

Evaluating the Culturally Relevant and Responsive Education Professional Development Program at the Elementary School Level in the Los Angeles Unified School District

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The overall effectiveness of the culturally relevant and responsive education (CRRE) professional development program in the Los Angeles Unified School District (LAUSD) was evaluated. Recruitment procedures included general and special educators and school administrators as participants. The CRRE Observation Coding Scheme and reflective field notes were collected during sessions from data collectors. Using a mixed-methods approach, findings revealed that a total of 399 hours of CRRE content was delivered. The most common themes addressed were designing rigorous instructional environments (53%), active learning (48%), language needs of English Language Learners (45%), and relating to students' life experiences (43%). The least common themes were access to educational opportunity (3%), giving ample assessment time (3%), relations between community and school (3%), intelligence as an effort based phenomenon (6%), parental involvement in school activities (8%), impact of culture on testing (8%), applied learning (9%), and peer teaching (9%). Future implications for implementing CRRE professional development programs for general and special educators and school administrators are discussed.

The Los Angeles Unified School District (LAUSD) defined culturally relevant and responsive teaching in the following manner:

Adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference and performance styles to make learning encounters more relevant and effective (LAUSD, 2005, p. 3).

This passage conveys LAUSD's intention to provide effective instruction that responds to students' cultural and linguistic backgrounds and their distinctive learning and behavioral needs. This definition underscored the belief that student engagement and academic achievement are significantly improved when the cultural and linguistic backgrounds of students determine instructional practices and methods used in their schools.

Beginning in 2001, LAUSD developed and implemented the *Culturally Relevant and Responsive Education* (CRRE) Initiative to (a) improve the instructional practices of general educators, special educators, and school administrators, and (b)

eliminate the underachievement gap among African-American, Hispanic, and White students. The conceptual framework in the CRRE Initiative stated that the cultural and linguistic backgrounds of African-American and Hispanic students must be specifically addressed by LAUSD instructional practitioners. School district administrators maintained that CRRE pedagogy and instructional strategies should be embedded throughout teacher practices, curricula, and professional development (LAUSD, 2003).

For more than 20 years, approximately 87% of LAUSD students have been of either Hispanic or African-American descent (LAUSD, 2003, 2005). The LAUSD teacher population, however, does not reflect students' diversification (LAUSD, 2003, 2005). Specifically, the teacher population remains largely White and female (LAUSD, 2005). Such ethnic differences (and a consequent mismatch in culturally influenced perceptions and behavioral expectations) among culturally and linguistically diverse (CLD) students and White teachers often contribute to cultural dissonance. Despite their numeric predominance in LAUSD, African-American and Hispanic students performed below their White and Asian American student counterparts on every academic achievement measure. Collectively, these challenges substantiated the provision of a culturally relevant professional development program (CRPD) to LAUSD practitioners and administrative staff even more vital and significant in the education of CLD students.

EMBEDDING TEACHER QUALITY INTO CULTURALLY RESPONSIVE PROFESSIONAL DEVELOPMENT PROGRAMS

Teacher effectiveness, teacher quality, and CRRE are commonly linked in research that examines professional development for teachers of CLD students (Cohen, Hill, & Kennedy, 2002; Druian & Butler, 1987; Edmonds, 1979; LAUSD, 2010b). Earlier, Darling-Hammond (2000) emphasized teacher quality as the most critical predictor of student success. Effective teacher practices improve student learning outcomes and exert a demonstrative effect on the academic achievement of students who have been placed at risk by their environments. In short, professional development that focuses upon the learning needs of CLD students should: (a) provide participants with specific guidance as to how they can better connect classroom instruction to students' prior knowledge, cultures and life experiences; (b) address the socio-emotional elements that influence students' thinking and behavior; (c) increase student success in all areas of the school; (d) improve quality and rigor of classroom instruction; and (e) provide opportunities for teachers to use the instructional, diagnostic and assessment strategies proven to be successful with students of color. More recently, Villegas & Lucas (2002) directly associated student achievement outcomes with the quality of teacher practice and by extension, teacher professional development. These researchers noted that to be academically successful, they must be provided with standards-based classroom instruction that is informed by the students' prior knowledge and cultural backgrounds.

CULTURALLY RESPONSIVE PROFESSIONAL DEVELOPMENT

Several researchers (e.g., Clair & Adger, 1999; Farmer, Hauk, & Newman, 2005; Garet, Birman, Porter, Desimone, & Herman, 1999; Knight & Wiseman, 2005) focused their research on professional development that is intentionally culturally

relevant. In addition to specifying curricular and pedagogical elements, they also identified five characteristics that should be evident in culturally relevant professional development sessions. First, these activities must validate the backgrounds and learning styles of teacher-learners by helping them to better understand who their students are. The knowledge and awareness that they accrue should be used to develop curricular resources and materials that are rich with multicultural connections. Mainstream rules and communication practices involving the subject matter are discussed and clarified so as to specify the means by which this information can be used to support the academic achievement of culturally diverse students. Second, culturally relevant professional development must explicitly value and discuss the diverse ways that one's cultural and personal identities mediate one's style of cognitive engagement. These learning styles should be accounted for in the professional developments' instructional design and the types of programming that is offered during the sessions themselves. Third, culturally relevant professional development should support the development of awareness among teacher-participants of the knowledge, skills and values that are associated with access to socio-economic and political power. As with other aspects, these should be made explicit and operationalized so as to support subject-matter mastery. Fourth, culturally relevant professional development should engage participants in learning through a wide array of culturally authentic instructional contexts. As a result of their participation, participants should be empowered and support socially conscious critical thinking among their students. Fifth, professional development learning should engage participants in multi-dimensional learning assessments for their students. In addition to allowing sufficient time for exams and quizzes, alternate methods of assessing student learning should be used, such as portfolios, collaborative assignments, peer and self-evaluated work and writing assignments. In summary, Knight and Wiseman (2005) stated that:

regular educators should be able to positively influence academic outcomes for multicultural learners by (a) effectively instructing diverse populations; (b) recognizing and accepting their own [teachers'] culture; (c) committing to equity for all students; (d) maintaining high expectations for all students; (e) developing strong relationships with students; (f) providing academically challenging curricula; (g) establishing collaborative learning environments; (f) including connections to different cultural groups; (g) scaffolding between academic curricula and cultural resources that students bring to school; (h) involving parents and community; and (i) understanding the socio-political issues that are rooted in the community and influence student learning. (p. 390)

Since the late 1970's, the LAUSD efforts to address underachievement differences among CLD students included a number of site-specific, professional development programs. These programs ranged in scope and focus from comprehensive school reform programs to subject-specific and/or subject-neutral professional development topics (e.g., specially designed academic instruction in English [SDAIE]). Although each program influenced student outcomes, the underachievement gap among CLD students and their White counterparts persisted, and in some cases, even widened over time (Maddahian, Stern, & Chen, 2006). Unfortunately, teacher quality

was not included as a critical component in the professional development program for general educators, special educators, and administrators.

Several researchers (e.g., Barela, Fernandez, & Hayes, 2005; Clair & Adger, 1999; Farmer, Hauk, & Newman, 2005; Gay, 2000; Knight & Wiseman, 2005; Maddahian & Bird, 2003; Maddahian, Fidler, & Hayes, 2004) focused their research on CRPD. In addition to specifying curricular and pedagogical elements, they also identified five characteristics that should be evident in culturally relevant professional development sessions. First, these activities must validate the backgrounds and learning styles of teacher-learners by helping them to better understand who their students are. The knowledge and awareness that they accrue should be used to develop curricular resources and materials that are rich with multicultural connections. Mainstream rules and communication practices involving the subject matter are discussed and clarified so as to specify the means by which this information can be used to support the academic achievement of CLD students. Second, CRPD must explicitly value and discuss the diverse ways that one's cultural and personal identities mediate one's style of cognitive engagement. These learning styles should be accounted for in the professional developments' instructional design and the types of programming that is offered during the sessions themselves. Third, CRPD programs should provide teacher-participants the knowledge, skills and values that are associated with access to socio-economic gains and political power. As with other aspects, these should be made explicit and operationalized so as to support subject-matter mastery. Fourth, CRPD programs should engage participants in learning through a wide array of culturally authentic instructional contexts. As a result of their participation, participants should be empowered and support socially conscious critical thinking among their students. Fifth, CRPD should engage participants in multi-dimensional learning assessments for their students. In addition to allowing sufficient time for exams and quizzes, alternate methods of assessing student learning should be used, such as portfolios, collaborative assignments, peer and self-evaluated work and writing assignments.

