any discussion of poverty in elementary classrooms or by math teachers, the discussion of postsecondary education by fifth grade teachers, and the use of multiple assessment strategies in elementary classrooms or by math teachers. Paintings and sculptures can provide amazing illustrations of mathematics in action, and the importance of art across different population groups, geographic areas, and throughout history is well documented. To reinforce the acceptance and

worth of each child and dispel the myth that math is a Western invention, contributions by females, minorities, and other cultures in the field of math should be infused throughout the lessons. Informal discussions and assessments of the children's present attitudes and knowledge about where they see themselves and others in society can help to reinforce the value of all persons and to help the students construct links to new information.

Fifth grade teachers should be talking to their students about making the choices that will prepare them for college or for whatever they want to do with their lives. If they go to the ninth grade and do not developed a passion or interest in math, science and the language arts, then their options are limited. The ninth grade is not early enough.

With respect to the multiple assessment issue, Koelsch, Estrin, and Farr (1995) note the importance of using multiple indicators for student assessment: "An important principle of assessment equity states that a more valid picture of what a student has learned and can do is likely to emerge when multiple sources of information (assessments, information from parents, teacher reports, etc.) are used. This is particularly true for students whose first language is not English or whose experience base is not parallel to that of the dominant culture of the school. One assessment or one type of assessment should not be the sole measure of a student's achievement, because it is not likely to give an adequate picture of that student's learning. Nor should any one assessment be used to make decisions of any consequence about a student's educational future, particularly when that assessment uses language in which the student is not yet proficient." (p. 11)

It is recommended that the program staff responsible for the implementation of the Action Plan use the findings of this report to tailor professional development and build accountability systems to further the creation of an LAUSD learning community in which all contribute and grow.