A Study of a Professional Development Initiative to Increase Cultural Competency

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A STUDY OF A PROFESSIONAL DEVELOPMENT INITIATIVE TO INCREASE CULTURAL COMPETENCY

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at Virginia Commonwealth University.

by

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Abstract

A STUDY OF A PROFESSIONAL DEVELOPMENT INITIATIVE TO INCREASE CULTURAL COMPETENCY

By Jennifer Crowe Coleman, Ph.D.

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy at Virginia Commonwealth University.

Virginia Commonwealth University, 2014

Major Director: Charol Shakeshaft, Ph.D.
Professor, Department of Educational Leadership
School of Education

While there are broad, societal forces that contribute to achievement gaps, the professional development of teachers is one way educational leaders have sought to improve schools, improve teacher performance, and increase teacher knowledge and skills. Given the achievement and cultural gaps that exist between teachers and students, professional development that targets the development of teacher cultural competence in an effort to reach all students is necessary. The purpose of this study is to describe the implementation of a cultural competency professional development program across 62 schools in a large, suburban school district in central Virginia, comparing and contrasting implementation activities and outcomes over the 2-year period of its implementation with the initial expectations for the professional development initiative.
This quantitative, nonexperimental study was carried out in two phases. The purpose of Phase 1 was a content analysis of the professional development plans of each of the district’s schools. Phase 2 consisted of a multiple choice, electronic survey of those who were trainers of the cultural competency professional development initiative in order to examine the implementation of the cultural competency professional development program and the relationship between the intended goal and the actual outcomes of the initiative. The survey was also used to collect demographic data, such as race and years of experience in education, in order to determine what, if any, impact these factors may have had on the implementation of the professional development initiative.

Descriptive and inferential statistics were used to generalize the results to the population the sample represents. As this initiative was not designed to provide the training necessary to expect changes in classroom practice, this survey and its analysis focused on the trainers’ perspectives on the implementation of the professional development initiative. The results of this research were offered to frame a discussion around the fidelity of implementation; the factors that affected implementation; the relationship between the intended goals of the initiative and the actual outcomes of the initiative; and suggested next steps for the district as it moved toward a goal of a more culturally proficient workforce.
CHAPTER 1

Introduction

Students were engaged and working quietly at their desks. A few were intently solving problems on pieces of scratch paper and others were focused and squinting, seemingly trying to retrieve processes and answers from the recesses and corners of their minds that had been obscured by the romp and fun of summer. One student walked up to me at the front of the room and asked me if I wanted her to fill in all 100 bubbles on the scantron answer sheet. I sat there for a moment wondering, “Why would she ask me that question?” It was the first week of school, and I was administering a pre-assessment test to each of my sixth grade math classes. “How many questions are on the pre-assessment?” I asked her, knowing the answer. “Fifty,” she said, smiling back at me. “How strange,” I thought. “If she knows there are only 50 questions, why would she ask me if I wanted her to fill in all 100 bubbles?” But before I could ask what prompted her question, she added, “But if you want me to fill in all 100 bubbles for you, I will!”

It was week one in my new school. I was experiencing culture shock. Here was a student willing to fill in answer bubbles on a scantron for questions that were not even there. I would need only to request it! Yet, at my former school in the district where I taught for 7 years, a middle school whose student population was highly diverse and from families whose socioeconomic status was in the low to middle range. I would sometimes need to cajole, plead, and even negotiate for students to complete the pre-assessment and to do so without trying to
make a design with their answer bubbles. Yes, this was indeed an unfamiliar environment. For the first time in my career, I looked out at the faces in my classroom and they all looked just like me—White\textsuperscript{1}. With few exceptions, in contrast to my former school, the students that now sat in my classroom were White and were from stable, upper-level socioeconomic families.

I had experienced a different student population at the school from which I had left and would have to quickly adjust and develop the skills necessary to work with the students at my new school. This new school was not representative of the diversity that is represented in classrooms across my district, the state of Virginia, or the nation. Currently, African Americans\textsuperscript{2}, Latino/as, Asian Americans, and American Indians make up over 40% of the pre-K-12 public school student population in the United States. From 1990 to 2000, the non-Caucasian public school student population in the United States enrolled in pre-K-12 grades rose from 34% to 40%. It rose another 6% by 2010. This trend is mirrored in Virginia where the minority student population has increased just over 10% in the last 2 years. While the minority student population in Virginia has increased, the population of Caucasian students has decreased 13%, going from 67% in 2008 to 54% in 2012 (National Center for Education Statistics [NCES], 2014). Similar statistics were noted by the U.S. Census Bureau. From 2000-2013, the Caucasian, non-Hispanic population in Chesterfield County decreased from 77% to 70%, while the minority population, including African American, American Indian, Asian, and Native Hawaiian, increased from 23% to 30%. Also according to the U.S. Census Bureau, the

\textsuperscript{1} The terms White and Black, along with terms/names for other races, will be capitalized as they are referring to race. The term White is being used instead of Caucasian because White is the term used in data by the National Center for Education Statistics.

\textsuperscript{2} The term Black will be used as a name for a particular racial group. “African-American” will be used in place of the term Black when a particular author or data set specifies this particular term.
The Hispanic/Latino population in Chesterfield County has increased from 2.9% in 2000 to 7.7% in 2013.

According to information obtained from the Virginia Department of Education (2014), the student population in the Chesterfield County Public School district from 2004 to 2014 indicates similar trends. In this time period, the White student population in the district decreased while the minority student population increased. The White K-12 student population was 66% in 2004 and decreased to 54% in 2014. While the percentage of African American students has remained constant at 26% during this time period, the Hispanic population increased from 5% in 2004 to 12% in 2014. As such, the total minority population in the district has increased over the last 10 years from 34% to 46%. Table 1 displays the changing composition of the K-12 student population in Chesterfield County Public Schools from 2004-2014.

Table 1

*Student Enrollment Data by Percent*

<table>
<thead>
<tr>
<th>School year</th>
<th>White (%)</th>
<th>Nonwhite (%)</th>
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<td>2004-2005</td>
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<td>2013-2014</td>
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</table>

* n = 61.

In public schools across the country, teaching faculties continue to remain predominantly White. While representation of the Latino/a, Asian American, and American Indian ethnic groups in the teaching profession increased from 2004 to 2008, the percentage
of White teachers also increased slightly from 82% to 83% during the same time period.  
While these same student populations saw an increase, the percentage of African American and American Indian teachers in public school classrooms decreased (NCES, 2010).

As more and more students from a variety of backgrounds sit in classrooms and as educators continue to identify effective methods for teaching all students, the need for culturally responsive teaching practices intensifies. A component of preparing to be a culturally responsive teacher is to create a classroom climate that is conducive to learning for all learners, each with different expectations, cultures, and backgrounds coming to the classroom (Gay, 2002). Culturally competent teachers contextualize or connect to students’ everyday experiences and integrate classroom learning with out-of-school experiences and knowledge.

Culture involves more than just differences in race or ethnicity. Culture is the set of practices and beliefs that is shared with members of a particular group and that distinguishes one group from others . . .to include all shared characteristics of human description, including age, gender, geography, ancestry, language, history, sexual orientation, faith, and physical ability, as well as occupation and affiliations. (Lindsey, Robins, & Terrell, 2009, p. 11)

Ethnicity is not biologically defined and is therefore not the same as race. Although there is no biological support for different races, we, never-the-less use race as a social construct. Where race is socially defined, an ethnic group is defined by shared history, ancestry, geography, language, and physical characteristics (Lindsey et al., 2009). It is the ethnic group with which a person may most strongly identify, as it has a direct, strong influence on who he/she is.

Culturally proficient educators understand that it is through cultural lenses that individuals view their world. Cultural competence is “the ability to successfully teach students who come from
cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching” (Diller & Moule, 2012, p. 19). Becoming culturally competent, or culturally proficient, is a developmental process that evolves over a period of time. For some, “cultural proficiency is a paradigm shift from viewing cultural differences as problematic to learning how to interact effectively with other cultures” (Lindsey, et al., 2009, p. 4).

Cultural competence is being aware of one’s own cultural identity and views about difference. It is also having the ability and willingness to learn and build on the varying cultural and community norms of others. To understand and celebrate the differences that make us unique individuals and members of a larger diverse community, simultaneously, is a marker of a teacher that is culturally competent. Recognizing and understanding the within-group and between-group differences help inform and expand teaching practices in a culturally competent educator’s classroom. In a classroom where culturally relevant teaching practices are used, students have the opportunity to learn about things that their families talk about, to study the accomplishments of people that look like them, and to see ways their families and communities learn and act present in the classroom. Such a classroom is not exclusionary – not in texts, curriculum, practices, or speech. Instead, the culturally competent classroom reflects stories, histories, and characters with which all students can relate. A culturally relevant teacher is reflective about his/her practices and cultural assumptions and is aware of the messages embedded in them. They set high expectations, use active teaching methods, and provide opportunities for student controlled classroom discourse because, during these times, educators can view how speech and negotiations are used in homes and communities.
Many state and national leaders have focused on school reform and diminishing achievement gaps. The passage of No Child Left Behind in 2001, and with it the requirement to report data in disaggregated form, has brought to the forefront the achievement gaps that persist between culturally dominant groups of students and those nondominant groups. Whether examining performance on the SAT, high school graduation rates, or the average scores of racial and ethnic groups on National Assessment of Educational Progress (NAEP) tests, the achievement gap between White students and their Black peers widened in the 1990s, after some narrowing in the 1970s and 1980s (Lee, 2002; Orfield, Losen, Wald, & Swanson, 2004). Comparing nationally the size of the gaps in the data as shown on the NAEP assessments from the 1990s to 2007, specifically in mathematics and reading, shows that while scores for Black students were increasing, so, too, were scores of White students, producing no significant change in achievement gaps.

Certainly there are other broader societal forces at work that contribute to achievement gaps. Poverty, health and nutrition deficits, residential mobility, access to resources, and language differences are all factors that impact student learning. In fact, there is a recent body of literature that looks at reframing achievement gaps by addressing these opportunity gaps that exist. From this standpoint, until federal and state governments, as well as local school districts, invest in broad access to quality preschool, health care, quality teachers, and rich curriculum, the academic gaps between upper and middle-class students and their low-income peers will never disappear. Despite these numerous opportunity gaps, the professional development of teachers is one way educational leaders have sought to improve schools, improve teacher performance, increase teacher knowledge and skills, and increase student achievement (Desimone, 2011). Good teaching is emphasized as the best path to improvements in student learning; the success of
meeting the achievement expectations and standards that have been set by local, state, and federal mandates hinge, in large part, on the effectiveness of teachers (Birman, Desimone, Garet, & Porter, 2000). In a cross-case analysis, Stronge, Ward, and Grant (2011) found effective teachers to be the common denominator in school improvement and student success. Teacher professional development, therefore, has been a major focus of systemic reform initiatives. Mizell, Hord, Killion, and Hirsh (2011) state, “Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators” (p. 11). “The importance of improving schools, increasing teacher quality, and improving the quality of student learning has led to a concentrated concern with professional development of teachers as one important way of achieving these goals” (Opfer & Pedder, 2011, p. 376).

Given the achievement and cultural gaps that exist between teachers and students, professional development that targets the development of teacher cultural competence in an effort to reach all students is necessary. While cultural proficiency may be simple to define, achieving cultural proficiency is difficult for many because it challenges one’s existing worldview. Becoming culturally proficient is a process and, as is the case with most change, happens in stages and comes with periods of transition. These changes, transitions, and implementation efforts are part of what I studied as I compared and contrasted the activities and outcomes of a cultural competency professional development initiative implemented in 62 schools in one central Virginia suburban school district.
CHAPTER 2

Literature Review

Beginning in fall 1985, enrollment in elementary and secondary schools across the United States started increasing, hitting new record levels in the mid-1990s and continuing to reach new record levels every year through 2006. While there was a slight decline in public school student enrollment in the United States between 2006 and 2008, from 55.3 million to 55.2 million, enrollment trends after 2006 have been steady through 2010. While public secondary enrollment had periods of small percentage decreases between 2007 and 2012, enrollment is predicted to increase again through 2020. Total public elementary and secondary enrollment is projected to set new records every year from 2011 to 2020 (NCES, 2012a). As enrollment has increased, so has the diversity of student populations. From 1990 through 2010, the number of Caucasian students in U.S. public schools decreased from 29.0 million to 27.7 million. In contrast, Hispanic enrollment during this period increased from 5.1 to 12.1 million students, from 12% to 23%. During this time, the enrollment of African American students decreased from 17% to 15% (Aud et al., 2012). As the student population has become more diverse, academic achievement gaps have become more prominent. Achievement gaps are seen in students’ grades, standardized-test scores, course selection, dropout rates, graduation rates, and college completion rates. Even with the guidelines to protect the rights of culturally and

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3 The most recent data available is 2010.
linguistically diverse learners such as No Child Left Behind and the Individuals with Disabilities Education Act of 2004, minority children fail to achieve at the level of their Caucasian peers. One assessment designed to measure trends nationally in student learning is the National Assessment of Educational Progress (NAEP).

The NAEP is a set of standardized tests in the U.S. that serve as a useful tool to gauge the impact of national trends on student learning, since it has been administered periodically since the early 1970s to national samples of students in grades, 4, 8 and 12 in various subject areas. (Sleeter, 2011, p. 8)

According to the National Center for Education Statistics (2012a), NAEP results are based on representative samples of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the long-term trend assessments. These grades and ages were chosen because they represent critical junctures in academic achievement.

Average mathematics scores on the NAEP assessment were higher in 2009 than in 2005 for twelfth-grade public and private school students overall, for all racial/ethnic groups, and for male and female students. While the overall average reading score was also higher in 2009 than in 2005, reading scores did not change significantly for Black, Hispanic, and American Indian/Alaska Native students, or for female students. Racial/ethnic and gender achievement gaps did not change significantly in either reading or mathematics. (NCES, 2010, p. 2)

Results on recent NAEP assessments indicate that scores were 18 to 25 points higher in 2012 than they were in the first year of assessment.
The results from the 2012 NAEP long-term trend assessments show some progress toward meeting the goal of closing achievement gaps. The narrowing of the White-Black and White-Hispanic score gaps in reading and mathematics from the 1970s is the result of larger gains by Black and Hispanic students than White students. Only the White-Hispanic gap in mathematics at age 9 has not shown a significant change from the early 1970s. (NCES, 2013, p. 2)

As we work for a continued narrowing of achievement gaps, an understanding that culture strongly influences the attitudes, values, and behaviors that both students and teachers bring to the instructional process, has to be a major determinant of how underachievement problems are solved (Gay, 2002).

Despite the diversity of student populations in public schools across the nation, educators are expected to teach all students so that national and state standards are met. In 2010, Whites made up 54% of the elementary and secondary public school student population, while 88% of teachers are White and 88% are female (NCES, 2012b). With the majority of our nation’s teaching force being White, cultural gaps exist between teachers and students. This likely creates a communication disconnect. Lawrence and Tatum (1997) state that many White teachers in Pre-K-12 classrooms have typically had monocultural experiences with limited opportunity to explore racial issues in their own education and, therefore, hesitate to lead discussions surrounding racial topics. Instead, their knowledge of communities of color is often misinformed by stereotypes, friends, and distortions in the media. This limited perspective leaves teachers ill equipped to prepare their students, both White and of color, to function effectively in a multiracial society (Lawrence & Tatum, 1997). So, as more students from
diverse backgrounds fill classrooms, and as efforts to find effective teaching methods intensify, the need for culturally relevant teaching practices also intensifies.

To meet these challenges, teachers are charged with not only utilizing theoretically sound teaching practices but also culturally responsive pedagogy. For some teachers, the change to teaching academic knowledge and skills situated within the lived experiences, experiential filters, and frames of reference of all groups of students is profound. U.S. education has expected ethnically diverse students to divorce themselves from their cultures and learn according to European American cultural norms (Gay, 2002). Removing the burden for students of mastering academic tasks while functioning under cultural conditions that are unfamiliar and unnatural is significant to improving their academic achievement. Research with Native Alaskans and Hawaiians, African Americans, Latina/os, and limited-English speakers has indicated that culturally relevant examples have positive effects on the academic achievement of ethnically diverse students (Boggs, Watson-Gegepo, & McMillen, 1985; Foster, 1989; Garcia, 1999; Lee, 1993; Lipka & Mohatt, 1998; Moses & Cobb, 2001; Tharp & Gallimore, 1988).

There are some systematic barriers to student academic achievement that are associated with what is called racism. Students that do not belong to the dominant culture often have hurdles to overcome if they are to succeed in educational institutions. In schools, racism takes on various forms such as name-calling, harassment, subtle stereotyping, assumptions about students’ potential, and curricular organizational pattern (Ryan, 2003). The preference of educators for one particular understanding of race and culture will invariably and significantly affect how they perceive and address their own actions associated with race and culture. Personal beliefs are the lens through which most of us view the world and our experiences. These beliefs also dictate practice. Since teachers are responsible for communicating to
increasingly diverse groups of students and parents (Delpit, 2006), assessing teachers’ beliefs, perceptions, and attitudes about racism and cultural competence might highlight barriers to effective communication. That said, many White people are reluctant to talk about race as they are fearful that conversations about race will degenerate into angry, personalized accusations of racism. Yet understanding personal perspectives and beliefs and the forces that drive our actions are critical first steps in developing culture competence despite many being socialized into believing discussions on race are a taboo topic (Lawrence & Tatum, 1997). In order to connect with students to address the issue of achievement gaps, there is a need to first understand culture and its impact on racial identity development.