CULTURALLY RELEVANT PROFESSIONAL DEVELOPMENT GOALS

Based on this literature review, the CRPD program was based upon five primary goals. First, the CRPD programs must encourage their participants to hold high academic and personal expectations for each child (Birman, Desimone, Porter, & Garet, 2000; Darling-Hammond, 2000). CRRE teachers *must* care about their students; have high expectations for achievement; and use instructional strategies that maximize students' learning (Gay, 2000). Second, CRPD programs must encourage general and special educators to provide equitable access to learning resources and opportunities for all students (Banks & Banks, 1995; Ladson-Billings, 1997). Third, CRPD programs must provide opportunities for general and special educators to tailor their instructional strategies so that learning experiences are meaningful, relevant and useful for each child. Fourth, general and special educators must have professional development opportunities to learn how to modify and adapt their instructional strategies to maximize each student's individualized potential as based upon the learner's prior knowledge, experiences, and skills. And fifth, as a result of their exposure to CRPD programs, general and special educators must provide CLD students with effective, empowering instruction (Oakes & Lipton, 1992).

CULTURALLY RELEVANT AND RESPONSIVE DOMAINS

In 2006, the CRPD program was defined as “educating all children by incorporating their emotional, social, and cognitive cultural experiences into the teaching and learning process.” A comprehensive framework containing the critical elements of CRRE was designed for researchers and practitioners to understand the role and importance of culture in educational programs and teacher practices (LeMoine, Maddahian, Patton, Ross, & Scruggs, 2006; Maddahian, 1999; Maddahian, 2000; Maddahian, Pike, & Weisbender, 1996; Patton, Maddahian, & Lai, 2005). The theoretical aspects of the CRPD program included nine domains. As illustrated in Table 1, the CRRE interrelated domains were (1) knowledge and experience, (2) social and emotional elements, (3) equitable and relevant educational opportunities and resources, (4) instructional quality and curriculum, (5) instructional strategies, (6) diagnosis and assessment, (7) professional development, (8) parent and community involvement, and (9) policy and monitoring.

Table 1. CRRE Salient Domains and Their Related Components

Domain A. Components of Students' Knowledge and Life Experiences

- Building on students' prior experiences and knowledge
- Awareness of alternative sources of knowledge
- Knowledge of construction practices
- Knowledge of learning modalities

Domain B. Components of Social and Emotional Elements

- Care for and affirmation of students
- Mutual respect and rapport
- Respect for cultural diversity
- High expectations
- Building of students' confidence
- Institutionalization of equality of treatment
- Emphasis on intergroup relations*
- Safe and protective environment
- Classroom management
- Positive role models

*This aspect was advocated solely by the national experts.

Domain C. Components of Equitable and Relevant Educational Opportunities and Resources

- Creation of an environment that reflects students' cultural diversity
- Fair and equitable access to educational opportunities and resources for all

Domain D. Components of Instructional Quality and Curriculum

- Rigorous instructional environment
- Emphasize enrichment
- Multicultural content
- Diversity teaching
- Addressing poverty
- College and vocational preparation
- Civic education
- Art education
- Focus on language needs

Table 1. CRRE Salient Domains and Their Related Components (continued)

Domain E. Components of Instructional Strategies

- Cooperative learning
- Active learning and apprenticeship
- Instructional conversations
- Constructive learning
- Applied learning
- Scaffolding
- Targeted teaching
- Holistic development

Domain F. Components of Diagnosis and Assessment

- Diagnostic use of tests
- Multiple assessment strategies
- Ample assessment time*
- Intelligence as an effort-based phenomenon*
- Revision of monocultural tests
- Use of alternative approaches to tracking system

*This aspect was advocated solely by the national experts.

Domain G. Components of Professional Development

- Self-reflection and cultural awareness
- Promotion of issues inherent in a culturally relevant and responsive education
- On-going training for all who are involved in educating a child
- Cultural and language development training
- Collaborative teaching environment
- Use of exemplary models in the development of a district structure

Domain H. Components of Parent and Community Involvement

- Informing parents
- Improvement of school-parent interaction
- Meaningful access to school authorities for parents
- Use of community evaluators who are aware of CRRE's concepts and meaning
- Community collaboration and parental participation
- Educational advocacy

Domain I. Components of Policy and Monitoring

- Explicit policy and support for implementation
- Evaluation and accountability system

In summary, Maddahian & Bird (2003) noted that a CRRE consists of ideological, structural, procedural and material components. From the ideological perspective, CRRE implementers must have an in-depth understanding of CLD students' backgrounds, cultures, values, socioeconomic classes, home experiences, learning modalities, and ways of constructing knowledge. The structural perspective, at the classroom level, required a different understanding of the structure role and/or structure of the teacher as having multiple understandings of and approaches to

knowledge. For example, the structure of the assessment process was a diagnostic tool for evaluating school effectiveness, teacher effectiveness, and individual student performance. At the district level, structural and procedural changes mandated policies to develop an accountability system across all levels. The material component required equity in the distribution of resources for professional development and to build human resources at the school level.

The article makes four important contributions to the fields of multicultural education, effective instruction, and professional development of general and special educators and school administrators. First and foremost, professional development domains are based on concepts, issues, and research literature on CRRE. Second, the CRPD program is not a one-shot workshop on one specific topic related to multicultural education. Rather, it is a comprehensive professional development program based on the (a) principles of effective professional development and (b) multicultural education (Birman et al., 2000). Third, teacher quality is incorporated into CRPD program. Fourth, using a mixed-methods (i.e., quantitative and qualitative) approach, the domains and activities of the CRPD program were summarized and evaluated as a part of LAUSD mandates to provide an effective professional development program for general educators, special educators, and school administrators. This article addresses two broad research questions:

1. To what extent does observational data collected during CRPD sessions represent the components and content of the CRRE domains? More specifically, what were the characteristics of CRPD sessions observed in this evaluation study? Does the content differ across different sessions? Was the CRPD program effective?
2. Using a qualitative research design, to what extent does the data corroborate findings of the quantitative data and raise awareness of the potential factors that may influence the effectiveness of the CRPD program?

METHODS

Description of LAUSD

The evaluation data obtained from the CRPD program is based upon a larger project related to the study of elementary, middle, and high school general and special educators and school administrators. The data for this study is based on observations conducted with elementary general and special educators and school administrators in the LAUSD.

With a total enrollment of nearly 618,000 students, LAUSD is the second largest school district in the country. LAUSD has a total of 891 schools, including 518 elementary, 126 middle and 127 senior high schools, as well as 208 other schools and centers (e.g., 109 early education, 64 preschools and 24 community adult schools) (LAUSD, 2010a). LAUSD is organized into 8 local districts, which govern the schools and staff in their geographic area (e.g., Local District 1 manages the Northwest portion of the District, while Local District 8 governs the southernmost schools). Table 2 presents student enrollment data by grade level and type of services.

Table 2. Student Enrollment Information by School Level in LAUSD

Elementary	291,479
Middle	124,820
Senior High	162,225
SPAN	23,728
Special Education	3,829
Continuation High	4,417
Opportunity HS & Alternative Work Centers	3,440
Opportunity Day	2,747
Community Day	1,113
Total K-12 Enrollment	617,798

Hispanic students are the largest ethnic group within the LAUSD, followed by African American, White and Asian American students, in descending order. The exact percentages and numerical representation for each group is presented in Table 3.

Table 3. Racial/Ethnic Background of CLD Students in LAUSD

American Indian/ Alaska Native	0.3% or 1,853
Asian	3.6% or 22,240
Black, not Hispanic	10.8% or 66,722
Filipino	2.3% or 14,209
Hispanic	74.2% or 458,406
Pacific Islander	0.3% or 1,853
White, not Hispanic	8.4% or 51,895
Total	100% or 617,798

Source: Los Angeles Unified School District. (2010a). Fingertip facts: 2009-2010 (Revised). Retrieved from http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/OFFICES/COMMUNICATIONS/09-10ENGFINFERTIP%20FACTSREV-2.PDF

Participants

The LAUSD employs 33, 214 general education teachers, 31, 876 classified staff, 4,453 certified support personnel, and 2,308 certified school administrators, totaling approximately 71, 851 employees. Table 4 presents a breakdown of school district employees.

Of this total number, a convenience sample of teachers ($n = 3,982$), principals ($n = 416$), school administrators ($n = 147$), coaches ($n = 686$), coordinators ($n = 250$), parents ($n = 150$), and other professional staff ($n = 73$) participated in the study, totaling 5,704 participants in the study. (Please see Table 4a.)

Recruitment of Participants

Participants were teachers, content experts, coaches, and other instructional staff. There was variation in the procedures used to recruit participants in the CRRE professional development sessions. For example, in some schools, the participants were selected and informed by principals and/or administrators that they would be attending the sessions. In other cases, individuals specifically sought out the training and asked their administrators for permission to participate in the sessions. While teachers were not directly paid to attend the session, they were given “comp time,” meaning that they were given their normal salary that they would have received for being in class during the training.

Table 4. Breakdown of School District Employees in LAUSD

Regular Teachers ^a	33,214
Other Certificated Support Personnel ^b	4,453
Certificated Administrators ^c	2,308
Classified Personnel	31,876
Total Regular Employees	71,851

^aIncludes K-12, adult and early education classroom teachers and instructional coaches.

^bIncludes non-teaching and non-administrative certificated personnel (e.g., school psychologists, nurses & counselors).

^cIncludes school-based K-12, adult and early education administrators; non-school based local district and central office administrators.

Source: Los Angeles Unified School District. (2010a). Fingertip facts: 2009-2010 (Revised). Retrieved from http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/OFFICES/COMMUNICATIONS/09-10ENGFINFERTIP%20FACTSREV-2.PDF

Table 4a. Breakdown of Participants in the CRRE Professional Development Evaluation Stud

Participants in the CRRE Professional Development Study	Teachers	Principals	Administrators	Coaches	Coordinators	Parents	Other	N
AEMP	528	18	1	34		80	7	668
Central Administration	352		68	120			6	546
LD 1	638						9	647
LD 3	568						4	572
LD 4	111						6	117
LD 5	451	396	61	317	70		8	1303
LD 6	412	2	11	145	180		7	757
LD 7	629		6				17	652
LD 8	293			70		70	9	442
Total	3982	416	147	686	250	150	73	5,704

Professional Development Facilitators

Professional development training was provided either by Standard English Learner (SEL) specialists, content experts, coach coordinators, and other instructional program staff from central and local districts, or by external providers. LAUSD trainers received the majority of their training from other LAUSD staff. External providers were trained by university-based researchers. Sessions were conducted at various sites, including classrooms, school-based multi-purpose classrooms, and other community centers and meeting rooms within district administration buildings.

CRRE Logic Model

To pictorially explain the means by which professional development sessions were implemented, the CRRE logic model was developed by staff members. The first category identified the fundamental aims of the program (e.g., instruction, curricula, interpersonal interaction, professional development and assessment) and the methods impacted by the program. The second category, Inputs/Activities/Outputs, focused upon what was actually done to prepare instructional staff and administrators to effect change in students and their communities. The third category, Outcomes, focused upon the instructional ideal and what it would look like for students and teachers in the classroom. Professional development sessions varied in length from ½ day, 1-day and 2-day workshops. Decisions regarding the length of each session were coordinated among administrators, teachers and the facilitators. All local districts participated in the training. Local or central district offices sponsored the majority of the sessions in this study. While specific instructional program offices sponsored some sessions, others were underwritten by grade-level specific offices, such as the middle school programs office. Our trained data collectors attended these professional development sessions and collected observational data between April 2005 and December 2005. (See Appendix A.)

Measures

CRRE Observation Coding Scheme for Professional Development Sessions. The first phase of development of the CRRE Observation Coding Scheme was based on an extensive review of literature and LAUSD documents. The second phase of validation was based on a Delphi study conducted with a University-based research team and a panel of national experts. The purpose of this observation instrument was to quantitatively analyze observations of the content presented in professional development sessions. This observation instrument contained 43 items and asked observers to provide “yes/no” responses to statements in each of the CRRE domains. The items were based upon seven domains in the CRRE curriculum: (1) connecting instruction to students’ knowledge and life experiences, (2) inclusion of social and emotional elements, (3) enhancement of educational opportunities, (4) instructional quality and rigorous curriculum, (5) instructional strategies, (6) diagnosis and assessment, and (7) parents and community involvement. Definitions for each of the domains were operationalized and used in training procedures with data collectors. Examples of this observation coding instrument are presented in Appendixes B and C.

Training procedures for data collectors. A university-based research team trained data collectors (i.e., graduate students and teachers) in the use of the *CRRE Observation Coding Scheme*, observation procedures, and data analysis procedures. The data collection training process involved two days of rigorous training and several extensive training opportunities within the LAUSD to develop, practice, and refine their skills prior to the implementation of the CRRE professional development sessions. On day 1, data collectors were provided with a synopsis of the project, the observation instrument, and the data collection procedures. Training procedures included observing and practicing these new skills via mock observation professional development sessions. On day two, the data collectors received feedback on their observations, practiced interviewing facilitators, and addressed a number of important regulations involving payroll and other legal issues. The training session concluded with a question and answer session. After data was collected, the data collectors were provided with extensive training regarding our coding scheme and data analysis procedures. At the time of the data collection, LAUSD was organized into eight local districts that were supported by a central administration. LAUSD provided its instructional staff with extensive professional development over a variety of issues, ranging from pedagogy to school operations to classroom management. Extensive training sessions included attending a number of different session types, (e.g., literacy-focused, second- and third-grade level meetings, coach and content expert demonstration lessons, debriefing opportunities, and formal and informal professional development activities). These observation sessions for data collectors were sponsored by central and local district offices and averaged 4.4 hours. Reliability estimates of observations among data collectors ranged from .85 -.98. In addition to collecting observational data, the data collectors were trained to use a separate protocol to record subjective and reflective notes for the qualitative analyses. These notes were used to provide clarifying, contextual information about each session. During training, these detailed narrative field notes were compiled and were sampled from individual school sites, local districts, and/or central district offices.

Data Analysis Procedures

A mixed-methodological approach that combines both quantitative and qualitative procedures was used to analyze the observation data and reflective field notes of data collectors. As noted above, the quantitative data was collected using the *CRRE Observation Coding Scheme* in which the narrative content of the facilitator was coded in each of the professional development sessions. The observation data in the professional development sessions were broken down into one-hour observation blocks, which were then broken down into 5-minute observation components for coding purposes. The 5-minute observation components were initially considered the unit of time for coding purposes. Each observation hour was considered a separate unit of analysis. As each hour consisted of 12.5 minute segments, we could see no more than 12 instances of any component in any hour. The coded observational data was then entered into the *Statistical Package for the Social Science* (SPSS) for statistical analyses to compute descriptive analyses.