**Helms’ Identity Theory**

One of the consequences of silence about race is the unexamined impact of racial identity on interracial and intraracial interactions (Lawrence & Tatum, 1997). Racial identity development theory (Helms, 1990) refers to the belief systems and the sense of group identity that evolves in response to a person’s perception that he or she shares a common racial heritage with a particular racial group. “When white teachers fail to acknowledge their own racial identity, this lack of acknowledgement becomes a barrier for understanding and connecting with the developmental needs of children of color” (Lawrence & Tatum, 1997, p. 163). Viewing culturally responsive pedagogy as simply cultural celebration seems to be fairly common among educators that have not examined their own expectations for minority students. Therefore, learning to teach challenging academic knowledge and skills through cultural processes and through knowledge students bring to school is traded for learning *about* culture (Sleeter, 2011). Helms (1990) has identified six stages (now called statuses), which characterize a White individual’s pattern of responding to his/her environment. Progression along Helms’s continuum
is necessary for teachers to be successful in learning about and then teaching in ways that constitute antiracist pedagogy (Helms, 1990; Lawrence & Tatum, 1997). The six statuses, as described by Lawrence and Tatum (1999, p. 45-46) are:

1. Contact: This first status is best described as obliviousness. Being White is viewed as a ‘normal’ state of being which is rarely reflected upon, and the privileges associated with being White are taken for granted. Racial and cultural differences are considered unimportant and these individuals may profess to be color-blind, seldom perceiving themselves as ‘dominant’ group members.

2. Disintegration: This stage is often precipitated by increased interactions with people of color and/or exposure to new information about the reality of racism, heightening awareness of White racial privilege, and the systematic disadvantages experienced by people of color. This greater awareness is often accompanied by feelings of guilt, anger, and sadness as one becomes more aware of his or her whiteness. These emotions can lead to denial and resistance to this new learning, but they can also be a catalyst for action. Individuals may feel considerable social pressure to ‘not notice’ racism and to maintain the status quo.

3. Reintegration. Fear of social isolation can result in the psychological shift to this third status. Feelings of guilt and denial may transform into fear and anger toward people of color. ‘Blaming the victim’ may be used as a strategy to avoid dealing with the uncomfortable issue of racism as well as avoiding the struggle to define a new, antiracist identity. There is a firm belief in White racial superiority and racial/ethnic minorities are blamed for their own problems.

4. Pseudoindpendence: If one remains engaged in examining these issues, further development may take place, leading to this fourth stage. This stage is marked by an intellectual understanding of the unfairness of racism as a system of advantage and a recognition of the need to assume personal responsibility for dismantling it. As a way of reducing the social isolation previously experienced, an individual may seek relationships with people of color while distancing him/herself from other Whites. These cross-racial interactions may heighten the individual’s awareness of the need to actively examine and redefine the meaning of his/her own whiteness.

5. Immersion/Emersion: Essential to this stage is the process of redefinition. Actively seeking answers to the questions, Who am I racially? What does it really mean to be White in society? Individuals need information about Whites who have worked against racism to serve as role models and guides for this new way of thinking about White identity.

6. Autonomy: This status represents the internalization of a positive White racial identity and is evidenced by a lived commitment to antiracist activity, ongoing self-examination and increased interpersonal effectiveness in multiracial settings.

In a society where racial-group membership is an important determinant of social status, the assumption is that the development of a racial identity will occur to some degree in everyone
(Helms, 1990). Due to the inequities of social position, however, this process unfolds differently for Whites than for people of color (Lawrence & Tatum, 1997, p. 164). Lawrence and Tatum (1997) investigated whether White educators engaged in professional development focusing on antiracist pedagogy experienced a change in their racial identity; and their results “suggest that the professional course helped the participants view themselves as racial beings, fostered the development of their own racial identity, and led to frequent expressions of antiracist attitudes” (p. 164-165). Other studies also suggest that some teachers do make fundamental changes in their racial attitudes as a result of professional development efforts with an antiracist focus (Sleeter, 1992; Washington, 1981). Pedagogical skills are, of course, a component of becoming a culturally relevant teacher; however,

without the personal exploration of one’s own worldview, life experiences, biases, and beliefs, genuine cultural competence will remain an elusive goal. Cultural competence is a lifelong journey, one that will demand continuous effort and interest, but also will provide many personal and professional rewards. (Rothman, 2008, p. 16)

Tatum (2000) suggests that in order to support the positive development of students’ racial and ethnic identities, teachers must first understand their own racial identity. Further, attention to racial identity development for both White students and students of color “will help to foster more positive intragroup and intergroup interactions and create an environment which encourages academic excellence for all” (Tatum, 2004, p. 134).

**Barriers to Cultural Proficiency**

The challenging task for school leaders seeking to support cultural proficiency is that many, if not most, teachers embrace what Banks (2001) calls an “assimilationist ideology,” believing that a good teacher is effective with all types of students regardless of the students’

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race, ethnicity, or social class (p. 118). There are many teachers who believe in a color-blind approach to teaching students, neglecting to see each student as the cultural being that he/she actually is. Yet to be culturally proficient is not to be color blind. “Rather, culturally proficient educators see what color, gender, sexual orientation, and ableness mean in the context of entitlement and oppression” (Lindsey et al., 2009, p. 85-86). To notice a student’s race or ethnicity is not a sign of bigotry or prejudice but is, instead, a consideration of the meaning of that racial/ethnic identity has for the student (Tatum, 1999). Many White teachers believe that being color blind is consistent with being fair and nondiscriminatory and helping to create a level playing field. However, when teachers ignore their students’ ethnic identities and “claim that they treat all students ‘the same,’ [it] usually means that all students are treated as if they are, or should be both White and middle class” (Irvine, 2003, p. xvii). Acknowledging and valuing all that students bring to the classroom—from their heritage, customs, lived experiences, similarities, and differences—adds a deep, rich connection between student and teacher that is instrumental in relationship building and connecting in order to support student success. A teacher’s belief in the strengths and value that all students bring to the classroom is foundational to student success, particularly within and across demographically diverse student groups (Ginsberg, 2011).

Schools that reflect the dominant culture effectively privilege those students who share the dominant culture while simultaneously disadvantaging those students whose cultures are different (Savage et al., 2011). Barriers to cultural proficiency include resistance to change and unawareness of the need to adapt, systems of oppression and privilege, and a sense of entitlement and unearned privilege (Lindsey et al., 2009). The presumption of entitlement and privilege means “believing that all of the personal achievements and societal benefits that one has accrued
are due solely to merit and the quality of one’s character” (Lindsey et al., 2009, p. 5). This mentality often makes one blind to the barriers experienced by those who are culturally different from them. Sadly, our nation’s history is filled with examples in which racism and inequality have persisted over time. The appropriation of Native American land, the enslavement of African peoples, and the exploitation of Asian and Latina/o labor are examples. White power and privilege are maintained through laws, property ownership, and immigration as well as social structures and organizational policy (Foner & Frederickson, 2004; Katznelson, 2005). Many experience discomfort when discussing and addressing sensitive topics, such as White privilege and entitlement. Often people who have never experienced oppression are defensively angry at being held responsible for things they never intentionally created. This, in turn, angers people who have experienced forms of oppression and this anger then fuels frustration that the dominant groups could be so naïve. Becoming aware of the various institutional and individual forms of racism, and challenging them, along with understanding and recognizing the mentalities and perspectives that affect one’s practices, can help individuals in becoming more culturally competent and proficient.

**Cultural Competency**

While there is quite a bit of research on culturally responsive pedagogy in practice, few studies systematically document its impact on student learning and clarify what practices, and in what contexts, most benefit and impact students (Sleeter, 2011). Those that do exist consist mainly of small-scale case studies. This research has, however, demonstrated that providing opportunities for students to bring their cultures into the classroom can have positive effects on student outcomes (Bishop & Berryman, 2010; Ladson-Billings, 1995). As educators seek to address diversity, Lindsey et al. (2009) identify a continuum along which a person progresses in
developing cultural proficiency and represent distinctly different ways in which individuals and organizations respond to those who are culturally different from them. The first three points on the continuum align with barriers and focus on *them* as being problematic, perhaps referring to students as *underperforming*. The next three points focus on the *practice* of educators and would find them referring to the ways they are *underserving* students and their communities. Such a shift is a paradigmatic shift in thinking and is an “inside-out” approach to change. Following are the points on the continuum:

1. Cultural destructiveness: Seeking to eliminate vestiges of the culture of others.
2. Cultural incapacity: Seeking to make the cultures of others appear to be wrong.
3. Cultural blindness: Refusing to acknowledge the culture of others.
4. Cultural precompetence: Being aware of what one doesn’t know about working in diverse settings. From this initial level of awareness, a person/organization can either move in a positive, constructive direction or falter, stop, and possibly regress.
5. Cultural competence: Viewing one’s personal and organizational work as an interactive arrangement in which the educator enters into diverse settings in a manner that is additive to cultures that are different from that of the educator.
6. Cultural proficiency. Making the commitment to lifelong learning for the purpose of being increasingly effective in serving the educational needs of cultural groups; holding the vision of what can be and committing to assessments that serve as benchmarks on the road to student success. (Lindsey et al., 2009, p. 64)

Related, Lindsey et al. (2009) identify the essential elements of cultural proficiency that provide the standards for individual values and behavior and organizational policies and practices:

- **Assess culture**: Identify the differences among the people in your environment.
- **Value diversity**: Embrace the differences as contributing to the value of the environment.
- **Manage the dynamics of difference**: Reframe the differences so that diversity is not perceived as a problem to be solved.
- **Adapt to diversity**: Teach and learn about differences and how to respond to them effectively.
• Institutionalize cultural knowledge: Change the systems to ensure healthy and effective responses to diversity. (p. 7)

When practiced, the essential elements guide in the development of behaviors and practices that are congruent with culturally proficient values. With this information in mind, designing professional development that serves to move educators along the cultural competency continuum and encourages them to recognize that cultural competence is developmental can be a valuable experience for educators.

**Professional Learning**

If becoming more culturally proficient can enable teachers to build relationships with students and have positive effects on student outcomes, the next step is to look at teacher professional development and how teachers learn to be more culturally competent. Designing professional development activities that address both the complexities of the classroom and the diversity of student populations can be overwhelming. When having a current conversation about professional development that addresses race, ethnicity, and/or culture in classrooms, inevitably, the challenge of how to design such activities would surface. These discussions are sometimes hindered by a lack of readiness to discuss difficult topics and/or the contentious issues around race, oppressions, or issues of privilege (Abrams & Moio, 2009). As teachers have the most contact with students in schools, they are in the best position to create the optimum learning conditions to help students thrive and succeed. Therefore, it is vital for educational leaders to create effective, relevant, professional development opportunities in which teachers will participate so that teachers will be able to meet the challenges of teaching in culturally diverse school settings.
Professional Standards

Learning Forward, formerly known as The National Staff Development Council, is an education association that works to increase student achievement through more effective professional development. Learning Forward, with the contribution of 40 professional associations and education organizations, developed the Standards for Professional Learning. In calling these Standards for Professional Learning rather than Standards for Professional Development, an emphasis is placed on learning and the active role educators must take in their continuous development. And in placing the focus on learning, efforts are concentrated to assure that learning for educators leads to learning for students. These Standards for Professional Learning (Appendix A) delineate seven indicators of effective professional learning focused on improving educator practice and student results. When fully implemented, the standards empower educators to be active partners in determining the focus of their own learning, how it occurs, and how they evaluate its effectiveness. The standards created by Learning Forward were revised in 2011 with a grant from MetLife Foundation. This is the third version of the standards that outlines the characteristics of effective professional learning that lead to effective teaching practices, supportive leadership, and improved student results. Learning Forward invited representatives from leading education associations and organizations to contribute to the development of standards. Together, these representatives reviewed research and best practices literature to contribute to the standards revision with consideration of their own constituencies, including teachers, principals, superintendents, and local and state board members. These standards highlight the purpose of professional learning—-for educators to develop the skills, knowledge, and practices needed to help students perform at higher levels. The standards do not
address all the challenges that leaders face as they seek to improve the performance of educators and students, but, instead, focus solely on professional learning.

For most educators working in schools, professional learning is the most accessible means they have to develop new knowledge, skills, and practices necessary to better meet students’ learning needs. King and Newmann (2000) provide key conditions to foster teacher learning:

- Creating the context such that teachers can concentrate on instruction and student outcomes in the specific contexts in which they teach.
- Providing sustained opportunities to study, to experiment with, and to receive helpful feedback on specific innovations.
- Allowing teachers to collaborate with professional peers, both within and outside of their schools, and supporting further expertise through access to external researchers and program developers.
- Granting teachers the ability to influence the substance and process of professional development (p. 576-577).

The Virginia Standards for the Professional Practice of Teachers have been developed to enhance the K-12 teaching profession in Virginia. These standards are intended as a resource for school divisions in the implementation of the Virginia Board of Education’s performance standards and evaluation criteria for teachers. The standards are designed to provide a conceptual model of good teaching and represent the knowledge and skills that are common to all teachers from pre-kindergarten through grade 12. The expectation for teachers to understand how students learn and develop, while providing learning opportunities that support their intellectual, social, and personal development, are outlined in Standard 1. One of the key
elements in Standard 3–Planning, Delivery, and Assessment of Instruction, is the ability of the teacher to differentiate instruction to accommodate the learning needs of all students. Standard 4–Safe, Effective Learning Environment, highlights the charge that teachers have in establishing and maintaining a safe and disciplined environment that is conducive to learning. Two of the key elements in Standard 4 focus on the teacher not only creating a safe and positive environment for students that encourages social interaction, active engagement in learning and self-motivation but also in establishing a rapport with students.

**Effective Professional Development**

In order to assist educators in acquiring the knowledge, skills, and practices necessary to become more culturally competent, effective professional development opportunities must be planned. According to Moore (2000), “Staff development is most effective when it is an ongoing process that includes appropriate, well thought-out training and individual follow-up through supportive observation and feedback, staff dialogues, study groups, mentoring, and peer coaching” (p. 14). To have a more meaningful impact, the 1-day, traditional training opportunities should be avoided. King and Newmann (2000) state, “Since teachers have the most direct, sustained contact with students and considerable control over what is taught and the climate for learning, improving teachers’ knowledge, skills, and dispositions through professional development is a critical step in improving student achievement” (p. 576). Birman et al. (2000) surveyed a nationally representative probability sample of more than 1,000 teachers who participated in professional development, sponsored in part by the federal government’s Eisenhower Professional Development Program, in order to identify effective staff development. These researchers identified three structural features in the design of the activity, which set the context for professional development:
1. **Form:** Was it structured as a reform activity (study group, teacher network, internship, mentoring relationship, for example) or as a traditional workshop or conference?

2. **Duration:** How many hours were the participants in the activity and over what span of time did the activity take place?

3. **Participation:** Did groups of teachers from the same school or department or grade level participate collectively, or did teachers from different schools participate individually? (Birman et al., 2000, p. 29-31).

Additionally, three core features were identified that characterize the processes that occur during a professional development experience:

1. **Content focus:** To what degree did the activity focus on improving and deepening teachers’ content knowledge?

2. **Active learning:** What opportunities did teachers have to become actively engaged in meaningful analysis of teaching and learning? For example, did they review student work or obtain feedback on their teaching?

3. **Coherence:** Did the professional development activity encourage continued professional communication among teachers and incorporate experiences that are consistent with teachers’ goals and aligned with state standards and assessment? (Birman et al., 2000, p. 29-31).

Interestingly, these core features—content focus, active learning, and coherence—mattered when it came to enhancing teachers’ knowledge, skills, and classroom practice. In fact, to improve teacher knowledge, classroom instruction, and student achievement, it is generally accepted that these things are more likely to happen with sustained, intensive, job-embedded professional
development that is focused on the content of the subject that the teacher teaches (Garet, Porter, Desimone, Birman, & Yoon, 2001). Thus, as previously mentioned, those incongruous professional development opportunities, held in isolation, will not provide the context for professional learning to occur. In fact, Little (1993) found that professional development never stops but is embedded in teachers’ daily lives.

Aside from the structural and core features of professional development, another measure of the effectiveness of professional development is if learning has occurred. Professional learning, however, does not occur in isolation.

For it to be effective, professional learning occurs most often in learning communities; is supported with strong leadership and appropriate resources; is drawn from and measured by data on students, educators, and systems; applies appropriate designs for learning; has substantive implementation support; and focuses on student and educator standards.

(Mizell et al., 2011, p. 14)

Professional learning also does not occur over the span of a few hours or days. Effective professional development requires time and, from a National Institute for Science Education analysis and an Educational Testing Service study, it is clear the time must be well organized, carefully structured, and purposefully directed (Guskey, 2003).

Effective professional development should be understood as a job-embedded commitment that teachers make in order to further the purposes of the profession while addressing their own particular needs. It should follow the principles that guide the learning practices of experienced adults, in teaching communities that foster cooperation and shared expertise. (Diaz-Maggioli, 2004, p. 5)
While there are many factors affecting student learning, effective staff development is critical to improving those factors that a school can directly influence (Guskey & Sparks, 1996).

In designing professional development and school improvement efforts, student-learning outcomes should be the starting point (Guskey & Sparks, 1996). There is an expectation with professional development that teachers are being informed and are improving their practice. When teachers are improving their practice and their teaching behaviors are being positively affected, there is an increase in student motivation and engagement, thus increasing student achievement. With increased student motivation, engagement and achievement, opportunities also exist for teachers to promote positive relationships with students and to provide consistent classroom structures where connections between home and school are made. Since teachers are primary change agents and reform implementers, professional development initiatives, reforms, or such similar program implementations should address the core processes of teaching and learning. Garnering the support and buy-in of teachers will more likely encourage teacher support and responsibility for the initiative. “Professional development programs are most effective when participant driven, connected to the ‘real work’ of teachers, focused on sharing existing knowledge through collaboration and including strategies to sustain the learning” (Robinson & Carrington, 2002). Darling-Hammond and McLaughlin (1995) state, “Effective professional development involves teachers both as learners and as teachers and allows them to struggle with the uncertainties that accompany each role” (p. 598). “Beginning with pre-service education and continuing throughout a teacher’s career, teacher development must focus on deepening teachers’ understanding of the processes of teaching and learning and of the students they teach” (Darling-Hammond & McLaughlin, 1995, p. 82).
While other researchers have identified structural features that enhance teacher professional development, there are factors that detract from the effectiveness of professional development. Diaz-Maggioli (2004) states that professional development is generally hindered by the following stumbling blocks:

1. Top-down decision making.

2. The idea that teachers need to be “fixed.”

3. Lack of ownership of the professional development process and its results.

4. The technocratic nature of professional development content.

5. Universal application of classroom practices regardless of subject, student age, or level of cognitive development.

6. Lack of variety in the delivery modes of professional development.

7. Inaccessibility of professional development opportunities.

8. Little or no support in transferring professional development ideas to the classroom.

9. Standardized approaches to professional development that disregard the varied needs and experiences of teachers.

10. Lack of systematic evaluation of professional development.

11. Little or no acknowledgment of the learning characteristics of teachers among professional development planners (p. 2-4).

Thomas Guskey (2002a) illustrates the importance of professional development being a purposeful endeavor. He indicates that through evaluation you can identify whether professional development activities are achieving their purposes. He identifies five levels of critical information that should be collected and analyzed to evaluate the effectiveness of professional development.
Level 1: Participants’ reactions—at the first level, the participants’ reactions to the professional development experience are assessed.

Level 2: Participants’ learning—this level focuses on measuring the knowledge and skills that participants gained.

Level 3: Organization support and change—with this level, the focus shifts to the characteristics and attributes of the organization that are necessary for success.

Level 4: Participants’ use of new knowledge and skills—this level asks if the new knowledge and skills that participants learned make a difference in their professional practice.

Level 5: Student learning outcomes—this level addresses how the professional development activity affected students. (Guskey, 2002a, p. 46-47)

Important to remember in tracking effectiveness is that success and/or effectiveness at one level does not indicate the success or impact of other levels. As breakdowns can occur at any level along the way, it is important to be aware of the difficulties involved in moving from professional development experiences (Level 1) to improvements in student learning (Level 5) and to plan for the time and effort required to build these connections (Guskey, 2002a). Even when these levels of information are used in professional development evaluation, it is not automatic that the professional development made a difference. Since nearly all professional development takes place in real-world settings, the relationship between professional development and improvements in student learning is far too complex and includes too many intervening variables to permit simple causal inferences (Guskey, 1997). However, in the absence of proof, good evidence can be collected about whether a professional development program has contributed to specific gains in student learning. One of the most important
implications identified by Guskey (2002a) for designing professional development to improve student learning is that the order of these levels must be reversed, planning backward, starting where you want to end and then working back.

**Professional Development for Cultural Competency**

We know that our nation’s classrooms are diverse and that achievement gaps exist. Professional development, as outlined, can help prepare teachers to effectively address these issues. To design professional development that will address both the complexities of the classroom and the diversity of student populations can be a challenging task. The challenge of designing such activities is the inclusion of the conversation on race, ethnicity, and culture. These discussions are sometimes hindered by a lack of readiness to discuss these difficult topics or sometimes contentious issues around race, oppressions, or issues of privilege (Abrams & Moio, 2009). Yet culturally relevant professional development is important to help teachers “become more aware of the effects of institutional as well as individual forms of racism and to prepare them to become agents of change by challenging racist practices and policies both in their teaching and in their daily lives” (Lawrence & Tatum, 1997, p. 46). Timperley, Wilson, Barrar, and Fung (2007) emphasize the need for professional development that better enables teachers to respond to the reality of diversity in the student population. A study by DeJaeghere and Zhang (2008) found that by participating in meaningful and ongoing professional development, a teacher’s confidence about his or her cultural competence improves. As such, it is vital for educational leaders to create effective, relevant professional development opportunities in which teachers will participate so that they will be able to meet the challenges of teaching in culturally diverse school settings. Banks et al. (2001) state that effective professional development programs should help educators to:
1. Uncover and identify their personal attitudes toward racial, ethnic, language, and cultural groups;

2. Acquire knowledge about the histories and cultures of the diverse racial, ethnic, cultural, and language groups within the nation and within their schools;

3. Become acquainted with the diverse perspectives that exist within different ethnic and cultural communities;

4. Understand the ways in which institutionalized knowledge within schools, universities, and the popular culture can perpetuate stereotypes about racial and ethnic groups; and

5. Acquire the knowledge and skills needed to develop and implement an equity pedagogy. (p. 197)

A frequent question for those involved in culturally competent professional development is: When will we have enough information, experience, and knowledge to feel culturally competent in understanding and working with other cultures? The answer is never, for one of the first things learned in becoming culturally competent is that there is infinite diversity within each diversity and that each person experiences culture in his or her own unique way. Culturally competent educators see some of the special qualities and characteristics of a culture and begin to understand that culture from another person’s perspective (Rothman, 2008). Also, culturally responsive teachers “contextualize instruction in cultural forms, behaviours, and process of learning familiar to students” (Savage et al., 2011, p. 185).

While research has been conducted on both teacher professional development and student achievement, studies that directly examine the link between teacher professional development and how it effects student achievement are few. Also limited are studies that examine the
relationship of professional development initiatives to cultural competence in the field of education. Smyth (2013) completed a systematic search for professional development for the purpose of incorporating students’ cultures into their learning opportunities. Her search found eight studies, with three assessing the effect of the training on teacher practice and student outcomes. Perhaps the strongest research example of embedding culturally responsive pedagogies into classrooms well and long enough to affect students is Cammarota and Romero’s (2009) case study of secondary Chicana/o students in high-poverty schools in Tucson, AZ. They documented a direct connection between student participation in the program and subsequent academic achievement. There are also two studies of site-based professional development that helped teachers use culturally relevant pedagogy in science. Both of these studies document a shift in teacher practice, although neither links the professional development with student outcome data. Zozakiewicz and Rodriguez (2007) also evaluated a professional development program for elementary and middle school teachers in schools in the U.S. southwest serving a largely Latina/o population. The analysis of multiple qualitative data sets gathered during the first year of the project indicated that most of the teachers responded positively to the proposed guiding concepts and significantly changed their teaching practice.

A national teacher development initiative in New Zealand provided an opportunity to extend the existing literature on the effects of culturally responsive pedagogies in classrooms (Bishop, Berryman, Cavanagh, & Teddy, 2009). This program, entitled Te Kotahitanga, meaning unity, was implemented beginning in 2004 in 33 secondary schools with relatively high proportions of Maori students. The program aimed to improve educational outcomes for Maori students through operationalizing Maori cultural aspirations for self-determination by working with teachers to develop culturally responsive classrooms and schools. Te Kotahitanga was
associated with evidence of affirming students as culturally located individuals demonstrated through changes in classroom practice and in student reports about their classroom experiences and school (Bishop et al., 2009). These findings demonstrate the extent to which systematic professional development is related to change in classroom instruction and the nature of culturally responsive pedagogies of relations as experienced by the students (Gay, 2010). While professional development initiatives can certainly influence student outcomes, Maddahian, Stern, and Chen (2006) showed that these efforts can still fail to close achievement gaps or even prevent the gaps from widening. This amplifies the importance of not merely providing professional development but evaluating program effectiveness and using the findings to inform future program design and professional development opportunities.

**Implementing Change**

Given the opportunity gaps and the need for effective professional development, it would seem that the answer is to ensure effective training. However, it is often the implementation and evaluation stages that are left unaddressed. If completing a professional development program or reform initiative should result in change, in belief or practice, it is imperative to evaluate the change efforts. This holds true in education. The intentional process of leading change toward the goal of positive school reform has become a top priority for educational leaders. It is often the implementation and evaluation stages that are left unaddressed. The manner in which a change process or a reform initiative is implemented matters a great deal to the resulting effects of that process. Implementation efforts can be problematic. Jerald (2005) characterized implementation as the stage of improvement effort that is “the most difficult of all. And it is the stage where the majority of serious improvement efforts fail” (p. 2). Spiro (2011) outlines eight steps that are essential for leading and securing change (Appendix B). From assessing readiness,
engaging key players in planning, to building in ongoing monitoring and course corrections, there are critical steps necessary to lead change efforts. It is important to also remember that change is a process, not an event. Even if there is agreement on what the desired outcomes are what works best in one context with one group of teachers and a particular group of students might not work well in another context with different teachers and different students (Guskey, 2002a). Leading change is a recursive process where the work is continual. As opportunities are designed for teachers to engage in professional development opportunities, King and Newmann (2000) provide the following as circumstances where teachers are more likely to learn:

- Teachers consider the specific needs of their students in the specific context of their classroom.
- Teachers base sustained opportunities to engage in the process of development to experiment and to receive helpful feedback on specific innovations.
- Teachers collaborate with professional peers both within and outside of their schools so that they gain expertise from research.
- Teachers have influence over the substance and process of professional development so that there is personal ownership. (p. 576-577)

**Supporting Change Efforts**

When considering individual teacher learning, Robinson and Carrington (2002) share two factors that appear to serve as part of the foundation for success—providing an increased knowledge and skills base and the need for continued support through the transition phases and the provision of time to allow changes to be personalized, accepted, and owned. As teachers professionally collaborate through professional development opportunities, one of the positive outcomes is that teachers become empowered and supported because, instead of subscribing to
the theories of others, they can develop their own theories based on their reflections of classroom practice and student learning (Robinson & Carrington, 2002). Along with teacher collaboration, involvement by administration in the change process is critical to bring about effective change (Robinson & Carrington, 2002). Along with the involvement of critical stakeholders, gaining a better understanding of the cultures included in the environment, obtaining buy-in and using a validation assessment or evaluation tool are factors that can serve to better refine training on cultural competence (Chun, 2010).

Datnow, Hubbard, and Mehan (2002) reviewed a number of cases within the United States dealing with scaling up and maintenance of reforms and gleaned lessons and policy implications. According to these researchers, reforms should be considered part of overall, long-term plans for school change, not as simple “fixes.” As time is needed to consider the effects of any proposed reform on existing practices, teacher involvement must be a component of the implementation process. Also, flexibility in adapting to the unique circumstances of each school, school leaders serving as instructional leaders of the reform as opposed to managers of the reform, and seeking staff buy-in from the beginning are all key factors of sustainability.

Being aware of obstacles to school improvement can facilitate the improvement and change process. Burkett (2006) includes a lack of adequate staff “know-how”; beliefs, expectations, and norms that run counter to elements of the new plan; and passive as well as overt resistance to new ways of doing things. Other obstacles include nonspecific goals, unrealistic timetables, and role overload. Finally, Goodwin and Dean (2007) highlight three mistakes that doom many school improvement efforts to failure. These include treating symptoms and not underlying problems; focusing only on tangibles and ignoring intangibles, such as attitudes and beliefs; and biting off more than they can chew. To be aware of factors that
both support and limit change efforts enables leaders to better design, facilitate and manage improvement endeavors.

Winters and Herman (2011) stressed that school improvement is not a linear but recursive process. They also point out that two components are clearly a part of any major school improvement or change effort—a clear vision and goals. The process of improvement does not stop when the goal(s) is reached, however. Instead, successful improvement efforts include ongoing evaluation of how well the work is going, tweaking and refinement, and possible shifting of direction.

**Purpose of the Study**

The purpose of this study is to describe the implementation of a cultural competency professional development program across 62 schools in a Virginia school division, comparing and contrasting implementation activities and outcomes over the 2-year period of its implementation with the initial expectations for the professional development initiative. By examining the implementation of this initiative, information can be gathered and shared as to the depth to which the cultural competency initiative has been embedded. Without evaluating the implementation of this initiative, next steps in creating and supporting a culturally competent workforce would be unclear. In a model of teacher change presented by Thomas Guskey (2002a), effective professional development is necessary for changes in teachers’ classroom practices. Improvements in student learning are then a result of the changes that occurred in teachers’ practices. It is then, after evidence of improved student learning, that significant change in teachers’ attitudes and beliefs can occur. With current overall goals of improvement in student learning and teacher practices, coupled with a change in teachers’ attitudes and beliefs
surrounding the abilities and potential of all students, it is thus critical to begin with an
evaluation of the professional development initiative.

The initiative was examined in two phases. Phase 1 involved a content analysis of
professional development activities planned for each school. Phase 2 involved a survey of the
trainers implementing the initiative to determine how the cultural competence professional
development was actually executed. I examined the experiences trainers had in implementing
the initiative and the relationships between the intended goals and the actual outcomes. In
comparing the activities and outcomes of the professional development initiative, I have
documented the components of the implementation as reported by the trainers. I included
reported factors that influenced each school’s level of involvement and implementation of the
initiative, noting whether it appears the initiative was embraced and instituted or whether it was
resisted and dismissed. The results of the study were provided to the district to inform them
regarding the sustainability and depth to which the cultural competency professional
development initiative was implemented. The district can use this information to guide decisions
about future professional development opportunities for faculty and staff in its pursuit of creating
and supporting a culturally proficient workforce.

Research Questions

The research questions that guided the design of the study are:

1. What were the goals and plans for implementing this cultural competency
   professional development initiative at the building level?

2. How was the professional development initiative implemented?

3. As indicated by the trainers, what is the relationship between the intended goals of the
   initiative and the actual outcomes of the initiative?
Rationale of the Study

It is imperative for students and teachers to communicate effectively. Cultural competence is a set of congruent attitudes, behaviors, and policies that enable teachers and students to effectively connect, communicate, and interact (U.S. Department of Health and Human Services, n/d). As the Virginia Standards for Professional Teaching outline, the ability of the teacher to differentiate instruction to accommodate the learning needs of all students is integral. The extent to which our nation will achieve the conditions necessary for effective education for all students depends on the degree to which teachers learn to be culturally competent and effective in diverse school contexts. “Much depends upon the willingness of educators to adjust the education process to meet the learners’ styles and cultural orientation, as opposed to having learners attempt to adopt the cultural orientations of educators or schools” (Stith-Williams & Haynes, 2007, p. 5). Research is needed that addresses the effectiveness of professional development from its various perspectives—implementation, teacher learning, and student outcomes. This study provides a lens to view the implementation stage of a professional development initiative from the perspective of the trainers.
CHAPTER 3
Methodology

Background and Purpose of the Cultural Competency Initiative

The district defined diversity within the school system as being representative of race, class, culture, ethnicity, language, and learning styles. In an effort to foster a cohesive learning environment that embraces these differences, the district offered training to support the understanding of cultural competence as necessary to enhance the rigor, relevance, and relationships within the diverse school community.

In the Cultural Competency Training Manual provided in 2010 by the district, the purpose of the cultural competence professional development initiative implemented in the school district was

- to begin an ongoing dialogue about cultural competence within our school district in an effort to build awareness of and an appreciation for the diverse school community and to address the following: assessment of cultural knowledge, value of diversity, ability to manage the dynamics of difference, adaptability to diversity, and ability to institutionalize cultural knowledge. (Chesterfield County Public Schools, 2010, p. 3)

The training manual was created by the district and included the purpose and rationale for the training, the timeline for the initiative, district-specific student achievement gap data, various activities (organized around themes), a list of research based classroom strategies to improve the academic achievement of diverse learners, suggestions for building rigor in the classroom, and a
reference list of literary resources for educators. This professional development was designed to be implemented at each school within the district. Individuals from each school were identified to serve as trainers for remaining members of the faculty/staff. With this “train the trainer” approach, these identified individuals then participated in a district-wide training to overview the initiative, its goals, and some of its activities. Each training session was a 1-day long training where participants had the opportunity to participate in some of the possible activities that made available to each training team via their training resource notebook. After the training, each school’s team of trainers was charged with implementing the initiative at their respective schools by offering at least three of the activities provided in the notebook of resources over the course of the 2010-2011 school year. The following summer, trainers were invited back for an additional day of training to prepare them to continue the program implementation during 2011-2012.

The district offered 7 half-days during the 2011-2012 school year in which schools were able to design and implement professional development plans for their respective faculties. The district designed the professional development activities for 1 of the 7 half-days; however, the remaining 6 half-days were left for the schools to implement professional development. Each school was asked to implement activities that would align not only with their school’s initiatives and strategic improvement plans but that would also support and align with the district’s guiding principles. These activities could include and build upon those activities offered in Year 1 of the cultural competency initiative or they could be in addition to those activities created and developed at the school level. As previously mentioned, a notebook of activities, along with a text, *Cultural Proficiency: A Manual for School Leaders* (Lindsey et al., 2009), was provided to each training team. From these resources, trainers were to select and implement a minimum of
three activities during the first year of implementation, continuing with others during the second year of implementation.

**Research Design**

This quantitative study was conducted in a large, suburban school district in central Virginia, currently the fourth largest county in the state of Virginia (U.S. Places, 2012) and was carried out in two phases.

**Phase 1**

**Purpose.** Phase 1 was a content analysis of the professional development plans of each of the district’s schools in order to determine what cultural competency professional development activities were planned.

**Sample.** The sample consisted of the professional development plans of 61 of the district’s 62 schools from 2011-2012 (Year 2 of the professional development program’s implementation). One of the plans, from a high school, was not available and was not made available when requested by me. Information on professional development plans by school is presented in Table 2.