Using a qualitative approach, transcripts of the content of each professional development session (i.e., observation hour) were summarized and analyzed in order

to provide detailed qualitative information about the content of each observation. This data was analyzed according to our conceptual framework and instruments (Denzin & Lincoln, 2000; Miles & Huberman, 1994). Before coding and analyzing our observation data, each set of field notes was reviewed for accuracy and quality. Second, we examined the observation field notes to determine the foci of the sessions themselves. Third, a holistic and systematic approach was used to examine the content of each hour of observations and to summarize our findings. This approach provided detailed qualitative information about the content of each observation. The triangulation of data was used to corroborate the findings obtained from the quantitative data analyses.

RESULTS

The first section summarizes the results of the observation data by hours and content type/categories across domains in the CRRE sessions. The second section describes the results of the triangulation of qualitative data across sessions. The third section presents the results of observational data according to the (a) categories of professional development and (b) frequency/ percentage of time that the components were observed in each domain.

Summary Categorization of Session Hours by Content Type

The observation data collected across local districts (LD) was aggregated and descriptive analyses were used to evaluate the first research question: To what extent does observational data collected during CRRE professional development sessions represent the components and content of the CRRE domains? Table 5 provides a summary of the percentage of observed professional development session hours by each LD within LAUSD that sponsored the training. As illustrated in Table 5, the total number of professional development hours by each LD totaled 399 hours.

Table 5. Number of Professional Development Hours by Sponsoring Office

District Level	Frequency (n)	Percentage %
LD1	25	6.3
LD3	36	9.0
LD4	11	2.8
LD5	78	19.5
LD6	54	13.5
LD7	54	13.5
LD8	44	11.0
Central	51	12.8
CR PD Office	46	11.5
Total	399	100.0

Note: LD refers to local district; CR refers to central resources; PD refers to Professional Development.

The results of the data addressed secondary research questions. More specifically, what were the characteristics of CRRE professional development sessions observed in this evaluation study? Does the content differ across different sessions? Was the CRRE professional development program effective? The data of the *CRRE Observation Coding Scheme* were aggregated and data on the content type/categories across domains was analyzed. Among the 399 hours of observed professional development programming, 235 session hours (59%) were identified as being overtly culturally relevant and responsive. These sessions emphasized content such as *relating to students' life experiences* and *inclusion of socio-emotional elements*. Twenty-nine percent (117 hours) of the pedagogical content did not specifically address CRRE content. Content offered during these sessions addressed (a) subject-matter content (e.g., literacy, math, and science), (b) the dissemination of research, (c) modeling pedagogical techniques, (d) fostering classroom talk, and (e) applying pedagogical techniques in the classroom. While these sessions did address pedagogy, the language and literacy content did not meet our criteria for CRRE content. The topics addressed during these sessions were (a) thinking maps training, (b) elementary math coach meetings, (c) extended learning program, (d) secondary language and literacy meetings, (e) testimonials from teachers and administrators regarding their professional experiences, and (f) positive discipline in the classroom. The content discussed in these meetings often reviewed pedagogy or presented mock classroom lessons, but was not specifically related to connecting with the cultures of African American and/or Hispanic students.

The observational data revealed that 25 of the total 399 hours (6%) were categorized as operational content. These sessions focused on the application of a particular testing tool (such as scantrons) or software (platform) programs like Edu-soft. Training consisted of topics such as (a) systems, (b) software, (c) managerial strategies, (d) school regulations, (e) record keeping, and (f) data utilization methods. This information was offered during three types of training: (1) periodic benchmark assessments, (2) administrative leadership meetings, and (3) cohort meetings. In addition, the data revealed that 22 of the 399 hours (6%) were categorized as informational content (i.e., district-wide policies, budgets, and personnel issues). This data was collected with principals, math coaches, language specialists, and administrative leaders. The majority of time was devoted to discussions of district-wide policies, budgets, and personnel issues.

Triangulation of Qualitative Data

The triangulation of qualitative data answered the second research question. Using a qualitative research design, to what extent does the data corroborate findings of the quantitative data and raise awareness of the potential factors that may influence the effectiveness of the CRPD program? The preliminary results indicated that despite the 399 hours of CRPD, not all sessions were culturally relevant. The CRPD content was categorized into the following four distinct categories: (1) high content sessions defined as connecting to students' prior knowledge, life experiences, cultural and social background, and educational equity; (2) pedagogical, non-CRRE sessions defined as instructional issues such as biology, language; (3) operational sessions defined as non-instructional issues impacting the school's operation (e.g., payroll,

personnel issues); and (4) informational sessions defined as the dissemination of information, new programs, testing schedules.

The first category of CRPD sessions, *High CRRE Content*, represented sessions with a higher prevalence of evidence in the six major domains of the CRRE conceptual framework, particularly with respect to the first two domains. The second, third, and fourth categories of these sessions emphasized (a) pedagogical, (b) operational, and (c) informational content and placed less of an emphasis on the components and content in the CRRE domains. However, it should be noted that these categories were not exclusive of each other and there was overlap among these categories.

Results of Observational Data by Professional Development Category and Content Type

This section presents an analysis of *CRRE Observation Coding Scheme* data according to each domain and across professional development types/categories. Please note that the columns do not add up to 100 as one or more components overlapped each other at the same time.

Domain A: Connecting Instruction to Student's Knowledge and Life Experiences

As depicted in Table 6, the results revealed that the most frequently mentioned component was relating to students' life experiences. Content that emphasized (a) identifying students' cognitive strengths, (b) using alternative sources of knowledge, or (c) building on student's prior academic knowledge was found in only slightly more than 20% of the sessions. CRRE sessions most often focused on (a) connecting instruction to students' knowledge and life experiences; (b) identifying students' cognitive strengths; (c) focusing on the alternative sources of knowledge familiar to them, and (d) building upon each student's prior academic knowledge.

Table 6. Characteristics of Domain A: Students' Knowledge and Life Experiences

Components	CRRE (n=235)	Pedagogical (n=117)	Informational (n=25)	Operational (n=22)
	Percentages (%)			
Relating to students' life experiences	43	28	24	9
Identifying students' cognitive strengths	21	18	4	0
Using alternate sources of knowledge	21	14	16	5
Building on students' prior academic knowledge	23	31	16	0

Table 6 shows that this CRPD category had the highest values for the majority of the CRRE elements, followed by the pedagogical professional development category. The results revealed that 31% of the sessions were observed as general instructional or pedagogical content and building on students' prior academic knowledge, followed by relating to student experiences. Informational content relating to students' life experiences was the most frequently discussed component. None of the CRRE components were significantly evident in the operational category.

Domain B: Inclusion of Social and Emotional Elements

According to Table 7, this CRRE category held the highest proportion for high expectations for all students (26%) and/or adjusting instructional delivery to address cultural differences among students (42%). Instructional practices included adapting instruction to effectively meet students' needs as based upon the teacher's prior knowledge of children's experiences.

Content focused on social and emotional issues was much more frequently observed in culturally relevant sessions than in any of the other content categories. The importance of adjusting instructional delivery to address cultural differences was mentioned far more frequently than any other issue followed by high expectations and respecting students' cultural diversity. The data related to other components ranged from 8% for ensuring student safety to 16% for building student confidence. Among the instructional/pedagogical sessions, none of these issues were meaningfully addressed with the exception of building student self-confidence. The majority of other components was not mentioned in the informational and operational sessions.

Domain C: Enhancement of Educational Opportunities

In Table 8, the results of observational data showed that the content in this domain addressed issues focused on offering equitable access to relevant educational opportunities and providing additional resources for students when necessary. By offering equitable access to educational opportunities, teachers were better informed how to provide classroom instruction that improved student achievement (e.g., teacher feedback and discipline) and enabled students' access to instrumental resources (e.g., computer time, access to curricular materials). Additional resources were defined as students receiving support that augmented services (e.g., extra tutoring, diagnostic services or curricular materials, counseling, free lunch) that were offered by the school.

Meaningful sessions modeled the enhancement of educational opportunities through the use of a particular pedagogical method (e.g., reading and discussing chapters from a book). Facilitators, who were more aggressive in their engagement of participants, held discussions about negative perceptions about CLD children that were rooted in race, class, gender and/or language-based biases that hinder CLD students' academic achievement outcomes and access to equitable educational opportunities. In addition, to these resources, facilitators provided participants with books and resources that would improve classroom instruction. Two books that were frequently referenced by the facilitators as good resources for teachers interested in increasing their conceptual understanding of CRRE were: *Culturally Responsive Teaching* by Geneva Gay and *Subtractive Schooling* by Angela Valenzuela.

Table 7. Characteristics of Domain B: Inclusion of Social and Emotional Elements

Components	CRRE (n=235)	Pedagogical (n=117)	Informational (n=25)	Operational (n=22)
	Percentages (%)			
Affirmation of students' values	10	3	4	5
Building students' self-confidence	16	21	12	0
Encouraging students to learn	9	11	24	5
Respecting student diversity	23	9	8	9
High expectations for all students	26	15	8	14
Emphasizing the importance of unity	9	3	4	0
Ensuring students' safety	8	13	8	14
Presenting positive role models and historical figures	11	5	8	0
Adjusting instructional delivery to address cultural differences	42	15	24	0

Table 8. Characteristics of Domain C: Enhancement of Educational Opportunities

Components	CRRE (n=235)	Pedagogical (n=117)	Informational (n=25)	Operational (n=22)
	Percentages (%)			
Making willingness to participate	3	3	8	0
Offering equitable access	14	3	4	9
Removing obstacles to educational opportunities	8	3	8	5
Providing additional resources	33	23	24	14

Domain D: Components of Instructional Quality and Curriculum

As can be seen in Table 9, the results of analyses revealed that sixty-eight percent of the informational sessions were focused upon the linguistic needs of ELLs and 32% were focused on designing rigorous instructional environments (e.g., designing standards-based expectations and outcomes). While most groups discussed ELL issues (proportions ranging between 23% and 68%), only in the CRRE professional development category did a significant proportion of its sessions (32%) discuss any SEL issues.

Table 9. Characteristics of Domain D: Instructional Quality and Rigorous Curriculum

Components	CRRE (n=235)	Pedagogical (n=117)	Informational (n=25)	Operational (n=22)
	Percentages (%)			
Designing rigorous instructional environments	53	60	32	23
Emphasizing multicultural content	16	4	0	0
Preparing students for college and vocational training	9	4	12	0
Using arts as a learning vehicle	20	15	12	0
Focusing on language needs of Standard English Learners	32	12	20	9
Focusing on language needs of English Language Learners	45	35	68	23
Considering intelligence as effort- based	6	2	4	0

Domain E: Instructional Strategies

Table 10 showed that the participants' discussions were holistic in scope and the CRRE components were not discussed in isolation of each other. The quantitative analyses revealed that all of the 11 CRRE instructional strategies (e.g., active learning, instructional conversation, cooperative learning, constructivist learning, applied learning, targeted teaching, modality learning, peer teaching, instructional technology, teacher knowledge, and scaffolding) were observed.

Table 10. Characteristics of Domain E: Instructional Strategies

Components	CRRE (n=235)	Pedagogical (n=117)	Informational (n=25)	Operational (n=22)
	Percentages (%)			
Cooperative learning	22	34	4	18
Active learning	48	64	16	32
Instructional conversation	29	53	24	18
Constructivist learning	15	15	4	0
Applied learning	9	9	4	0
Scaffolding	26	22	16	5
Targeted teaching	20	25	12	5
Peer teaching	9	18	4	9
Instructional tech	6	1	0	0
Teaching knowledge construction practices	33	46	8	5
Utilizing a variety of learning modalities	31	50	20	5

Domain F: Diagnosis and Assessment

The data in Table 11 revealed that the content for this domain was among the least frequently discussed in sessions. In other words, high content CRPD sessions did not address (a) using tests to identify students’ strengths and weaknesses, (b) giving ample assessment time for students to complete tests, (c) understanding the impact of culture on testing, and (d) using data-driven classroom instruction. As can be seen in Table 11, approximately half of the sessions in the operational category included content on using multiple assessment strategies and tests to identify CLD students’ strengths and weaknesses.

Table 11. Characteristics of Domain F: Diagnosis and Assessment

Components	CRRE (n=235)	Pedagogical (n=117)	Informational (n=25)	Operational (n=22)
	Percentages (%)			
Using tests to identify students’ strengths and weaknesses	31	36	24	50
Using multiple assessment strategies	23	24	8	23
Giving ample assessment time	3	3	4	0
Impact of culture on testing	8	2	0	0
Data-driven classroom instruction	26	38	20	55

Domain G: Parent and Community Involvement

The results showed that the content in this domain was least frequently observed during presentations. The analysis of qualitative data was used to explain these results. The content of this session was focused on the difficult topic of discrimination and its effects on various cultural groups. In the excerpt below, the facilitator spoke of the incidence of racism and its prevalence among the general population:

We all have biases, I don’t care who you are. They always say “I’m not racist and our school is very integrated and everyone dates each other, but 10 minutes later, they say “I don’t like those Arabs at 7-11.” And its important that we know our biases and we’re honest with each other and we make sure that that doesn’t color everything. And it’s normal when you’re the majority to feel threatened.

Although the facilitator admitted the inevitability of bias, it was also understood that racism often had real consequences for school practices and student outcomes for African- American students, ELLs, and SELs. This discussion reflected the importance of (a) addressing racism in schools, (b) acknowledging and pinpointing

its existence, and (c) creating a system of strategies to address these situations. The facilitator acknowledged the normalcy of a once dominant population's discomfort (i.e., Whites) with changing demographics and emergent populations (e.g., ELLs). Despite this discomfort, it was expressed that it was essential that the school's multicultural population of students be accurately assessed and classroom practices be attuned to students' cultural and linguistic backgrounds and instructional needs.

DISCUSSION

The CRPD program was an innovative and multifaceted program conducted in a large urban school district. The primary purposes of this evaluation study were to examine the contents and the overall effectiveness of the CRPD program with elementary general and special educators and school administrators within the LAUSD. During the 2005–2006 academic year, the LAUSD made tremendous efforts to conceptualize the CRRE Initiative and conducted a summative evaluation of the contents of its professional development program with elementary general and special educators, school administrators, and other professional staff members. Furthermore, significant progress has been made to develop and implement an administrative structure within a large urban school district to disseminate the findings of the CRRE content. Research conducted within the last five years has indicated that significant improvements in student achievement outcomes for African-American students who received standards-based, culturally relevant and responsive instruction by elementary general and special educators who participated in CRRE program (Barela et al., 2005; Maddahian et al., 2004).

The findings of this evaluation revealed that across several local districts in LAUSD, there were 399 hours of CRPD activities disseminated to elementary general and special educators and school administrators. While over 59% of the content hours focused on culturally relevant/responsive themes, there was no content on cultural issues in the other 40% of the sessions. The findings of this evaluation study showed that the CRRE domains were not the central themes during all aspects of these sessions. In addition, content about operational and informational issues about the LAUSD was also presented during these sessions. The majority of CRPD sessions were focused on basic CRRE concepts and parameters of an action plan that was presented in conjunction with Academic English Mastery and Proficiency (AEMP) workshops and conferences.

Limitations of the Study

Comprehensive reforms, such as the CRPD program, are one type of non-experimental interventions (e.g., community schools) implemented in K–12 schools in recent years. Professional development must be finely attuned to the realities of teachers' everyday experiences and the practical tasks they face. As researchers, we must understand the complexities of evaluation in large urban school districts. Large scale evaluations of professional development programs are multifaceted, difficult, expensive, and must be done on a continuous basis. Therefore, several limitations must be noted in the evaluation study of the CRRE professional development program. First, this study consisted of a convenience sample of elementary general and special educators and school administrators. The inclusion of randomized sample

would have been very difficult and challenging. Second, there are variations in the local school districts (e.g., number of schools, size of schools, resources in neighborhood). Third, the population characteristics of CLD students, SEL, and ELLs (e.g., demographic factors, socioeconomic status, language) within and across local districts are substantially different from one another. Fourth, the principal's instructional leadership capacity (e.g., knowledge of instruction) differs across school districts. This factor impacts the recruitment of participants and professional development opportunities offered to the staff. The above-mentioned factors prevent the generalization of results (external validity) to smaller school districts and/or rural public school districts.