Table 2 shows that 38 elementary schools, 12 middle schools, and 11 high schools made available their professional development plans for Year 2 of the cultural competency professional development initiative. Of the schools submitting professional development plans, 43% of elementary schools, 50% of middle schools, and 36% of high schools indicated they were planning one or more cultural competency activities during 2010-2011, the second year of program implementation.
Table 2

*Professional Development Plans by School*

<table>
<thead>
<tr>
<th>School level</th>
<th>No. of schools</th>
<th>No. of schools submitting professional development plans</th>
<th>No. of plans indicating cultural competency activities</th>
<th>Percent of schools with planned cultural competency activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>38</td>
<td>38</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>Middle</td>
<td>12</td>
<td>12</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>High</td>
<td>12</td>
<td>11</td>
<td>4</td>
<td>36</td>
</tr>
</tbody>
</table>

**Data collection.** The professional development plan of each of the district’s participating schools was made available by the district’s office of professional development and office of curriculum and instruction.

**Data analysis.** After collecting each professional development plan, a content analysis of each plan was conducted to determine which school plans included cultural competence activities. Through this content analysis, I was able to identify which schools planned to offer one or more cultural competency activities on one or more of the 6 half-days during the 2011-2012 school year. As trainers all participated in the same training, the district initiative allowed for school/site-based determination and development of activities.

**Phase 2**

**Purpose.** Phase 2 consisted of a survey of those in the district who were trained to implement the cultural competency professional development initiative in order to examine the implementation of the cultural competency professional development program. Also examined was the relationship between the intended goals of the initiative and the actual outcomes of the initiative. Through the use of the survey, I was able to interpret the information shared by the
trainers to explain and/or theorize about the impact and influence of the cultural competency professional development program.

**Sample.** Phase 2 consisted of a survey of those in the district who were trainers of the cultural competency professional development initiative. There were 186 district employees who completed training offered by the district’s office of professional development to become trainers of the cultural competency initiative. Of these, 124 trainers were employed at the elementary level, 32 trainers were employed at the middle school level, 27 trainers were employed at the high school level, and three trainers were employed at central office. At the time of the survey, 27 individuals who had been trained were no longer employed by the district due to retirement or separation. Of the 27 team members trained at the high school level, I was one. As the researcher, I excused myself from participating in the survey and research. Thus, after a focus group of eight trainers assisted in pretesting a draft survey, the final survey was administered electronically to the remaining 150 trainers.

Demographic information for the sample respondents is presented in Table 3. This table shows that of the 59 trainers answering the question regarding race, the majority responding were White trainers (76%), followed by Black trainers (17%). This response is proportional to statistics of the district, as 86% of the teaching staff in 2013-2014 was White and 10% was Black. Regarding age, the majority of respondents were 41 to 50 years of age (42%) and 31 to 40 years of age (28%). At the time of participation in this cultural competency initiative, the majority of trainer respondents (71%) had 11 years or more experience in education.
Table 3

**Characteristics of Trainers**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race (n = 59)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>African American</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Caucasian</td>
<td>45</td>
<td>76</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Age (n = 57)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30 years old</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>31-40 years old</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>41-50 years old</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td>51+ years old</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td><strong>Years Experience in Education (n = 59)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-10 years</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>11-20 years</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>21-30 years</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>31+ years</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 4 outlines the level at which the trainers were employed when trained, the position they held when trained, and the manner in which they came to be a trainer for this initiative.

With regard to the level at which the trainers were employed when trained as a trainer of this initiative, 60% were employed at the elementary level, 24% were employed at the middle school level, and 16% were employed at the high school level. As district data from 2013-2014 indicates that 45% of employees were employed at the elementary level, 23% were employed at the middle school level, and 32% were employed at the high school level, trainers were more than proportionately represented at the elementary level and less than proportionally represented from the high school level. When it came to the position held when trained, of the 59 trainers that responded to this question, the majority of respondents were teachers and administrators.
Table 4

*Level, Job, and Manner in Which Trainers Came to Trainer Position*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level (n = 59)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>32</td>
<td>54</td>
</tr>
<tr>
<td>Middle</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>High</td>
<td>12</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Position held when trained (n = 59)</strong></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>32</td>
<td>54</td>
</tr>
<tr>
<td>Administrator</td>
<td>18</td>
<td>31</td>
</tr>
<tr>
<td>Counselor</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How became a trainer (n = 59)</strong></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteered</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Asked</td>
<td>25</td>
<td>42</td>
</tr>
<tr>
<td>Assigned</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

(85%). This is proportional to the trainer group as a whole, where 76% of the trainers were teachers or administrators. As it relates to the manner in which the individuals came to be trainers of the initiative, the majority were asked or assigned to be trainers (70%).

In terms of each school’s student population, I developed a tiered system to describe the school in terms of its non-White, minority student population. Schools with a student population of 21% or fewer minority students in 2010-2011 are considered a Level 1 school, schools with a student population of 21% to 30% minority in 2010-2011 are a Level 2 school, schools with a student population of 31% to 40% minority in 2010-2011 are a Level 3 school, schools with a student population of 41% to 50% minority in 2010-2011 are a Level 4 school and schools with a student population of more than 51% minority students in 2010-2011 are a Level 5 school.
A breakdown of schools by level can be seen in Table 5. Of the schools represented in the survey, 18% have a student population with less than 21% minority student representation. In contrast, 42% have student populations with more than 41% minority student representation.

Table 5

**School Breakdown by Percent Minority (n = 56)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Percent Minority in 2010-2011</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&lt; 21%</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>21% to 30%</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>31% to 40%</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>41% to 50%</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>&gt; 51%</td>
<td>16</td>
<td>29</td>
</tr>
</tbody>
</table>

I utilized a survey to gather information from elementary (grades K-5), middle school (grades 6-8) and high school (grades 9-12) training team members regarding their school’s implementation of the district’s cultural proficiency initiative.

**Data collection.** Each person identified by the district as having been trained and still employed by the district at the time the survey was administered was invited to participate in the survey. Trainers were selected to complete the survey due to their firsthand experience of the factors affecting implementation of the cultural competency professional development initiative in each of their schools. Based on their experiences as trainers and their membership in each school community and culture, they are best able to relay experiences and effects of the implementation.

A draft survey was created utilizing various components of existing surveys on program implementation, professional development, evaluation measures, and cultural competence.
Questions were developed to determine the effectiveness of the initiative toward completion of the district’s stated goals for the program. The draft survey was pretested via interview with eight randomly selected trainers to determine clarity of questions. Multiple choice questions, as opposed to open-ended questions, were asked so interpretation of participants’ responses by me was not necessary and to aid in analyzing and summarizing responses.

The final survey (Appendix C) was administered electronically to each of the remaining 150 trainer participants to ensure representation from both the northern and southern end of the county as well as participants from the elementary, middle, and high levels. Also, electronic surveys were utilized for speed, convenience, anonymity of participants, and to reduce possible bias posed by interviewer administration. Many of the survey questions provided an “Other” box in which respondents were able to provide comments and clarification on their answer selections. Although there are many advantages to using electronic surveys, nonresponse bias can be an issue. Trainers were given 3 weeks to respond to the survey. After 1 week, a follow-up email was sent to thank participants and to follow up with a request for participation from any trainers that had not yet responded. At the end of 2 weeks, only 32% of trainers had responded; another reminder e-mail was sent including a second survey link.4 From e-mails received back during the initial survey period, respondents indicated that while they had participated in training, not all of the survey questions pertained to them. As the responses to all of the questions were important for the ability to answer the research questions of the study, respondents were required to respond to all survey questions before progressing forward in the survey. This second survey (Appendix D) was identical to the first survey except for two

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4 I communicated with trainers about the survey via email. While I have worked at four different schools during my 19 years of employment and know many of the district’s personnel, I did not know most of the cultural competency team trainers. As a result, I do not think my employment in the district or my communications with them via email introduced any bias effect.
questions that were inserted so that skip logic could be utilized, allowing for respondents to skip questions that may not have specifically pertained to them. An e-mail was sent to all trainers requesting input on this survey if they had not responded. The e-mail informed the trainers that adjustments had been made to make responding easier. At the end of 3 weeks, 51% of trainers had responded.

Because response rates were low (51%), a nonresponse bias analysis was conducted. The purpose of the nonresponse bias analysis was to determine the extent to which the responses of the trainers who were unable or unwilling to respond to the survey were different from those who responded the survey (Sax, Gilmartin, & Bryant, 2003).

Nonresponse Bias Analysis

Trainers were asked to complete another administration of the appropriate electronic version of the survey if they had not already done so, in order to gain information from nonrespondents (Appendix E). They were told that they were being contacted so that a nonresponse bias analysis could be conducted. Several questions from the original survey were selected to be administered again in order to make comparisons between respondents and those who had not responded within the survey time frame. Thirty-nine trainers (26%) responded to this administration of the survey. Based on the questions asked on the nonresponse bias survey, statistical analyses were conducted using the Statistical Package for the Social Sciences (SPSS) to determine if there were statistically significant differences between responses of trainers who answered the original survey and those who responded to the nonresponse bias survey.

The analyses completed were independent samples t-tests. Data from the t-test analysis indicated that there were no statistically significant differences in mean scores of trainers from the two groups. Thus, there were no significant differences between the responses of the original
respondents and those of the nonrespondents. Results of the independent samples $t$-tests of trainers are shown in Table 6.

Table 6

*Independent Samples $t$-Test of Trainer Nonresponse Bias*

<table>
<thead>
<tr>
<th>As it relates to the cultural competency professional development initiative:</th>
<th>Mean of original respondent $s$</th>
<th>Mean of nonrespondent $s$</th>
<th>df</th>
<th>$p^*$</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was aware of the rationale for the creation of this cultural competency professional development initiative.</td>
<td>5.00</td>
<td>4.96</td>
<td>95</td>
<td>0.863</td>
</tr>
<tr>
<td>I understood the goals of this initiative.</td>
<td>4.88</td>
<td>4.68</td>
<td>95</td>
<td>0.399</td>
</tr>
<tr>
<td>I understood my responsibilities as a trainer.</td>
<td>4.68</td>
<td>4.21</td>
<td>95</td>
<td>0.071</td>
</tr>
<tr>
<td>I was aware that this was a 2-year cultural competency professional development initiative for teachers and schools.</td>
<td>3.94</td>
<td>3.93</td>
<td>95</td>
<td>0.968</td>
</tr>
<tr>
<td>I understood the emphasis of this initiative and its relationship to student achievement gaps.</td>
<td>4.55</td>
<td>4.36</td>
<td>95</td>
<td>0.514</td>
</tr>
<tr>
<td>The materials provided to deliver cultural competency training to my building were effective.</td>
<td>4.23</td>
<td>4.04</td>
<td>95</td>
<td>0.465</td>
</tr>
<tr>
<td>It began/continued a dialogue among faculty/staff about the achievement of all students.</td>
<td>4.05</td>
<td>3.67</td>
<td>72</td>
<td>0.307</td>
</tr>
<tr>
<td>It began/continued a dialogue about the achievement gaps that exist between students.</td>
<td>4.05</td>
<td>3.80</td>
<td>73</td>
<td>0.517</td>
</tr>
<tr>
<td>It began/continued a conversation about decreasing current student achievement gaps.</td>
<td>4.05</td>
<td>3.80</td>
<td>73</td>
<td>0.524</td>
</tr>
</tbody>
</table>
Table 6 - continued

<table>
<thead>
<tr>
<th></th>
<th>Mean of original respondent</th>
<th>Mean of nonrespondent</th>
<th>df</th>
<th>p*</th>
</tr>
</thead>
<tbody>
<tr>
<td>It created/supported an environment where professional learning</td>
<td>4.01</td>
<td>3.47</td>
<td>73</td>
<td>0.416</td>
</tr>
<tr>
<td>communities are strengthened.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It began/continued an open and honest dialogue about cultural</td>
<td>3.93</td>
<td>3.23</td>
<td>73</td>
<td>0.098</td>
</tr>
<tr>
<td>competence within our schools.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It built an awareness of our diverse school community.</td>
<td>4.15</td>
<td>3.60</td>
<td>73</td>
<td>0.144</td>
</tr>
</tbody>
</table>

*p < 0.05, effect sizes are not reported since none of the differences were statistically significant.

**Data Analysis**

Descriptive and inferential statistics were used in order to generalize the results to the population the sample represents. As this initiative was not designed to provide the training necessary to expect changes in classroom practice, this survey and its analysis focused on the trainers’ perspectives on implementation. Also, before changes in the classroom can be expected and measured, program implementation must first be evaluated. As such, the results of the survey, compared with activities planned and outlined in each school’s professional development plan, are offered to frame a discussion around the fidelity of the implementation of the cultural competency professional development initiative; the factors that affected the implementation of the initiative; the relationships between the intended goals of the initiative and the actual outcomes of the initiative; and suggested next steps are offered for the district as they move toward a goal of a more culturally proficient workforce.
Table 7 highlights the research questions and the manner in which the data was collected and analyzed.

Table 7

Research Questions With Methods of Data Collection and Analysis

<table>
<thead>
<tr>
<th>Research questions</th>
<th>Data collected</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were the goals and plans for implementing this cultural competency professional development initiative?</td>
<td>Survey responses of trainers</td>
<td>Descriptive statistics</td>
</tr>
<tr>
<td>How was the professional development initiative implemented?</td>
<td>Survey responses of trainers</td>
<td>Descriptive statistics, t-test</td>
</tr>
<tr>
<td></td>
<td>Second year professional development plans</td>
<td>Content analysis</td>
</tr>
<tr>
<td>As indicated by the school level trainers, what is the relationship between the intended goals of the initiative and the actual outcomes of the initiative?</td>
<td>Survey responses of trainers</td>
<td>Descriptive statistics</td>
</tr>
</tbody>
</table>

Limitations

This research study was limited to participating schools in one large, suburban school district with a sample size of 150 trainers from the district’s 62 schools. The length of time between the first training opportunities in 2010 and the survey administration in 2014, along with trainers’ memories, may have been factors in the response rate (51%). Additionally, the response rate may have been impacted based on the time of year that the survey was administered (April). I think the pressures educators face in focusing students after spring break, finalizing instruction, completing the third quarter marking period, coordinating remediation
efforts, and preparing for May standardized testing may have impacted the number of trainers that felt they had time to respond to the survey. Additionally, based on questions I received for clarification, I think the purpose of the survey was unclear to some trainers, despite efforts to explain the purpose and intent in e-mail and survey instructions. I feel this point is underscored by the fact that when the e-mail went out imploring trainers to respond to the nonresponse bias survey, 39 trainers responded, which is more than half (52%) the number that originally responded. Another limitation is the number of schools represented in the data since only 67% of the district’s 62 schools were represented in the results (64% of elementary schools, 75% of middle schools, and 67% of high schools). In terms of the tiered levels used to describe each school as it related to its non-White, minority student population, the percent minority levels selected to represent each of the levels may have impacted results. Lastly, I am a member of the training team at one of the district’s participating high schools. While I did not participate in the survey, I am aware that my personal interest on the topics of cultural competency and effective professional development shapes my perspective. As such, I have been sensitive to how they impact the study.
CHAPTER 4

Findings

The focus of this study was the perspective of the implementation of a cultural competency professional development initiative from the professionals who were trained to implement the initiative. The purpose was to describe the implementation, comparing and contrasting implementation activities and outcomes over the 2-year period of its implementation with the initial expectations for the professional development initiative as set forth by the district. Research questions were developed to examine the trainers’ understanding of the goals of the initiative, the manner in which the initiative was implemented, and the relationship between the intended goals of the initiative and the actual outcomes of the initiative. Additional questions were developed to gather information on trainers’ years of experience in education, trainers’ job titles, at which level/building (elementary, middle, high, or central office) the trainers were employed when a trainer, and the like. The research questions that guided this study were:

1. What were the goals and plan for implementing this cultural competency professional development initiative at the building level?

2. How was the professional development initiative implemented?

3. As indicated by the school level trainers, what is the relationship between the intended goals of the initiative and the actual outcomes of the initiative?

Internal consistency was examined using Cronbach’s alpha. The reliability coefficients for all five of the subscales of implementation were in the acceptable range (0.80 or above),
while alphas for four of the subscales were excellent (0.90 or above) (McMillan, 2008; McMillan & Schumacher, 1993). Reliability coefficients ranged from a high of 0.97 (understanding responsibilities and expectations) to a low of 0.89 (awareness and understanding of the initiative). Table 8 represents the internal consistency estimates of reliability.

Table 8

*Reliability Scores for Subscales of Implementation*

<table>
<thead>
<tr>
<th>Trainer perspectives of implementation</th>
<th>N</th>
<th>Items</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness and understanding of initiative</td>
<td>69</td>
<td>6</td>
<td>0.89</td>
</tr>
<tr>
<td>Understanding of responsibilities and expectations</td>
<td>69</td>
<td>2</td>
<td>0.97</td>
</tr>
<tr>
<td>Training effectiveness</td>
<td>69</td>
<td>4</td>
<td>0.93</td>
</tr>
<tr>
<td>Satisfaction with support offered from the office of professional development</td>
<td>59</td>
<td>2</td>
<td>0.91</td>
</tr>
<tr>
<td>Effects of the initiative</td>
<td>60</td>
<td>5</td>
<td>0.96</td>
</tr>
</tbody>
</table>

**Research Question 1**

The first research question was related to the goals and plans for implementing the cultural competency professional development initiative at the building level. For this question, trainers were asked a variety of questions related to the training in which they participated, to include their awareness of the purpose and goals of the initiative. For these questions, respondents had six options from which to choose. The six options and the values associated to each are 1 (*strongly disagree*), 2 (*disagree*), 3 (*somewhat disagree*), 4 (*somewhat agree*), 5 (*agree*), and 6 (*strongly agree*).