FUTURE DIRECTIONS FOR RESEARCHERS AND PRACTITIONERS

Implications for Research to Practice

There are five areas that, if addressed, would facilitate the successful implementation of CRRE professional development efforts in the LAUSD. These are outlined below:

Change at the teacher level. In order to improve instructional practices, LAUSD must define the competencies that are necessary for general and special educators to be successful with African American students, who constitute the vast majority of LAUSD students. This conceptualization should promote CRRE as an important element of all teachers' instructional practice. At present, CRRE is perceived to be an optional, compartmentalized element that is implemented at the discretion of some teachers and administrators. Rather than an option, CRRE should be seen as an essential aspect of effective instruction for LAUSD's CLD students. In order to scaffold student learning, effectively manage a classroom, or interact with parents and the community, general and special educators must first know who their students are and be able to connect that understanding to define their own practice as teachers. Having done that, they would be better able to scaffold student learning from the known to the unknown.

Need for increased commitment to implement CRRE. Despite the commitment of the administrative staff in LAUSD, practitioners believed that the majority of the instructional staff do not clearly understand the meaning of the CRRE components and domains (Patton, 2004). Furthermore, administrative staff who are responsible for providing instructional support to others have not received sufficient support (internal and external) in providing this type of training to effect school reform and change (Fischer et al., 2004).

Despite continuing efforts, LAUSD staff did not acknowledge CRRE as a high priority of the district's instructional agenda. Optimal implementation of the CRRE professional development program will come only when LAUSD instructional leaders insist that all district instructional practices are culturally relevant and responsive to all students. Instructional staff who support instructional or technical support to schools and instructional staff should be required to have a working knowledge of CRRE pedagogy and strategies and be able to apply such learning to their instructional practices. This level of commitment has not yet been observed.

Conflicts between CRRE instructional practices and LAUSD requirements. During our observations, participants expressed concerns regarding incongruence between CRRE instructional principles and the LAUSD requirements for instructional practices. Specifically, they acknowledged that CRRE theory suggested that CLD students should be assessed using methods that would best allow them to demonstrate what they know and are able to do. The use of alternate assessment methods (e.g., verbal assessments for CLD students) was often suggested as a method that could be used instead of traditional standardized testing or written work. While the participants often agreed with the merits of this rationale in theory, they voiced their objections when these recommendations were different from the school's standards. In one case, the participants argued with a CRRE facilitator, stating that the district's requirements for standardized testing and written student work in portfolios were unrealistic. Participants expressed their frustration with the lack of continuity between the LAUSD recommendations in professional development and school administration policies on what teachers should do in their classrooms.

Clarity in the purposes of CRRE professional development. The CRRE instructional staff must pursue a more active role in providing professional development. In other words, they must (a) have a vision; (b) implement CRRE principles/concepts in such a manner that is conducive to general and special educators learning new content and pedagogy; and (c) have a clear understanding of the purposes, characteristics, and methods of implementing CRRE professional development, as based upon the CRRE logic model.

Collaborative relationships for practitioners and researchers. Fischer et al. (2004) suggested that the role of researchers in the consultant process must be collaborative in nature and that professional development in schools takes extra time, effort, and patience and demands different rules. These researchers suggested the following new rules: (a) *role flexibility and negotiation*: roles need to emerge and change over time rather than be imposed from outside; (b) *trust*: this is built over time and provides the consultant with a sense of belonging and the cluster teachers with assurance that the consultant is on their side. It is important to show that we are not developing any exit strategies; rather, we are looking for other ways of staying; (c) *mutuality*: consultants and teachers gain new respect for each other's work, recognizing that each can learn from the other; and (d) *capacity building*: this involves nurturing talents among staff members so that they can, when the grant ends, carry on some of the work that the university consultants have provided, especially in curriculum development and grant writing.

CRRE Implications for Special Education Practitioners

The National Center for Culturally Responsive Educational Systems (www.nccresst.org) maintains that while appropriate for some students, the placement of CLD students in special education is often inappropriate and mediated by cultural dissonance and racial bias. This advocacy group suggests that disproportionality is most effectively addressed through the implementation of culturally responsive educational systems. It suggests several strategies that should be embedded into school practices in order to provide all students with a rigorous, culturally responsive education. First, it aims to increase the use of early intervention and prevention strategies,

effective literacy strategies, and behavioral interventions for CLD students at-risk for learning disabilities (LD). Second, it seeks to reduce the identification and placement of CLD students in special education classes by preventing them from being inappropriately referred through the general education system.

To achieve this goal, advocates must support research that identifies solutions to school-based challenges which affect African American students, ELLs, and SEL at risk for special education. Accordingly, the findings of this work should be used to develop products that can be used to implement, support, and monitor the use of CRRE instructional strategies. For example, key instructional strategies that support learning in CLD students with LD, SEL, and ELLs have been implemented by the AEMP program. Some of these strategies include, but are not limited to (a) cooperative and communal learning environments; (b) instructional conversations in academic language development; (c) creating a collaborative and affirming learning environment; (d) student-centered higher-order thinking and learning; and (e) support for oral and written language development. In essence then, our research partially fulfills the Center's mandate during the time that CRRE was conducted. To date, our efforts were a large-scale effort designed to assess the effectiveness of CRRE professional development practices using CRRE evaluation tools. The challenge continues to be committed to and actively engaged in this important work. Several important questions regarding the application of CRRE strategies in special education contexts must be addressed:

In what ways, are CRRE strategies implemented to facilitate positive student-teacher-interactions in special education settings?

1. To what extent, will the use of pedagogical strategies that are specifically designed to complement the language needs and learning styles of CLD students with LD alleviate the need for specialized educational services in special education?
2. In what ways, does CRRE strategies for CLD students with mild disabilities differ from those provided to CLD students with severe disabilities?
3. In what ways, does CRRE strategies vary by subject areas (e.g., English language, arts, mathematics) in the provision of instruction for CLD students with LD?

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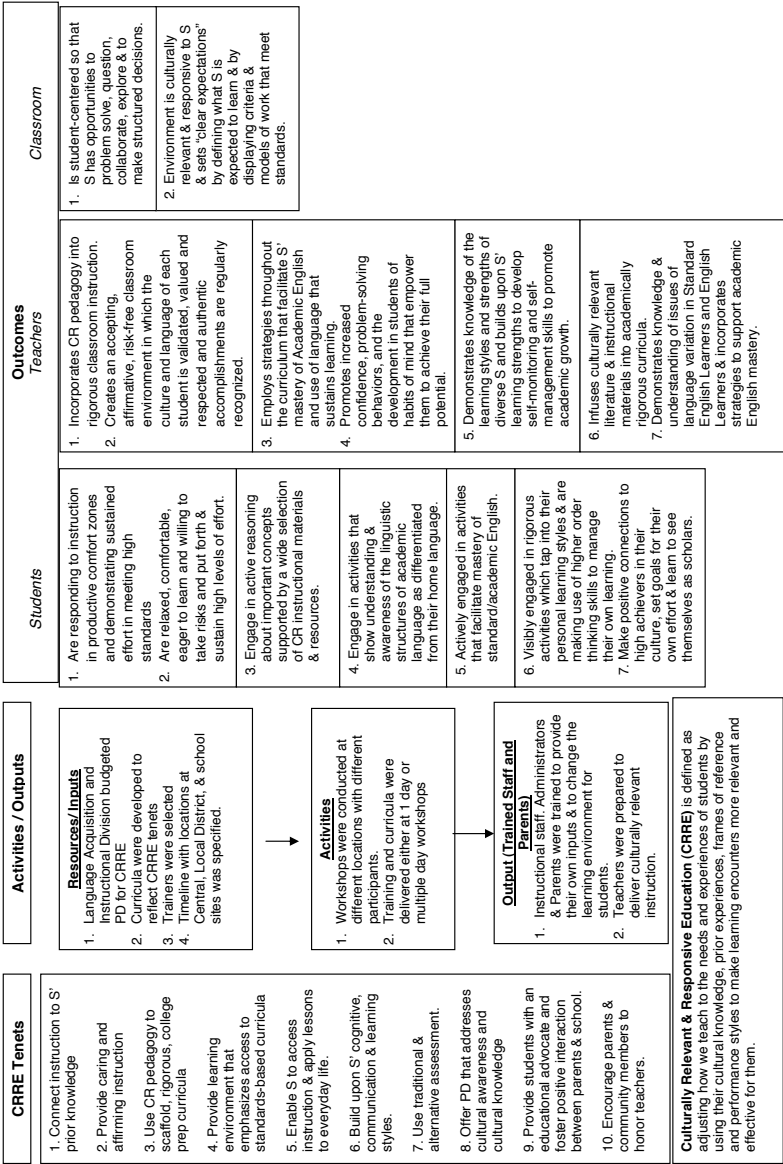
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APPENDIX A

Improving Instruction Through Teacher Training: Culturally Relevant Professional Development Logic Model



APPENDIX B

CRRE Content

A. Connecting Instruction to Student's Knowledge and Life Experience

1. *Relating to students' life experience:* classroom instruction that includes references from Ss' environment, culture or family life [T directly questions S regarding an aspect of their lives at home or in the community; T asks S to use an example from their home lives in classroom learning (T: "what are some examples of home remedies that your families use to cure a cold?")].
2. *Identifying students' cognitive strengths:* T asks questions or provides classroom instruction that is designed to pinpoint Ss' innate instructional talents and skills (e.g., T assigns S to write a paragraph to determine their conceptual writing skill).
3. *Using familiar sources of knowledge:* classroom instruction that introduces new subject area tasks as a beginning to support instruction (may include references from students' life experiences, geographic references, etc.).
4. *Building on students' prior academic knowledge:* classroom instruction is informed by instructional tasks from prior lessons. Prior learning is referenced and overt links are made to current study (e.g., ELA, Math).

B. Inclusion of Social and Emotional Elements

1. *Affirming students' values:* T shows empathy and respect for Ss and their cultures. Ss know they are accepted and understood (e.g., T verbally supports the worth of S' cultural traditions or beliefs, or their rights to maintain a particular belief).
2. *Building students' self-confidence:* T encourages Ss' academic successes, thereby providing Ss with feelings of competence and confidence (e.g., T verbally recognizes child as having performed well on a classroom assignment).
3. *Encouraging students' to learn:* inspiring Ss to apply themselves academically, as demonstrated by focused, sustained effort (e.g., T inspires or spurs students focus on new subject matter or academic concepts; T: "Come on you guys, this is a really important concept. You can do it!").
4. *Respecting students' diversity:* T shows respect for Ss cultures, values, and communities (verbal or visual demonstration). T overtly discredits negative speech or action toward different ethnic groups by including positive role models and images within course content and materials. [e.g., "Mayan architecture was extremely advanced technologically," or in response to an S providing a non-linear description of events (e.g., "Chantrelle, I like the way that you described the story's setting. It gives a better understanding of the reasons behind why things are occurring the way that they are.")]

5. *High expectations for all students:* T expresses the belief that all Ss can learn, and communicates that to Ss (e.g., T verbally expresses her expectation that all S in classroom are intelligent and able to achieve academically; T may address this expectation to a disengaged individual or group of S; T expresses high expectations for all ethnic groups represented in the classroom).
6. *Emphasizing the importance of unity between different groups:* overt encouragement of commonality and goodwill between ethnic groups, and need for intergroup harmony (e.g., T encourages S of different ethnic group to participate in activities drawn from other S cultures; T changes S seating to ensure that Ss of different ethnic groups and genders interact).
7. *Ensuring students' safety:* overt speech or action to safeguard Ss from possible injury (e.g., T intervention from bullying or fighting). Intervention may protect S from other S, staff or off-campus person.
8. *Presenting positive role models and historical figures:* T provides positive role models from all cultural/ethnic groups represented by Ss, and expresses respect for different types of life work (e.g., positive examples of figures from various ethnic groups are displayed in classroom environment or reflected in curricula; individual could be drawn from politics, business, entertainment fields, family and community or other arena).
9. *Adjusting instructional delivery to address cultural differences among students:* T adapts classroom practice and pedagogical strategies to most effectively meet the needs of classroom students. Decisions involving classroom practice are informed by T prior knowledge of children's experiences. (e.g., T uses pedagogical method that has been proven successful with students of color; T clarifies the meaning of a vocabulary word by using examples from the instructional language).

C. Enhancement of Educational Opportunities

1. *Making willingness to participate the sole criterion for access to school and classroom opportunities:* T welcomes all Ss participation in classroom lessons. T does not obviously favor one S or group of Ss over another (e.g., T actively works to ensure that all Ss are engaged in classroom tasks).
2. *Offering equitable access to relevant educational opportunities for all:* T works to ensure that classroom practices (e.g., T feedback and discipline) and access to instrumental resources (e.g., computer time, access to curricular materials) are dispensed fairly and equally to all students. Schools of similar background (e.g. test scores, student demographics, location) are ensured to receive similar types of resources and learning opportunities.
3. *Removing obstacles to educational opportunities:* T identifies operational (e.g., T practice and inadequate curricular materials) or tacit (e.g., culturally incompatible T practice) impediments to S learning and removes them.

4. *Providing additional resources for students when necessary:* S receives support that augments services that are usually offered (e.g., extra tutoring, diagnostic services or curricular materials, counseling, free lunch).

D. Instructional Quality and Rigorous Curriculum

1. *Designing rigorous instructional environments:* classroom instruction is characterized by commitment to standards-based curricula, high thinking demand (S are challenged to construct explanations and justify arguments in each subject; S are expected to raise questions, solve problems, think and reason), rubrics, and use of an agenda.
2. *Emphasizing multicultural content:* T includes historical examples of resilience, overcoming adversity, excellence and contributions from a variety of ethnic groups, cultural and socio-economic groups into class lessons. T utilize specific cultural references in a positive manner (T: The non-violent strategies used by Martin Luther King , jr. were based upon those of Gandhi. What were some of the similarities between the conditions that Indians and African-Americans struggled against?).
3. *Preparing students for college and vocational education:* T makes reference to importance of post-secondary education, inquires re: Ss' goals and career interests (T: The standard of living here in California makes obtaining a college education all the more important.).
4. *Using arts as a learning vehicle:* T uses art (literary references, music, graphic arts (sculpture, painting) to excite students' love of learning.
5. *Focusing on language needs of SEL students:* T helps Ss (whose first language is English, but not Standard English) to learn Standard English by building upon their knowledge of their home language. T may allow Ss to use home languages or dialects in classroom discussions.
6. *Focusing on language needs of ELL students:* T assist S whose first language is not English to learn Standard English by building upon their knowledge of their home language. T may allow Ss to use home languages or dialects in classroom discussions. T may use other resources materials such as picture books or dictionaries to support S learning.
7. *Considering intelligence as an effort-based phenomenon:* T makes overt association between academic achievement and student work ethic and commitment to excellence (T: "Pedro is using the memorization strategies that we talked about in class yesterday. You can see from his recitation that it makes a difference in terms of his ability to remember the poem.")
8. *Adjusting instructional delivery to account for S academic performance:* T adapts classroom practice and pedagogical strategies according to S academic performance.