The first survey question asked about trainer participation in the training opportunities that were offered. Training opportunities were available to trainers during the summers of 2010
and 2011. Table 9 shows that while 98% attended at least one of the trainings offered, with 30% participating in both summer training opportunities.

Table 9

*Participation in Training Opportunities*

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in one training.</td>
<td>50</td>
<td>68</td>
</tr>
<tr>
<td>Participated in both trainings.</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>Did not participate in trainings, but still a trainer.</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

* n = 74.

The second survey question was related to the trainers’ understanding and awareness of various components of the cultural competency professional development initiative. Table 10 displays the means on a scale of 1 to 6 (1 = strongly disagree, 6 = strongly agree). Overall, responses were positive, with the majority of trainers agreeing. Based on responses, trainers were aware of the rationale and goals for the cultural competency initiative, as well as their responsibilities as trainers. As shown in Table 11, even when asked again in the survey about their understanding of their responsibilities (M = 4.30, SD = 1.25) and expectations as trainers (M = 4.20, SD = 1.32), their responses were positive. As to the trainers’ understanding of the emphasis of the professional development initiative and its relationship to student achievement gaps, their responses were again positive (M = 4.55, SD = 1.30). The lowest mean response (M = 3.94, SD = 1.48) was to the question, “I was aware that this was a 2-year cultural competency professional development initiative for teachers and schools.”
Table 10

Awareness and Understanding of the Initiative*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was aware of the rationale for the creation of this cultural competency professional development initiative.</td>
<td>5.00</td>
<td>0.92</td>
</tr>
<tr>
<td>I understood the goals of this initiative.</td>
<td>4.88</td>
<td>1.06</td>
</tr>
<tr>
<td>I understood my responsibilities as a trainer.</td>
<td>4.68</td>
<td>1.12</td>
</tr>
<tr>
<td>I understood the emphasis of this initiative and its relationship to student achievement gaps.</td>
<td>4.55</td>
<td>1.30</td>
</tr>
<tr>
<td>The materials provided to deliver cultural competency training to my building were effective.</td>
<td>4.25</td>
<td>1.17</td>
</tr>
<tr>
<td>I was aware that this was a 2-year cultural competency professional development initiative for teachers and schools.</td>
<td>3.94</td>
<td>1.48</td>
</tr>
</tbody>
</table>

* n = 69.

Table 11

Trainers’ Understanding of Responsibilities and Expectations*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understood my responsibilities as a trainer.</td>
<td>4.30</td>
<td>1.25</td>
</tr>
<tr>
<td>I understood expectations of me as a trainer.</td>
<td>4.20</td>
<td>1.32</td>
</tr>
</tbody>
</table>

* n = 69.

In regard to the training in which the trainers participated, overall, trainer responses were positive. The most positive response (M = 4.75, SD = 0.91) was to the question, “The content of my training was useful.” Statistics regarding the trainers’ perceptions of the training they received is shown in Table 12.
Table 12

*Trainer Perception of Training Received*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of my training was useful.</td>
<td>4.75</td>
<td>0.91</td>
</tr>
<tr>
<td>I was prepared to educate faculty/staff on cultural competency.</td>
<td>4.59</td>
<td>1.10</td>
</tr>
<tr>
<td>I was equipped to be a trainer for this cultural competency professional development initiative.</td>
<td>4.54</td>
<td>1.15</td>
</tr>
<tr>
<td>The content of my training was comprehensive.</td>
<td>4.32</td>
<td>1.16</td>
</tr>
</tbody>
</table>

*n = 69.

The district’s office of professional development provided this cultural competency professional development initiative to teachers through school-based delivery. When trainers were asked about the support they received during the initial and second year of implementation of the initiative, their responses varied as shown in Table 13. While trainers indicated they were more satisfied with the support received during the initial year than the second year, trainers added in comments such as, “I didn't feel that I needed as much support the second year as I did the first” and “I didn’t really ask for support from the office of professional development.”

Table 13

*Trainers’ Satisfaction With Support Received From the Office of Professional Development*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was satisfied with the support I received as a trainer from the office of professional development:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the initial year of implementation of the initiative (2010-2011)</td>
<td>4.08</td>
<td>1.30</td>
</tr>
<tr>
<td>During the second year of implementation of the initiative (2011-2012)</td>
<td>3.73</td>
<td>1.31</td>
</tr>
</tbody>
</table>

*n = 59*
Research Question 2

The second research question was related to the implementation of the cultural competency professional development initiative at the building level. For this research question, trainers were asked to give input on a variety of components, to include the activities that were offered, to whom and when activities were offered, and factors that affected implementation.

Trainers were asked to identify to whom cultural competency activities were offered and, when offered, who participated in the cultural competency activities. When activities were offered, the majority of them were offered to teachers (84%), librarians (76%), and counselors (72%). Only 35% of schools offered activities to support personnel and only 10% offered activities to school resource officers. Table 14 shows to whom activities were offered and the percent of groups that participated when activities were offered.

Of the district’s 62 schools, all schools were a part of this cultural competency professional development initiative. Also, all schools participate in site-based professional development each year. Of these 62 schools, 61 schools submitted professional development.

Table 14

| Cultural Competency Activities: To Whom Offered and Percent of Participation* |
|-------------------------------|-------------------------|-------------------------|
|                              | Percent of groups to whom cultural competency activities were offered | Percent of groups who participated in activities that were offered |
| Teachers                      | 84                      | 84                      |
| Librarians                    | 76                      | 74                      |
| Counselors                    | 72                      | 70                      |
| Administrators                | 80                      | 78                      |
| Support personnel (clerical, instructional aides, etc.) | 35                      | 34                      |
| School resource officer       | 10                      | 10                      |
| Other                         | 11                      | 7                       |

*\(n = 74\).
plans for 2011-2012. As a part of this study, I did a content analysis of the professional development plans that schools submitted for 2011-2012, the second year of the implementation of this cultural competency initiative. Information on the professional development plans by schools was previously presented in Table 2.

As seen in Table 2, all schools, except one high school, submitted professional development plans for 2011-2012. With these plans, 98% of the schools’ professional development plans were examined. Through examining the professional development plans, I determined that in Year 2 of this initiative, 43% of elementary, 50% of middle, and 36% of high schools included in their professional development plans one or more specific activities related to cultural competency.

As I looked at each school’s student population, I developed a tiered system to describe the school in terms of its non-White, minority student population. Trainers responding to the survey represented 56 of the district’s 62 schools. Twenty-nine percent of these trainers represented schools where more than half of the student population was from a minority group. This is representative of the district as 29% of the participating district’s schools have a student population where more than half of the student population is from a minority group. A breakdown of student populations by percentage of minorities for 2010-2011, the initial year of program implementation, can be seen for participating schools in Table 5.

I examined the relationship between those schools that indicated they were going to implement cultural competency activities in their professional development plans and the level of minority student populations at those schools. At the elementary school level, 60% of the schools indicating planned cultural competency activities had a Level 4 or Level 5 student population (meaning 41% or more of the student populations were minority). At the middle
school level, while only six schools indicated planned cultural competency activities, 66% of them were also a Level 4 or Level 5 school. While not every Level 4 or Level 5 school at the elementary or middle school level indicated planned cultural competency activities in their submitted professional development plans, more Level 4 or Level 5 schools at these levels (elementary, middle) were likely to plan activities (57% elementary and 66% middle) than were not (46% elementary, 50% middle).

At the high school level, it is difficult to draw similar conclusions. Only four schools submitted professional development plans with planned cultural competency activities. Of these four schools, one is the district’s technical center, which does not have a student population of its own. Instead, it draws its students from all of the district’s high schools for specialized courses. As such, a level cannot be determined for this particular school. Of the other 3 high schools’ planning activities, 75% were a Level 2 or Level 3 school. Of those schools not planning cultural competency activities in the second year of the initiative, as indicated in their professional development plans, the opposite of what I noticed with the elementary and middle schools is true. The majority of the Level 4 and Level 5 schools were not planning to implement cultural competency activities (76%). Table 15 displays participating schools, whether or not their professional development plans included cultural competency activities, and the level of minority student population.

When training was delivered at the building level, the majority of the time it was delivered in a whole faculty setting (77%). These whole faculty offerings occurred mostly during faculty meeting time (62%), professional development half-days (38%), and pupil-free days (30%). The next most popular manner of delivery (10%) was to professional learning
Table 15

Participating Schools in 2011-2012 by Level of Minority of Student Population

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>%</th>
<th>Level</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>19</td>
<td>5</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>17</td>
<td>4</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>50</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>Other</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional development plans indicating one or more cultural competency activities for 2011-2012**

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>%</th>
<th>Level</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>12</td>
<td>3</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>41</td>
</tr>
<tr>
<td>Middle</td>
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<td></td>
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<tr>
<td>1</td>
<td>0</td>
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<td>2</td>
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<td>3</td>
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<tr>
<td>5</td>
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</tr>
<tr>
<td>High</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional development plans indicating no cultural competency activities for 2011-2012**

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Middle</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
communities. Tables 16 and 17 show the manner in which training was delivered and when cultural competency activities occurred.

Table 16

*Manner in Which Training was Delivered at the Building Level*

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole faculty</td>
</tr>
<tr>
<td>Professional learning communities</td>
</tr>
<tr>
<td>Individually</td>
</tr>
<tr>
<td>Team</td>
</tr>
<tr>
<td>Grade level</td>
</tr>
<tr>
<td>Departmental</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

* n = 74

Table 17

*When Cultural Competency Activities Occurred at the School Level*

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty meeting time</td>
</tr>
<tr>
<td>Professional development half-days</td>
</tr>
<tr>
<td>Pupil-free days</td>
</tr>
<tr>
<td>Grade/team/department meeting time</td>
</tr>
<tr>
<td>Personal time (evenings, weekends, etc.)</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

* n = 74
When trainers participated in training opportunities provided by the district, they participated in several activities that were designed to begin an ongoing dialogue about cultural competence in an effort to build awareness of and an appreciation for our diverse school community. These activities, along with others, were then provided to trainers in a notebook as a resource. As part of the survey, trainers were asked to identify any and all activities that were completed during training with their faculties during either the 2010-2011 or the 2011-2012 school years. Of the activities provided, the ones most often completed were the ones in which trainers participated during their own training. The activities provided by the district were grouped into the themes of assessment of cultural knowledge, the value of diversity, the ability to manage the dynamics of difference, the adaptability to diversity, and the ability to institutionalize cultural knowledge. While these activities were only completed by approximately half of the schools participating in the survey, the activities with the highest participation rates were the “My Life” activity (an activity with colored beads to examine the different forms of diversity in our lives) (55%), the “Cultural Competence Self-Assessment” (an instrument that helps determine where we start as we develop our own cultural competence) (53%), “Lunch Date” (a video depicting differences in a social situation) (47%), “Diversity Bingo” (an icebreaker for valuing diversity in others) (46%), and “Telling Our Story” (a conversation starter to talk about our own life experiences) (41%). Several schools created their own activities (14%) to implement with their faculty/staff, such as student panels, a whole schoolbook read, and a balloon drop activity. Seven percent of the schools participating indicated that they did not use any cultural competence activities in the implementation of this professional development initiative. Table 18 displays the cultural competence activities, grouped by theme, completed from 2010-2012.
Table 18

*Cultural Competency Activities Completed 2012-2012*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percent using activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment of cultural knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Cultural Competence Self-assessment</td>
<td>53</td>
</tr>
<tr>
<td>Viewpoint Terms</td>
<td>22</td>
</tr>
<tr>
<td>My Life</td>
<td>55</td>
</tr>
<tr>
<td><strong>Value of diversity</strong></td>
<td></td>
</tr>
<tr>
<td>Diversity Bingo</td>
<td>46</td>
</tr>
<tr>
<td>Telling Our Study</td>
<td>41</td>
</tr>
<tr>
<td>Four Corners</td>
<td>39</td>
</tr>
<tr>
<td><strong>Ability to manage the dynamics of difference</strong></td>
<td></td>
</tr>
<tr>
<td>Count the Fs</td>
<td>26</td>
</tr>
<tr>
<td>People First Language</td>
<td>12</td>
</tr>
<tr>
<td>Hidden Rules</td>
<td>27</td>
</tr>
<tr>
<td><strong>Adaptability to diversity</strong></td>
<td></td>
</tr>
<tr>
<td>Say What?</td>
<td>12</td>
</tr>
<tr>
<td>Card Game</td>
<td>8</td>
</tr>
<tr>
<td><strong>Ability to institutionalize cultural knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Lunch Date</td>
<td>47</td>
</tr>
<tr>
<td>Case Studies</td>
<td>24</td>
</tr>
<tr>
<td>Vignettes</td>
<td>18</td>
</tr>
<tr>
<td>We did not use any of the above activities; however, we created and used our own activities.</td>
<td>3</td>
</tr>
<tr>
<td>We did not use any cultural competence activities.</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
</tr>
</tbody>
</table>

* n = 74

This professional development initiative was introduced to administrators in 2009.

School-level leadership was asked to prepare a training team in advance of the upcoming training
opportunities. In the summer of 2010, training teams had their first opportunity to participate in training. Then, in the summer of 2011, an additional summer training was offered for all trainers. Trainers were asked to select a statement that would best describe the status of the cultural competency initiative at their respective school at the end of the second year of implementation (2011-2012). As the district highlighted and focused on the initiative, a focus was seen, too, at the school level. Over half (56%) of the trainers responding indicated their schools implemented this cultural competency professional development initiative both in 2010-2011 and 2011-2012, the initial 2 years of the initiative. Twenty percent of trainers indicated they implemented both years and continue to occasionally share activities related to this initiative. However, nearly one-third (31%) only implemented during the initial year, 2010-2011, and 7% have not yet begun implementing the initiative. In the “Other” section, several trainers noted that at some point during this 2-year implementation, they were assigned to a building other than the building for which they were a trainer. Table 19 displays this data.

Trainers were asked to indicate in which years they felt there was a focus in their building on this cultural competency initiative. The school years immediately following training showed the highest percentage of focus on this initiative, with 58% indicating a focus in 2010-2011, and 57% indicating a focus in 2011-2012. There was a sharp decline the following 2 years, with 11% indicating a focus on this initiative in 2012-2013, and only 5% indicating a focus on the initiative in 2013-2014. While the highest percentage of focus was in the first 2 years of the implementation of this program, there were trainer comments that indicated that, while training was provided, there was “little” or “no focus” on this initiative in their buildings. One trainer
Table 19

Status of the Cultural Competency Initiative at the End of the Second Year of Implementation*

<table>
<thead>
<tr>
<th>Status</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>We implemented both the first and second year of implementation but did not continue implementing.</td>
<td>34</td>
</tr>
<tr>
<td>We implemented the initiative the first year but did not implement the second year.</td>
<td>31</td>
</tr>
<tr>
<td>We implemented both years and occasionally share activities related to this initiative.</td>
<td>18</td>
</tr>
<tr>
<td>We had not yet begun implementing the initiative.</td>
<td>7</td>
</tr>
<tr>
<td>We implemented the initiative the second year but did not implement the first year.</td>
<td>4</td>
</tr>
<tr>
<td>We implemented both years and continue to implement on a consistent basis.</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

*\( n = 63 \)

commented, “None really, a one-time activity doesn't educate colleagues on cultural competency. If administration doesn't see this as a need for the staff and feels that everything is just fine nothing will ever change :-(.” These results are shown in Table 20.

Trainers were asked to identify any and all factors they felt affected the implementation of the cultural competency initiative at the building level. They were given a list of nine factors and had an opportunity to identify additional factors that were relevant but not listed, if needed. The factor that was most identified as a factor affected implementation of the initiative was “Time” (60%). The next factor most identified was “Staff Buy-In” (32%). Of the 11% that indicated “Other” as a factor, these included opportunities for on-going training and too many
Table 20

*Years During Which Trainers Felt There was a Focus in Their Building on the Cultural Competency Professional Development Initiative*

<table>
<thead>
<tr>
<th>Percent indicating a building focus on the cultural competency initiative during the indicated year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
</tbody>
</table>

\* n = 74.

initiatives going on at the same time to invest the appropriate amount of time and energy to this particular initiative. Interestingly, 16% of trainers indicated that they did not feel that implementation was affected/impeded. Factors affecting implementation of the cultural competency initiative at the building level is shown in Table 21.

In any given year, due to student needs or state or district mandates, it may not be surprising to find a school implementing a number of reforms or initiatives. Depending on the number of these initiatives, efforts can be thwarted and diluted. Trainers were asked to select any and all categories that best described the focus of other reforms or initiatives being implemented in their buildings during the time the cultural competency initiative was being implemented (2010-2012). Over one-third of schools (35%) indicated there were other “Whole School” reforms occurring at the same time as this cultural competency initiative. One specific example would be “Effective School-wide Discipline/Positive Behavior Intervention Support”
Table 21

Factors Affecting Implementation of the Cultural Competence Initiative at the Building Level*

<table>
<thead>
<tr>
<th></th>
<th>Percent responded, &quot;Yes, this was a factor affecting implementation&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>60</td>
</tr>
<tr>
<td>Staff buy-in</td>
<td>32</td>
</tr>
<tr>
<td>Resources</td>
<td>27</td>
</tr>
<tr>
<td>Change in school leadership</td>
<td>16</td>
</tr>
<tr>
<td>Support of initiative by school-level administration</td>
<td>16</td>
</tr>
<tr>
<td>Size of the training team/number of trainers</td>
<td>16</td>
</tr>
<tr>
<td>I do not feel that implementation was affected/impeded</td>
<td>16</td>
</tr>
<tr>
<td>Manner in which training/activities were ordered.</td>
<td>14</td>
</tr>
<tr>
<td>Change in personnel</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
</tbody>
</table>

* n = 74.

(34%). “Rigor, Relevance, and Relationships” was indicated as an additional reform/initiative for 58% of participating schools. “Reading/Language Arts” (43%) and “Mathematics” (41%) reforms/initiatives were indicated as an additional focus for almost half of participating schools. Forty-seven percent indicated that the “New Teacher Evaluation Process/SMART goals” (47%) was an initiative in which their school was focused. Table 22 indicates the focus of other reforms/initiatives implemented at schools from 2010-2012 according to trainers.
Table 22

*Focus of Other Reforms/Initiatives Also Implemented During 2010-2012*

<table>
<thead>
<tr>
<th>Focus of Other Reforms/Initiatives</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigor, Relevance, Relationships</td>
<td>58</td>
</tr>
<tr>
<td>New Teacher Evaluation Process/SMART goals</td>
<td>47</td>
</tr>
<tr>
<td>Reading/Language Arts</td>
<td>43</td>
</tr>
<tr>
<td>Mathematics</td>
<td>41</td>
</tr>
<tr>
<td>Whole School</td>
<td>35</td>
</tr>
<tr>
<td>Effective School-wide Discipline/PBIS</td>
<td>34</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
</tr>
</tbody>
</table>

* n = 74.

**Research Question 3**

The third research question was related to perceptions of the results and impact of the professional development initiative and training. For this research question, trainers were asked to share how they felt the building level training impacted dialogues surrounding cultural competence and student achievement gaps, as well as district goals/initiatives.

The district had several goals for this cultural competency professional development initiative, such as beginning an ongoing dialogue about cultural competence within the school district, building awareness of and an appreciation for a diverse school community, and
addressing essential elements of cultural proficiency. As a result of this cultural competency initiative, trainers were asked to share their thoughts on the impact this professional development had on these goals, such as improving interactions among teachers, improving relationships among teachers from different racial/cultural groups, and preparing faculty/staff to be more culturally competent, based on the content of the training. For these questions, respondents had six options from which to choose (1 = strongly disagree, 6 = strongly agree). There were several areas in which trainer responses were positive. When asked if they felt if the faculty/staff had been educated on the characteristics of cultural competency, trainers responded favorably (M = 4.28, SD = 1.22). Likewise, when asked if the content of the training was useful in preparing faculty/staff to be more culturally competent (M = 4.22, SD = 1.18) and if the faculty would be able to demonstrate a knowledge of cultural competency (M = 4.07, SD = 1.25) they responded in a positive manner. Cultural competency content being integrated into the K-12 curriculum received the lowest response rate (M = 3.22, SD = 1.28). The impact of the professional development as a result of the content of the training as reported by the trainers is shown in Table 23.

Likewise, trainers were asked to share their thoughts on the impact this professional development initiative as a whole had on the district. For these questions, respondents again had six options from which to choose (1 = strongly disagree, 6 = strongly agree). The majority of these responses were positive. However, trainer responses related to one statement, “It began/continued an open and honest dialogue about cultural competence within our schools,”
Table 23

**Trainer Perceptions of the Extent to Which Training Content Met District Goals***

<table>
<thead>
<tr>
<th>District goals</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/staff have been educated on the characteristics of cultural competency.</td>
<td>4.28</td>
<td>1.22</td>
</tr>
<tr>
<td>The content of the training was useful in preparing faculty/staff to be more culturally competent.</td>
<td>4.22</td>
<td>1.18</td>
</tr>
<tr>
<td>Faculty/staff will be able to demonstrate knowledge of cultural competency.</td>
<td>4.07</td>
<td>1.25</td>
</tr>
<tr>
<td>Faculty/staff are able to demonstrate cultural competency with colleagues.</td>
<td>3.98</td>
<td>1.20</td>
</tr>
<tr>
<td>Interactions among teachers have improved.</td>
<td>3.85</td>
<td>1.21</td>
</tr>
<tr>
<td>Relationships among teachers from different racial/cultural groups have improved.</td>
<td>3.77</td>
<td>1.21</td>
</tr>
<tr>
<td>Cultural competency content has been integrated into the K-12 curriculum.</td>
<td>3.22</td>
<td>1.28</td>
</tr>
</tbody>
</table>

* *n* = 60.

was less positive (*M* = 3.22, *SD* = 1.28). The trainers’ perceptions of the extent to which the overall cultural competency initiative met district goals are shown in Table 24.

When trainers were asked if they were supportive of this initiative, their responses were the highest reported in the survey, with a mean of (*M* = 5.23, *SD* = 0.82). While the survey responses were very favorable, some trainers chose to include additional comments in the “Other” section. One such comment included from a teacher was so passionate, I felt it important to include here:
Table 24

*Trainer Perceptions of the Extent to Which the Overall Cultural Competency Initiative Met District Goals*

<table>
<thead>
<tr>
<th>District goals</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>It built an awareness of our diverse school community.</td>
<td>4.15</td>
<td>1.22</td>
</tr>
<tr>
<td>It began/continued a conversation about decreasing current student achievement gaps.</td>
<td>4.05</td>
<td>1.33</td>
</tr>
<tr>
<td>It began/continued a dialogue about the achievement gaps that exist between students.</td>
<td>4.05</td>
<td>1.35</td>
</tr>
<tr>
<td>It began/continued a dialogue among faculty/staff about the achievement of all students.</td>
<td>4.05</td>
<td>1.27</td>
</tr>
<tr>
<td>It created/supported an environment where professional learning communities are strengthened.</td>
<td>4.02</td>
<td>1.23</td>
</tr>
<tr>
<td>It began/continued an open and honest dialogue about cultural competence within our schools.</td>
<td>3.93</td>
<td>1.33</td>
</tr>
</tbody>
</table>

* n = 60.

I wanted to see this initiative strengthen our relationships as a staff, improve our relationships with students, and start a conversation about how teachers treat students or colleagues of different ethnic backgrounds differently or inequitably, but the introductions to this program were nonexistent, the administrative support was poor, and the staff buy-in was negligible—all of which contributed to not even coming close to meeting these goals. I loved the program, I thought it was important and powerful and absolutely necessary, but the foundation for it was very weak—no county-wide acknowledgment of it, no data or research to show a need for it, and no emphasis on how
important it would be for our students and affect the way that they learned and what they would be able to achieve.

Lastly, when trainers were asked if they felt if this cultural competency professional development initiative was aligned with the district’s priorities for creating a knowledgeable and competent workforce, one of the essential elements of the district’s strategic plan at this time, trainers had a positive response ($M = 4.62$, $SD = 1.1$). Table 25 displays these results.

Table 25

<table>
<thead>
<tr>
<th>Initiative Status*</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was supportive of this initiative.</td>
<td>5.23</td>
<td>0.82</td>
</tr>
<tr>
<td>This initiative was aligned with the district's priorities for creating a knowledgeable and competent workforce.</td>
<td>4.62</td>
<td>1.1</td>
</tr>
</tbody>
</table>

* $n = 74$.

**Open-Ended Responses**

On several questions in the survey, trainers were given an opportunity with an “Other” response box to elaborate and/or add to their responses. Providing this opportunity provided an additional source of data and more insight into trainer perspectives on implementation, thereby enriching the description and informing me more about the implementation of this district initiative. In analyzing these “Other”, I found that trainers provided additional comments and information regarding the questions asked. I utilized their comments as I analyzed and summarized my findings.

**Summary of the Results**

This study examined the implementation of a cultural competency professional development initiative from the perspective of the professionals who were trained to implement
the initiative. The purpose was to describe the implementation, comparing and contrasting implementation activities and outcomes over the 2-year period of its implementation with the initial expectations for the professional development initiative as set forth by the district, all from the perspective of the trainers. The instrument used to survey these professionals was a Web-based survey that, after being pretested with a focus group of trainers, was distributed electronically.

Regarding trainers’ responses related to the goals and plans for implementing the cultural competency professional development initiative at the building level, mean responses ranged from a high of 5.00 to a low of 3.73. As it related to the implementation of the cultural competency professional development initiative at the building level, training was mostly offered to teachers, counselors, and librarians and was offered during times when the whole faculty was gathered. Implementation of the program was most focused and consistent during the first and then second year of implementation, respectively. Trainers reported “time” and “staff buy-in” as the two factors to have most impacted/impeded implementation. Over one-half of the schools participating in the survey had one or more additional reforms/initiatives being implemented from 2010-2012, the same time period as the cultural competency professional development initiative. Mean scores from the trainer responses related to the results and impact of the professional development initiative and training ranged from a high of 5.23 to a low of 3.22. The mean results of this survey indicate that trainers’ perceptions of the implementation of this initiative were generally positive.

Because response rates were low (51%), a nonresponse bias analysis was conducted to determine the extent to which the responses of the trainers who were unable or unwilling to respond to the original survey were different from those who did respond to the survey. Thirty-
nine trainers (26%) responded to this administration of the survey. Independent samples $t$-tests were administered to determine if there were statistically significant differences between responses of trainers who answered the original survey and those who responded to the new administration. Data from the t-test analysis indicated that there were no statistically significant differences in mean scores of trainers. There were two questions, however, where differences approached significance. Except for these, there were no differences in responses of the two groups. Therefore, nonresponse bias is not noted as an issue.
Chapter 5

Summary Discussions, Conclusions, and Recommendations

Introduction

The purpose of this study was to capture and analyze the experiences of trainers implementing a cultural competency professional development initiative. In this chapter I will share a brief summary of the study and my findings, conclusions drawn from the study, and will end the chapter with implications for practice and further research.

Discussion

When I began, my focus was centered on the cultural competency initiative in my district. Yet, as I read the literature and began to identify the real issues involved, I realized that the specific questions that interested me were embedded in the literature on implementation and professional development. I continued and moved further into the literature on professional development. Through this research I determined that implementing effective professional development is difficult. I wondered if implementing a cultural competency professional development initiative would encounter the same issues I found in the literature. Since cultural competency not only asks teachers to change behaviors but also asks them to change attitudes and beliefs, I wondered if implementing a professional development initiative around cultural competency would be more difficult and present additional challenges than the implementation of other kinds of programs? My analysis helped me to think further about these ideas.
Training Preparation

The first component of my study looked at the training that trainer participants received. I wanted to determine, based on their feedback, if they understood the purpose and rationale of the initiative and if they felt they had adequate training and support to deliver this cultural competency initiative to their respective faculties. While the data indicated that trainers participated in training that was offered, understood the rationale and purpose of the training, understood their expectations as trainers, and felt supported by the district, I was still left with questions after completing the analysis of the data. The district expectation was to participate in training (though even if a trainer was only able to attend one of the two offerings, he/she was still eligible to serve as a school level trainer). I was curious as to what extent trainers could have been more fully prepared to implement this initiative had more than the two trainings been offered/expected. Are two trainings opportunities in which trainers participate in activities that could be completed with school faculties and begin discussions around cultural competence sufficient enough to qualify one to carry out an initiative on cultural competence? Questions like this led me to look at what was gleaned from implementation at the building level.

Implementation and its Impact at the Building Level

When introducing a change process or a reform initiative, implementation matters a great deal to the resulting effects of that process. Jerald (2005) characterized implementation as the stage of improvement effort that is “the most difficult of all. And it is the stage where the majority of serious improvement efforts fail” (p. 2). It is here, at the implementation level for this initiative, where some of the components of successful implementation efforts, such as continuity, buy-in, and evaluation, are not evident.
In order for an initiative to be effective, there must be sustained efforts in implementation. Data from this study showed that continuity was lacking, as implementation was varied across schools. While the expectation from the district in Year 1 was to complete at least three of the activities and to continue into Year 2 by completing additional activities (a number unspecified), not all schools met this expectation. Some schools implemented activities throughout the school year during the professional development half days, some implemented activities at the start of the year but did not continue; others implemented cultural competency activities interspersed with activities related to different initiatives during faculty meetings or other meeting times. Examples of activities provided to trainers for the cultural competency professional development included a cultural self-assessment, an activity called “Count the Fs” where differences in perception were explored, an activity called “Hidden Rules” where differing values among different groups were illustrated, and an activity called “Card Game” where participants were exposed to assimilation situations outside of their comfort zones. However, regardless of the cultural competency activities available, based upon trainer responses and comments, it appears the number of additional initiatives concurrently offered by the district may have had an impact on the time that could have been spent on this cultural competency professional development initiative. This intermittent and often shared focus on cultural competency may have affected the continuity of the professional development initiative.

As it relates to staff buy-in, while trainers were involved at the building level in the selection of activities to complete at their school, survey comments indicate the activities were at a first-order, superficial level. Trainers’ comments indicated activities often felt like one-shot wonders and were very generic, without consideration or preparation to make them relevant for the school’s specific faculty. With activities such as “My Life” (an activity with colored beads
to examine the different forms of diversity in one’s life), completion at a superficial level is not sufficient for real, meaningful conversations about cultural competence. Trainer feedback indicated that it felt like the activities were being done in order to “check off a box” or to simply complete a requirement. Instead, when an activity was completed, it was often part of a larger daily agenda where the focus was clearly not solely on cultural competency. This supported the presumed, implied message that this initiative was not meant to effect change but was just another thing that needed to be completed. In thinking of possible explanations, these perceptions indicated by trainer comments may have affected staff buy-in.

Because of the variations in which the initiative was implemented at the building level, it was perceived that building level administration either did not buy-in/support the cultural competency initiative or that the initiative was being overshadowed by other initiatives also being implemented in schools. Administrative support, as pointed out by Robinson and Carrington (2002), is a critical component in bringing about effective change. Some administrators supported the initiative by incorporating the cultural competency activities into professional development plans for both years while others added activities for only 1 year. Still there were other administrators that did not incorporate any cultural competency activities at all during the 2-year implementation period. Even among those schools that implemented the activities, because the focus on the initiative and activities were so varied, this initiative was often seen as one initiative among many. Several trainer comments questioned the support level of the administration and stated that the limited and happenstance manner of activities/training was contrary to the purpose of the initiative and to their support in the value of the initiative. Robinson and Carrington (2002) highlight that to bring about effective change both teachers and administration must be involved in the change process. Additionally, Datnow et al. (2002)
indicate that key factors of sustainability include not only seeking staff buy-in, but administration being seen as instructional leaders of the reform initiative versus being seen as simply managers of the reform.

Chun (2010) identified pitfalls to avoid when designing a quality cultural competency training program. Her findings indicated that obtaining buy-in and using a validation assessment or evaluation tool are factors that can serve to better refine training on cultural competence. With an evaluation component, you have the opportunity to gather feedback from participants, to measure the work that is taking place, to tweak and refine processes, and, based on the status, to determine if realignment toward your goal(s) is necessary. Thomas Guskey (2002a) illustrates the importance of professional development being a purposeful endeavor. He indicates that through evaluation you can identify whether professional development activities are achieving their purposes. With this professional development opportunity, there was no evaluation system in place to determine the status of the initiative, to ensure the initiative was aligned with the goals, or if the participants were involved and getting out of the activities what was desired. Based on survey results and trainers’ comments, there were clearly factors that affected successful implementation, such as continuity, buy-in, and diverted focus, which could have been identified and addressed through an evaluation component. Yet with no built-in evaluation to assess either the implementation of the initiative or the participants’ reactions and feedback to the professional development experience, there was lost opportunity to realign and/or refocus the initiative.

Designing professional development opportunities for teachers that are effective and relevant is certainly challenging. Creating professional learning opportunities that adequately and effectively address sensitive topics, such as achievement gaps, personal attitudes towards
racial, ethnic and cultural groups, racial identity development, and equity pedagogy, becomes even more challenging in light of the ever-increasing demands on educators’ time and resources. From the trainers’ perspective, the findings of this study indicate that this initiative helped create an awareness of our diverse school community and served to begin conversations about decreasing achievement gaps that exist between student groups. As it relates to the specific district goals for the initiative, trainers generally felt the initiative was aligned with the district’s goal to create a more knowledgeable and competent workforce and that the initiative aligned with the district’s goal to better educate faculty on the characteristics of cultural competency. Trainers felt the content of the initiative was useful and they generally agreed that this initiative served to build an awareness of our diverse school community. However, trainers’ responses indicate that this initiative was not helpful in continuing an open/honest dialogue about cultural competence within our schools, improving interactions among teachers, improving relationships among teachers from different racial/cultural groups, or in integrating cultural competency content into K-12 curriculum. Additionally, without factors essential to successful implementation the opportunities did not exist for awareness, dialogue, and change to happen for the school faculties as a whole. Therefore, while the initiative was a good idea and was aligned with the district’s goals, without staff buy-in, full administrative support, systemic evaluation, along with other key factors, the perception of a successful implementation was not achieved.

Conclusions

Findings indicate that trainers participated in training opportunities offered and they understood the goals, rationale, purpose, and goals for this initiative. They found the training useful and understood their expectations and responsibilities as trainers of the initiative. However, implementation of the initiative was sporadic among schools, with not all schools
implementing the initiative, and attention to this initiative was diverted among other district initiatives. When focus was given at the school level to this cultural competency initiative, it was primarily given during the initial year of implementation. Comments from trainers indicate that continuity, staff buy-in, time, and administrative support were factors that affected implementation. While trainers were given opportunities to design activities for their respective buildings, many felt that these activities were seen as add-on activities and fillers to already existing, planned meetings. While time was set aside in the district calendar for professional development throughout the year, most schools implemented these cultural competency activities, not as stand-alone training activities, but during other already existing meeting opportunities, such as faculty meetings. This finding indicates that little time was spent on the activities or in reflection about what the activities meant.