E. Instructional Strategies

1. *Cooperative learning*: S work in small groups (3-5 students), having been provided with clear instructional tasks and desired outcomes by T (e.g., observation describes small groups of S working on an assignment with teacher assistance).
2. *Active learning and apprenticeship*: Teaching through active application of facts and skills, modeling and observation, hands-on laboratory experiences, or active practice. Use of computers, other multi-media, and methods that employ rhyme and music to enhance retention of ideas (e.g., S apply and discuss concepts to test their understanding, interpret texts and construct solutions to complex problems).
3. *Instructional conversation*: T creates understanding through dialogue with students. Various techniques are used to clarify and check for understanding, and feedback is provided to group as well as to individual S (e.g., T and S dialogue re: a classroom task or other issue. S actively participate in classroom talk. Some of the questions or comments are initiated by S).
4. *Constructivist learning*: T fosters the development of critical learning skills, higher order thinking, and creative problem solving. T may discuss everyday experiences, in order to support Ss understanding of their influence upon their neighborhoods. S may be given the opportunity to read, write, process information and make conclusions regarding current events (e.g., T brings up the topic of bullying on campus. Links campus bullying to tyrannical political regimes that exploit the lower classes).
5. *Applied learning*: T creates an instructional task with a real-world application (e.g., mathematical word problems involving videogame skill sets or comparison between literary hero and Ss' lives). Tasks are developed based on students' instructional needs and interests.
6. *Scaffolding*: T teaches a new instructional concept or skill step by step, modeling the particular strategy or task, and then gradually reducing the amount of support so that Ss become more self-reliant. In scaffolding, teachers do not just give answers to Ss, but elicits input from them (e.g., T introduces 4 digit addition problems, providing significant support for students. After S demonstrate proficiency, T reduces level of support, leaving S to self-manage their learning).
7. *Targeting teaching*: upon recognizing an individual S or small group of Ss' instructional needs, T gives additional instructional support to specific Ss. (e.g., T addresses an instructional probe toward a particular S).
8. *Peer teaching*: T creates instructional activity where one student with more knowledge teaches others who are less proficient in the subject area or instructional activity (e.g., 2 S work together on a classroom task, with one S providing the other with instructional support).
9. *Instructional technology*: computer-based assistance designed to support classroom instructional delivery (e.g., T assigns S to do some work on a computer; can be Special Education resource work).

10. *Teaching knowledge construction practices:* T operationalizes cognitive skills and specific steps necessary for S to master to subject area. These generic learning strategies can be used to clarify understanding in other instructional areas [e.g., T explains how to go about conducting an assignment, mentioning some of the skills that are necessary for conceptual understanding (algebraic thinking, journalistic thinking)].
11. *Utilizing a variety of learning modalities:* classroom instruction is delivered to students using several instructional strategies or delivery methods (e.g., cooperative learning and lecture, or white board and listening exercises supported by audio equipment).

F. Diagnosis and Assessment

1. *Using tests to identify S strengths and weaknesses:* formative and summative assessments are used to determine students' prior knowledge, level of academic achievement and subject matter knowledge. This information is used to inform classroom instruction, program placement or grading [e.g., teacher uses formal (quizzes and standardized tests) and informal (in-class recitation, question and answer) to check S' understanding of a specific subject. This knowledge can be used to inform future teacher practice or curricular planning].
2. *Using Multiple Assessment Strategies:*
 - a. *Giving ample assessment time:* T uses non-fixed time testing, or extends time if Ss demonstrate that more time is necessary to complete assessment. (e.g., T asks S if they need additional time to complete a test or other in-class assignment, gives them extra time accordingly).
 3. *Impact of culture on testing:* T develops tests that include items that draw from S' culture and experiences (e.g., math tests may reference S favorite foods or use locations S are familiar with in word problems to compute distance or circumference).
 4. *Data-driven classroom instruction:* T uses test results to determine or inform instructional goals (e.g., T uses formative assessment results to determine areas for future instructional focus; S may perform poorly on a test, and T extends time on a particular instructional area accordingly).

G. Parents/Community

1. *Positive interaction between teachers and parents is fostered:* parents are encouraged to maintain frequent, regular contact with their child's teacher (e.g., via phone calls, notes sent home).
2. *Session encourages parent(s) to function as an educational advocate for their child:* support is given to parents to address their children's educational issues with school teachers and/or administration, assist with homework, and guide their children toward post-secondary education or a particular vocation (e.g., session instructs parents to challenge T or administrative decision involving their S; may teach parents how to approach school staff for maximum effectiveness).

3. *Parents are encouraged to increase their involvement in activities at their children's school:* T places impetus on parents to have a more frequent presence in their children's classroom, school extracurricular activities, and/or parent-teacher organizations. Attention is given to possible impediments in parent interaction (e.g. evening meetings, weekend events, etc.). For example, facilitator mentions the importance of parent involvement in classroom instruction; may mention areas in which parents may increase their involvement (classroom art lessons, Teacher-Parent meetings conducted in language other than English; parent meetings designed to train parents to help S with homework).
4. Relationships between community organizations and the school are nurtured; increased interaction between schools and businesses, non-profits, and religious organizations are encouraged (e.g., facilitator encourages schools staff to find new ways to increase community involvement at school).

APPENDIX C*CRRE Observation Coding Scheme*

Session Title: _____
 Facilitator: _____
 Date & Time: _____
 Location: _____
 Observer: _____

CRRE Coding Scheme***Instructions:***

1. Immediately following the session, offer your summary judgments by noting yes or no next to all items that apply.
2. Cross-reference your scripts with this worksheet and report the time block(s) when items occurred.

A. Connecting Instruction to Student's Knowledge and Life Experiences		
<i>PD session emphasized the following topics:</i>		Time block(s)
Yes/No		
	Relating to students' life experiences	
	Identifying students' cognitive strengths	
	Using alternate sources of knowledge that are familiar to students	
	Building on students' prior academic knowledge	
B. Inclusion of Social and Emotional Elements		
<i>PD session emphasized the following topics:</i>		
Yes/No		
	Affirmation of students' values	
	Building students' self-confidence	
	Encouraging students' to learn	
	Respecting students' diversity	
	High expectations for all students	
	Emphasizing the importance of unity between different groups	
	Ensuring students' safety	
	Presenting positive role models and historical figures	
	Adjusting instructional delivery to address cultural differences among students.	

C. Enhancement of Educational Opportunities		
<i>PD session explored the following topic(s):</i>		
Yes/No		
	Making willingness to participate the sole criterion for access to school and classroom opportunities	
	Offering equitable access to relevant educational opportunities for all	
	Removing obstacles to educational opportunities	
	Providing additional resources for students when necessary	
D. Instructional Quality and Rigorous Curriculum		
<i>PD session emphasized the following topics:</i>		
Yes/No		
	Designing rigorous instructional environments	
	Emphasizing multicultural content	
	Preparing students for college and vocational training education	
	Using arts as a learning vehicle	
	Focusing on language needs of SEL students	
	Focusing on language needs of ELL students	
	Considering intelligence as an effort-based phenomenon	
E. Instructional Strategies		
<i>PD session emphasized the following topics:</i>		
Yes/No		
	Cooperative learning	
	Active learning	
	Instructional conversation	
	Constructivist learning	
	Applied learning	
	Scaffolding	
	Targeted teaching	
	Peer teaching	
	Instructional technology	
	Teaching knowledge construction practices	
	Utilizing a variety of learning modalities	

F. Diagnosis and Assessment***PD session emphasized the following topics:*****Yes/No**

	Using tests to identify students' strengths and weaknesses	
	Using multiple assessment strategies	
	Giving ample assessment time	
	Impact of culture on testing	
	Data driven classroom instruction	

G. Parents and Community***PD session emphasized the following topics:*****Yes/No**

	Session encourages parent(s) to function as an educational advocate for their child.	
	Positive interaction between teachers and parents is fostered.	
	Parents are encouraged to increase their involvement in activities at their children's school.	
	Relationships between community organizations and the school are nurtured.	

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