**Recommendations**

**Implications for Practice**

The results of this study indicated that trainers were receptive to this initiative and that they understood the value and need of the initiative. Trainers appear to be poised and willing to assist in continuing to move the district toward a more culturally competent workforce. Findings from this study represent an initial step in providing useful information on the topic of professional development around sensitive topics, such as cultural competency, implementation, and change efforts. Suggestions for practice include:

- *Continued Emphasis on a Professional Development Cultural Competency Initiative.* A 2-year emphasis was not sufficient to meet all goals set forth by the district nor to accomplish the intended results hoped for by trainers, such as improved relationships among faculty or a demonstration of cultural competency among colleagues. As King
and Newmann (2000) point out, to foster teacher learning, sustained opportunities to study, learn, and receive feedback, including collaboration with peers, are essential. If the district desires for faculty to grow and learn along the cultural proficiency continuum, more time and emphasis on this topic, along with training, are necessary (Lindsey et al, 2009). I would recommend creating a 3-year or 5-year professional development plan with specific implementation phases. The goals of the plan would align with the district’s 5-year plan and would have specific strategies for accomplishment. An evaluation component would be included in the plan and evaluation would be continual throughout the duration of the plan. Various stakeholders would be included in the creation of the professional development plan and time for implementation would be a factor that was considered when designing the plan.

- **Implementing Change.** Spiro (2011) outlines steps that are essential for leading and securing change. Engaging key players, such as administrative leaders, is one such step. Being able to scale the efforts to something that is manageable for all stakeholders is crucial for sustainability. Leaders should also work to build in ongoing monitoring systems that allow for reflection and, where necessary, alterations to the course.

Involving all stakeholders in the creation of the professional development plan, to include classified staff, support staff, teaching faculty, and administrative staff, is essential. By forming a cultural competency committee of invested participants from all stakeholder groups, voices will be included as decisions are made regarding professional development. As the professional development plan begins to unfold, various forms of gathering feedback will be embedded at designated times throughout the implementation
of the plan. Talking with participants and electronic feedback forms are two ways to gather information after each professional development meeting/activity.

- **Examine Existing, Additional District Reforms/Initiatives.** While there will always be various needs of both students and faculty that need to be addressed, it behooves leaders to assess needs, determine plans, and focus efforts so that results might be maximized. There is a point where a continual increase in the number of reforms and initiatives will produce diminished returns, benefitting no one but frustrating all. Instead, looking at relevant data and then assessing current initiatives and reforms to determine which would best to utilize the limited time and resources available, to produce the most beneficial results possible, would maximize the potential for professional learning (Learningforward Organization, 2012) and the sustainability of change. Time is not limitless, yet the needs of students and the demands on educators seemingly are. First, I would strongly urge the district to limit the number of initiatives in any given year. With technology initiatives, student behavior reforms, teacher evaluation systems, new student database systems, and the like, there is but so much that can be expected when it comes to professional development and new learning during a given year. Next, while I desire to honor site-based management and a principal’s discretion to determine how to utilize the time he/she has for the professional development of his/her staff, within those district initiatives, I would urge a building leader to consider and spend professional development time with faculty on initiatives that are most likely to have a direct, positive impact on student success and achievement.

- **Evaluation.** Winters and Herman (2011) assert that successful improvement efforts include evaluation. Goal setting is critical, yet we have to come back to our goals and
ask: Where are we? and How are we doing? Improvement is not linear; instead, it’s
cyclical. As Guskey (2002a) shares, it’s through the evaluation process that you can
identify whether professional development activities have achieved the purposes you set
out to achieve. In fact, lacking systematic evaluation proves to be a stumbling block to
professional development (Diaz-Maggioli, 2004). With a specific professional
development plan in place, one that is measurable, attainable, realistic, and for a specific
period of time (for example, over 5 years), it would be easy to assess how we are doing
toward a mutually defined goal. After each training session/activity, an opportunity
could be given for participants to reflect on the activity and their learning. At designated
times during the year, either quarterly or mid-year, an assessment could be completed to
determine progress in relation to the goals for the overall professional development
initiative. In regards to participation in the professional development, individuals might
be expected to participate in a certain number of activities over the course of a year or
over the course of the entire initiative. Through sign-ins (done electronically),
accountability would be not difficult. In addition to face-to-face trainings, training
opportunities could also be offered online or via online modules. With the ease of
electronic sign in and/or participation, recertification points could also be assigned for
certain, qualifying activities.

**Implications for Further Research**

While this study examined the implementation of a cultural competency professional
development program across 62 schools in a Virginia school division from the perspective of the
trainers, a comprehensive examination of professional development initiatives in the field of
education around sensitive topics, such as cultural competence, and the effect on teacher
practices and beliefs, would be beneficial. While an earlier exploration of cultural competence professional development initiatives found limited studies in the field of education, Timperley et al. (2007) emphasize the need for professional development that better enables teachers to respond to the reality of diversity in the student population.

While research has been conducted on both teacher professional development and student achievement, studies that directly examine the link between teacher professional development and how it effects student achievement are few. Smyth (2013) completed a systematic search for professional development for the purpose of incorporating students’ cultures into their learning opportunities. Her search found eight studies, with three assessing the effect of the training on teacher practice and student outcomes. While two studies of site-based professional development have been completed that helped teachers use culturally relevant pedagogy in science and documented a shift in teacher practice, neither linked the professional development with student outcome data. As such, examining cultural competency professional development initiatives and their effect on student achievement would provide support for effective professional development on culturally relevant topics.

As schools look for ways to measure the effectiveness of initiatives, an important source of information and feedback is students, as they are schools’ real outcomes. As it relates to students, there are variety of measures that could be examined to determine how or if an initiative or program is impacting students. Attendance records, discipline referrals, test scores, and grades, are a few examples. If measuring a cultural competency initiative and its impact, one meaningful, rich method of collection would be an instrument designed to collect data from students. Such an instrument could be designed to look at a direct relationship to the impact of cultural competence. Determining how students feel when taught by a teacher utilizing
culturally competent teaching practices would be valuable information as effective professional
development opportunities are designed.

As needs multiply and demands on teachers’ time increase, exploring innovative,
alternative options for delivering professional development on the topic of cultural competency
would be beneficial. By exploring alternative modes of delivering professional development
opportunities, such as online learning modules, not only could opportunities for professional
learning and collaboration be increased but the time constraints of the school day and building
level professional development offerings would be effectively eliminated.
List of References
List of References


Appendix A

Standards for Professional Learning

1. **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

2. **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

3. **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

4. **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

5. **Learning designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

6. **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

7. **Outcomes:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change. (Learningforward Organization, 2012, p. 1.)
Appendix B

Eight Steps for Leading and Securing Change

Step 1: Determine your change strategy—after you determine the change strategy that will give you the biggest domino effect, you must define it specifically, including benchmarks and time lines.

Step 2: Assess readiness—once you set about trying to make change happen, you need to assess and improve the readiness of all parties to bring it about.

Step 3: Analyze the stakeholders—it is then essential to understand the motivations of external stakeholders and know which groups are crucial to engage.

Step 4: Minimize resistance—an effective change leader attempts to minimize the inevitable resistance from affected individuals and assesses his or her own tolerance for any resistance that will be engendered nevertheless.

Step 5: Secure a small early win—once the design elements have been developed to engage the internal and external groups, it is very helpful to plan and secure a small ‘early win’ that will convince everyone that the change strategy is desirable and feasible.

Step 6: Engage the key players in planning—the skillful bringing together of all internal and external players in collaborative planning will further define the action steps needed to achieve the change strategy without watering down the original aims.

Step 7: Scale and sustain the change strategy—it is also essential to comprehensively plan and implement ways to scale and sustain the initiative over time.

Step 8: Build in ongoing monitoring and course corrections—the last step in leading change is to reflect on whether the change strategy indeed solved the original problem.
Many times leaders only assess whether the strategy was well implemented—and not whether the strategy actually addressed the original goal. Because the result of your change strategy cannot be guaranteed, and change is constant and continuous, these analyses must be used in an ongoing way. The work is never finished.

(Spiro, 2011, p. 5-6)
Appendix C

Cultural Competence Professional Development: Post Implementation Trainer Survey

The purpose of this study is to describe the implementation of the cultural competency professional development initiative in Chesterfield County Public Schools over the 2-year period of its initial implementation. Your participation in this survey as a trainer of this initiative will provide valuable insight and information regarding the implementation of this initiative.

Your participation is voluntary. Your responses will be anonymous and will remain completely confidential. Information will only be reported as group data with no identifying information.

Responses to all questions are important for the ability to answer the research questions of this study, therefore, all questions are considered required from a progress perspective. There are no risks associated with this survey and you may choose to stop or not participate at any time and for any reason without penalty. Total time to complete the survey should be approximately 10 minutes.

Thank you, in advance, for your time and consideration.

To participate, please proceed.
Cultural Competency Professional Development: Post Implementation

I. Trainer Preparation

The following questions are designed to understand your perspective and perceptions of the training and preparation you received as a trainer of the district’s cultural competency professional development initiative.

*1. In which training opportunities did you participate? Check all that apply.

☐ I participated in the training offered during the Summer of 2010
☐ I participated in the training offered during the Summer of 2011

Other (please specify):

*2. As it relates to the cultural competency professional development initiative:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was aware of the rationale for the creation of this cultural competency professional development initiative.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I understood the goals of this initiative.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I understood my responsibilities as a trainer.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I was aware that this was a two year cultural competency professional development initiative for teachers and schools</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I understood the emphasis of this initiative and its relationship to student achievement gaps.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The materials provided to deliver cultural competency training to my building were effective.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Cultural Competency Professional Development: Post Implementation

**3. As it relates to the training you received:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was equipped to be a trainer for this cultural competency professional development initiative.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I was prepared to educate faculty/staff on cultural competency.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>The content of my training was useful.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>The content of my training was comprehensive.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**4. I was satisfied with the support I received as a trainer from the Office of Professional Development:**

<table>
<thead>
<tr>
<th>Period and Support Provided</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the initial year of implementation of the initiative (2010-2011).</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>During the second year of implementation of the initiative (2011-2012).</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Other (please specify): [Blank]

**5. Regarding this cultural competency professional development initiative:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understood my responsibilities as a trainer.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I understood expectations of me as a trainer.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
Cultural Competency Professional Development: Post Implementation

II. Implementation of Initiative

Please answer the following questions based on the implementation of the professional development initiative in your building, to include activities offered.

*6. To whom were cultural competency activities offered? Select all that apply.
   - Teachers
   - Librarians
   - Counselors
   - Administrators
   - Support Personnel (Clerical, Instructional aides, etc.)
   - School Resource Officer

Other (please specify)

*7. Who participated in cultural competency activities offered? Select all that apply.
   - Teachers
   - Librarians
   - Counselors
   - Administrators
   - Support Personnel (Clerical, Instructional aides, etc.)
   - School Resource Officer

Other (please specify)
8. What factors do you feel affected implementation of the cultural competency initiative at your building? Select all that apply.

- Time
- Resources
- Change in School Leadership
- Manner in which training/activities were offered
- Staff Buy-In
- Support of Initiative by School-level Administration
- Size of the Training Team/Number of trainers
- Change in Personnel
- I do not feel that implementation was affected/impeded

Other (please specify)
8. What factors do you feel affected implementation of the cultural competency initiative at your building? Select all that apply.

- Time
- Resources
- Change in School Leadership
- Manner in which training/activities were offered
- Staff Buy-In
- Support of Initiative by School-level Administration
- Size of the Training Team/Number of Trainers
- Change in Personnel
- I do not feel that implementation was affected/impeded

Other (please specify)
9. Which of the following statements would best describe the status of the cultural competency initiative in your school at the end of the second year of implementation (2011-2012)?

- We had not yet begun implementing the initiative
- We implemented the initiative the first year but did not implement the second year
- We implemented the initiative the second year but did not implement the first year
- We implemented both the first and second year of implementation but did not continue implementing
- We implemented both years and occasionally share activities related to this initiative
- We implemented both years and continue to implement on a consistent basis

Other (please specify)

10. When training was offered at your building, in what manner was it delivered? Select all that apply.

- Whole Faculty
- Grade Level
- Team
- Departmental
- Professional Learning Communities
- Individually

Other (please specify)
11. In which years do you feel there was focus in your building on this cultural competency initiative? Select all that apply.

- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014

Other (please specify)

12. When did cultural competency activities occur at the school for which you were a trainer? Select all that apply.

- Pupil-free Days
- Professional Development Half Days
- Faculty Meeting Time
- Grade/Team/Department Meeting Time
- Personal Time (evenings, weekends, etc.)

Other (please specify)
13. During the time the cultural competency initiative was being implemented (2010-2012), which categories best describe the focus of other reforms or initiatives being implemented at your building? Select all that apply.

- Whole School
- Reading/Language Arts
- Mathematics
- Science
- Social Studies
- Arts
- Rigor, Relevance, Relationships
- Effective School-wide Discipline/PBIS
- New Teacher Evaluation Process/SMART goals

Other (please specify)
14. Which of the following activities were completed during training with your faculty during either the 2010-2011 or the 2011-2012 school years? Select all that apply.

- Cultural Competence Self-Assessment (instrument that helps determine where we start as we develop our own cultural competence)
- Viewpoint Terms (powerpoint and terms with discussion for increasing leadership capacity)
- My Life (activity with colored beads to examine the different forms of diversity in our lives)
- Diversity Bingo (icebreaker for valuing diversity in others)
- Telling Our Story (conversation starter to talk about our own life experiences)
- Four Corners (powerpoint of scenarios that allow us to visually place ourselves according to our exposure to different scenarios)
- Count the F's (activity that explores the differences in perception)
- People First Language (activity to train and remind us to put people first when referring to them)
- Hidden Rules (activity illustrating the differing values amongst different groups)
- Say What? (powerpoint slides presenting the contrast in understanding different perspectives of people)
- Card Game (activity to expose people to assimilation situations outside of their comfort zones)
- Lunch Date (video depicting differences in a social situation)
- Case Studies (case studies to generate dialogue for applying cultural competency concepts)
- Vignettes (Vignettes portraying cultural competency issues in the workplace for dialogue)
- We did not use any of the above activities; however, we created and used our own activities
- We did not use any cultural competence activities

Other (please specify)
### Cultural Competency Professional Development: Post Implementation

**III. Results and Impact of Professional Development Initiative and Training...**

Please answer the following questions about the impact of the cultural competency professional development initiative.

**15. As a result of this cultural competency professional development initiative:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions among teachers have improved.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Faculty/staff have been educated on the characteristics of cultural competency.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Faculty/staff will be able to demonstrate knowledge of cultural competency.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Relationships among teachers from different racial/cultural groups have improved.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Faculty/staff are able to demonstrate cultural competency with colleagues.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**16. The content of the training was useful in preparing faculty/staff to be more culturally competent.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Somewhat Agree
- [ ] Somewhat Disagree
- [ ] Disagree
- [ ] Strongly Disagree
**Cultural Competency Professional Development: Post Implementation**

*17. Cultural competency content has been integrated into the K-12 curriculum.*

- [ ] Strongly Agree
- [ ] Agree
- [ ] Somewhat Agree
- [ ] Somewhat Disagree
- [ ] Disagree
- [ ] Strongly Disagree

Other (please specify)

---

*18. Regarding this cultural competency initiative:*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It began/continued a dialogue among</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>faculty/staff about the achievement of all students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It began/continued a dialogue about the achievement gaps that exist between students.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>It began/continued a conversation about decreasing current student achievement gaps.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>It created/supported an environment where professional learning communities are strengthened.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>It began/continued an open and honest dialogue about cultural competence within our schools.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>It built an awareness of our diverse school community.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
19. This initiative was aligned with the district's priorities for creating a knowledgeable and competent workforce.

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

20. I was supportive of this initiative.

- Strongly Agree
- Agree
- Somewhat Agree
- Somewhat Disagree
- Disagree
- Strongly Disagree

Other (please specify)
Cultural Competency Professional Development: Post Implementation

IV. Demographic Information

As trainers in the district, you represent a larger group. With your responses to the following questions, comparisons can be made between you and the larger group of employees as a whole. Additionally, your responses will allow further analysis and comparison of data.

**21. What was your job title when you were trained as a trainer?**

- [ ] Teacher
- [ ] Librarian
- [ ] Counselor
- [ ] Administrator
- [ ] Support Personnel (Clerical, Instructional aide, etc.)
- [ ] School Resource Officer
- Other (please specify) [ ]

**22. How did you become a trainer for this cultural competency professional development initiative?**

- [ ] I volunteered to be a trainer
- [ ] I was asked to be a trainer
- [ ] I was assigned to be a trainer
- Other (please specify) [ ]

**23. How many years of experience do you have in education?**

[ ]
24. At which building level were you employed during the initial year of implementation (2010-2011)?

- Elementary
- Middle
- High
- Central Office

Other (please specify):
*25. At which building were you employed when you were trained as a trainer for this initiative?

- Bellwood Elementary School
- Bensley Elementary School
- Beulah Elementary School
- Bon Air Elementary School
- Chalkley Elementary School
- Clover Hill Elementary School
- Crenshaw Elementary School
- Crestwood Elementary School
- Curtis Elementary School
- Davie Elementary School
- Ecott Elementary School
- Etrick Elementary School
- Evergreen Elementary School
- Falling Creek Elementary School
- Gates Elementary School
- Gordon Elementary School
- Grange Hall Elementary School
- Greenfield Elementary School
- Harrowgate Elementary School
- Hening Elementary School
- Hopkins Elementary School
- Jacobs Road Elementary School
- Marguerite Christian Elementary School
- Matoaca Elementary School
- Providence Elementary School
- Reams Road Elementary School
- Robious Elementary School
- Salem Church Elementary School
- Elizabeth Scott Elementary School
- Alberta Smith Elementary School
Cultural Competency Professional Development: Post Implementation

- Spring Run Elementary School
- Swift Creek Elementary School
- Watkins Elementary School
- Bettie Weaver Elementary School
- Wells Elementary School
- Winterpook Elementary School
- Woodbridge Elementary School
- Bailey Bridge Middle School
- Carver Middle School
- Elizabeth Davis Middle School
- Falling Creek Middle School
- Manchester Middle School
- Matoaca Middle School
- Midlothian Middle School
- Providence Middle School
- Robious Middle School
- Salem Church Middle School
- Swift Creek Middle School
- Tomahawk Middle School
- Bird High School
- Chesterfield Technical Center
- Community High School
- Clover Hill High School
- Cosby High School
- James River High School
- Manchester High School
- Matoaca High School
- Meadowbrook High School
- Midlothian High School
- Monacan High School
- Thomas Dale High School
- Fulghum Center
26. What is your age?

27. What is your race?
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Native Hawaiian or Other Pacific Islander
   - White

Other (please specify)
Appendix D

Cultural Competency Professional Development: Post Implementation Trainer Survey
(With Skip Logic)

The purpose of this study is to describe the implementation of the cultural competency professional development initiative in Chesterfield County Public Schools over the 2-year period of its initial implementation. Your participation in this survey as a trainer of this initiative will provide valuable insight and information regarding the implementation of this initiative.

Your participation is voluntary. Your responses will be anonymous and will remain completely confidential. Information will only be reported as group data with no identifying information.

Responses to all questions are important for the ability to answer the research questions of this study, therefore, all questions are considered required from a progress perspective. There are no risks associated with this survey and you may choose to stop or not participate at any time and for any reason without penalty. Total time to complete the survey should be approximately 10 minutes.

Thank you, in advance, for your time and consideration.

To participate, please proceed.
1. In which training opportunities did you participate? Check all that apply.

☐ I participated in the training offered during the Summer of 2010

☐ I participated in the training offered during the Summer of 2011

☐ I did not participate in either summer training and I was NOT a trainer.

☐ I did not participate in either summer training, but I was a trainer

☐ Other (please specify)
Cultural Competency Professional Development: Post Implementation

I. Trainer Preparation

The following questions are designed to understand your perspective and perceptions of the training and preparation you received as a trainer of the district’s cultural competency professional development initiative.
**2. As it relates to the cultural competency professional development initiative:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was aware of the rationale for the creation of this cultural competency professional development initiative.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I understood the goals of this initiative.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I understood my responsibilities as a trainer.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I was aware that this was a two year cultural competency professional development initiative for teachers and schools.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I understood the emphasis of this initiative and its relationship to student achievement gaps.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>The materials provided to deliver cultural competency training to my building were effective.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Other (please specify)**

---

**3. As it relates to the training you received:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was equipped to be a trainer for this cultural competency professional development initiative.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>I was prepared to educate faculty/staff on cultural competency.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>The content of my training was useful.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>The content of my training was comprehensive.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>
4. I was satisfied with the support I received as a trainer from the Office of Professional Development:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the initial year of</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>implementation of the initiative (2010-2011).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the second year of</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>implementation of the initiative (2011-2012).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Regarding this cultural competency professional development initiative:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understood my responsibilities as a trainer.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I understood expectations of me as a trainer.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
6. What was your participation in the implementation of the Cultural Competency Professional Development Initiative after you were trained?

- After I was trained, I had no other involvement
- After I was trained, I was a school level trainer
- Other (please specify)
**II. Implementation of Initiative**

Please answer the following questions based on the implementation of the professional development initiative in your building, to include activities offered.

**7. To whom were cultural competency activities offered? Select all that apply.**

- [ ] Teachers
- [ ] Librarians
- [ ] Counselors
- [ ] Administrators
- [ ] Support Personnel (Clerical, Instructional aides, etc.)
- [ ] School Resource Officer
- [ ] Other (please specify)

**8. Who participated in cultural competency activities offered? Select all that apply.**

- [ ] Teachers
- [ ] Librarians
- [ ] Counselors
- [ ] Administrators
- [ ] Support Personnel (Clerical, Instructional aides, etc.)
- [ ] School Resource Officer
- [ ] Other (please specify)
9. What factors do you feel affected implementation of the cultural competency initiative at your building? Select all that apply.

- Time
- Resources
- Change in School Leadership
- Manner in which training/activities were offered
- Staff Buy-in
- Support of Initiative by School-level Administration
- Size of the Training Team/Number of trainers
- Change in Personnel
- I do not feel that implementation was affected/impeded
- Other (please specify)
**10.** Which of the following statements would best describe the status of the cultural competency initiative in your school at the end of the second year of implementation (2011-2012)?

- We had not yet begun implementing the initiative
- We implemented the initiative the first year but did not implement the second year
- We implemented the initiative the second year but did not implement the first year
- We implemented both the first and second year of implementation but did not continue implementing
- We implemented both years and occasionally share activities related to this initiative
- We implemented both years and continue to implement on a consistent basis
- Other (please specify)

**11.** When training was offered at your building, in what manner was it delivered? Select all that apply.

- Whole Faculty
- Grade Level
- Team
- Departmental
- Professional Learning Communities
- Individually
- Other (please specify)
12. In which years do you feel there was focus in your building on this cultural competency initiative? Select all that apply.

- 2010-2011
- 2011-2012
- 2012-2013
- 2013-2014
- Other (please specify)

13. When did cultural competency activities occur at the school for which you were a trainer? Select all that apply.

- Pupil-free Days
- Professional Development Half Days
- Faculty Meeting Time
- Grade/Team/Department Meeting Time
- Personal Time (evenings, weekends, etc.)
- Other (please specify)
14. During the time the cultural competency initiative was being implemented (2010-2012), which categories best describe the focus of other reforms or initiatives being implemented at your building? Select all that apply.

- Whole School
- Reading/Language Arts
- Mathematics
- Science
- Social Studies
- Arts
- Rigor, Relevance, Relationships
- Effective School-wide Discipline/PBIS
- New Teacher Evaluation Process/SMART goals

- Other (please specify)
15. Which of the following activities were completed during training with your faculty during either the 2010-2011 or the 2011-2012 school years? Select all that apply.

- Cultural Competence Self-Assessment (instrument that helps determine where we start as we develop our own cultural competence)
- Viewpoint Terms (powerpoint and terms with discussion for increasing leadership capacity)
- My Life (activity with colored beads to examine the different forms of diversity in our lives)
- Diversity Bingo (icebreaker for valuing diversity in others)
- Telling Our Story (conversation starter to talk about our own life experiences)
- Four Corners (powerpoint of scenarios that allow us to visually place ourselves according to our exposure to different scenarios)
- Count the F's (activity that explores the differences in perception)
- People First Language (activity to train and remind us to put people first when referring to them)
- Hidden Rules (activity illustrating the differing values amongst different groups)
- Say What? (powerpoint slides presenting the contrast in understanding different perspectives of people)
- Card Game (activity to expose people to assimilation situations outside of their comfort zones)
- Lunch Date (video depicting differences in a social situation)
- Case Studies (case studies to generate dialogue for applying cultural competency concepts)
- Vignettes (Vignettes portraying cultural competency issues in the workplace for dialogue)
- We did not use any of the above activities; however, we created and used our own activities
- We did not use any cultural competence activities
- Other (please specify)
**Cultural Competency Professional Development: Post Implementation**

**III. Results and Impact of Professional Development Initiative and Training...**

Please answer the following questions about the impact of the cultural competency professional development initiative.

**16. As a result of this cultural competency professional development initiative:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactions among teachers have improved.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty/staff have been educated on the characteristics of cultural competency.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty/staff will be able to demonstrate knowledge of cultural competency.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Relationships among teachers from different racial/cultural groups have improved.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty/staff are able to demonstrate cultural competency with colleagues.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**17. The content of the training was useful in preparing faculty/staff to be more culturally competent.**

- ○ Strongly Agree
- ○ Agree
- ○ Somewhat Agree
- ○ Somewhat Disagree
- ○ Disagree
- ○ Strongly Disagree
**18. Cultural competency content has been integrated into the K-12 curriculum.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Somewhat Agree
- [ ] Somewhat Disagree
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] Other (please specify)

**19. Regarding this cultural competency initiative:**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lil began/continued a dialogue among faculty/staff about the achievement of all students.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lil began/continued a dialogue about the achievement gaps that exist between students.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
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<td>[ ]</td>
</tr>
<tr>
<td>Lil began/continued a conversation about decreasing current student achievement gaps</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lil created/supported an environment where professional learning communities are strengthened.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lil began/continued an open and honest dialogue about cultural competence within our schools.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lil built an awareness of our diverse school community.</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
IV. Demographic Information

As trainers in the district, you represent a larger group. With your responses to the following questions, comparisons can be made between you and the larger group of employees as a whole. Additionally, your responses will allow further analysis and comparison of data.

**20. This initiative was aligned with the district's priorities for creating a knowledgeable and competent workforce.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Somewhat Agree
- [ ] Somewhat Disagree
- [ ] Disagree
- [ ] Strongly Disagree

**21. I was supportive of this initiative.**

- [ ] Strongly Agree
- [ ] Agree
- [ ] Somewhat Agree
- [ ] Somewhat Disagree
- [ ] Disagree
- [ ] Strongly Disagree
- [ ] Other (please specify)
22. What was your job title when you were trained as a trainer?
- Teacher
- Librarian
- Counselor
- Administrator
- Support Personnel (Clerical, Instructional aide, etc.)
- School Resource Officer
- Other (please specify)

23. How did you become a trainer for this cultural competency professional development initiative?
- I volunteered to be a trainer
- I was asked to be a trainer
- I was assigned to be a trainer
- Other (please specify)

24. How many years of experience do you have in education?

25. At which building level were you employed during the initial year of implementation (2010-2011)?
- Elementary
- Middle
- High
- Central Office
- Other (please specify)
**26. At which building were you employed when you were trained as a trainer for this initiative?**

- Bellwood Elementary School
- Bensley Elementary School
- Beulah Elementary School
- Bon Air Elementary School
- Chatley Elementary School
- Clover Hill Elementary School
- Crenshaw Elementary School
- Crestwood Elementary School
- Curtis Elementary School
- Davis Elementary School
- Ecott Elementary School
- Etrick Elementary School
- Evergreen Elementary School
- Falling Creek Elementary School
- Gates Elementary School
- Gordon Elementary School
- Grange Hall Elementary School
- Greenfield Elementary School
- Harrowgate Elementary School
- Henning Elementary School
- Hopkins Elementary School
- Jacobs Road Elementary School
- Marguerite Christian Elementary School
- Matoua Elementary School
- Providence Elementary School
- Reams Road Elementary School
- Robious Elementary School
- Salem Church Elementary School
- Elizabeth Scott Elementary School
- Alberta Smith Elementary School
<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Run Elementary School</td>
</tr>
<tr>
<td>Swift Creek Elementary School</td>
</tr>
<tr>
<td>Watkins Elementary School</td>
</tr>
<tr>
<td>Bettie Weaver Elementary School</td>
</tr>
<tr>
<td>Wells Elementary School</td>
</tr>
<tr>
<td>Winterpock Elementary School</td>
</tr>
<tr>
<td>Woolridge Elementary School</td>
</tr>
<tr>
<td>Bailey Bridge Middle School</td>
</tr>
<tr>
<td>Carver Middle School</td>
</tr>
<tr>
<td>Elizabeth Davis Middle School</td>
</tr>
<tr>
<td>Falling Creek Middle School</td>
</tr>
<tr>
<td>Manchester Middle School</td>
</tr>
<tr>
<td>Matoaca Middle School</td>
</tr>
<tr>
<td>Midlothian Middle School</td>
</tr>
<tr>
<td>Providence Middle School</td>
</tr>
<tr>
<td>Robious Middle School</td>
</tr>
<tr>
<td>Salem Church Middle School</td>
</tr>
<tr>
<td>Swift Creek Middle School</td>
</tr>
<tr>
<td>Tomahawk Middle School</td>
</tr>
<tr>
<td>Bird High School</td>
</tr>
<tr>
<td>Chesterfield Technical Center</td>
</tr>
<tr>
<td>Community High School</td>
</tr>
<tr>
<td>Clover Hill High School</td>
</tr>
<tr>
<td>Cosby High School</td>
</tr>
<tr>
<td>James River High School</td>
</tr>
<tr>
<td>Manchester High School</td>
</tr>
<tr>
<td>Matoaca High School</td>
</tr>
<tr>
<td>Meadowbrook High School</td>
</tr>
<tr>
<td>Midlothian High School</td>
</tr>
<tr>
<td>Monacan High School</td>
</tr>
<tr>
<td>Thomas Dale High School</td>
</tr>
<tr>
<td>Fulghum Center</td>
</tr>
</tbody>
</table>
Appendix E

Nonresponse Bias Survey

### Non-response bias tests

<table>
<thead>
<tr>
<th>Survey Follow Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because I did not have a 75% minimum response rate to my survey, I need to do some non-response bias tests.</td>
</tr>
<tr>
<td>These consist of asking selected questions to those who did not respond to determine if non-respondents' answers are different than those who completed the survey.</td>
</tr>
<tr>
<td>I have only included 7 questions, so this should take no longer than a few minutes.</td>
</tr>
<tr>
<td>Your completion of this survey will allow me to move forward to complete my dissertation. I sincerely appreciate and thank you for your help.</td>
</tr>
<tr>
<td>As a reminder, this survey is part of a research study to describe the implementation of the cultural competency professional development initiative in Chesterfield County Public Schools over the 2-year period of its initial implementation.</td>
</tr>
<tr>
<td>Your responses will be anonymous and will remain completely confidential. There are no risks associated with this survey and you may choose to stop or not participate at any time and for any reason without penalty.</td>
</tr>
<tr>
<td>Thank you, in advance, for your time and consideration.</td>
</tr>
<tr>
<td>To participate, please proceed.</td>
</tr>
</tbody>
</table>
Non-response bias tests

Training Status

*1. In which training opportunities did you participate? Check all that apply.

- [ ] I participated in the training offered during the Summer of 2010
- [ ] I participated in the training offered during the Summer of 2011
- [ ] I did not participate in either summer training and I was NOT a trainer.
- [ ] I did not participate in either summer training, but I was a trainer.
- [ ] Other (please specify)


Page 2
Non-response bias tests

Trainer Preparation

The following questions are designed to understand your perspective and perceptions of the training and preparation you received as a trainer of the district's cultural competency professional development initiative.

**2. As it relates to the cultural competency professional development initiative:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was aware of the rationale for the creation of this cultural competency professional development initiative.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I understood the goals of this initiative.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I understood my responsibilities as a trainer.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I was aware that this was a two year cultural competency professional development initiative for teachers and schools.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I understood the emphasis of this initiative and its relationship to student achievement gaps.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The materials provided to deliver cultural competency training to my building were effective.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Other (please specify)

Page 3
Non-response bias tests

Role in Implementation

*3. What was your participation in the implementation of the Cultural Competency Professional Development Initiative after you were trained?

- After I was trained, I had no other involvement
- After I was trained, I was a school level trainer
- Other (please specify):
Non-response bias tests

II. Implementation of Initiative

Please answer the following questions based on the implementation of the professional development initiative in your building, to include activities offered.

*4. What factors do you feel affected implementation of the cultural competency initiative at your building? Select all that apply.

☐ Time
☐ Resources
☐ Change in School Leadership
☐ Manner in which training/activities were offered
☐ Staff Buy-In
☐ Support of Initiative by School-level Administration
☐ Size of the Training Team/Number of trainers
☐ Change in Personnel
☐ I do not feel that implementation was affected/impeded

☐ Other (please specify)

Page 5
**Non-response bias tests**

**III. Results and Impact of Professional Development Initiative and Trainin...**

Please answer the following questions about the impact of the cultural competency professional development initiative.

**5. Regarding this cultural competency initiative:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It began/continued a dialogue among faculty/staff about the achievement of all students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>It created/supported an environment where professional learning communities are strengthened.</td>
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<td></td>
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<tr>
<td>It began/continued an open and honest dialogue about cultural competence within our schools.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It built an awareness of our diverse school community.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Non-response bias tests

### IV. Demographic Information

As trainers in the district, you represent a larger group. With your responses to the following questions, comparisons can be made between you and the larger group of employees as a whole. Additionally, your responses will allow further analysis and comparison of data.

**6. How did you become a trainer for this cultural competency professional development initiative?**

- [ ] I volunteered to be a trainer
- [ ] I was asked to be a trainer
- [ ] I was assigned to be a trainer
- [ ] Other (please specify)

- [ ]

**7. At which building level were you employed during the initial year of implementation (2010-2011)?**

- [ ] Elementary
- [ ] Middle
- [ ] High
- [ ] Central Office
- [ ] Other (please specify)

- [ ]
Appendix F

E-mail Invitation to Participants

Dear Trainers of the Cultural Competence Professional Development Initiative,

I am a doctoral student at Virginia Commonwealth University and an employee of Chesterfield County Public Schools. I am writing to you to request your participation in my dissertation research. The purpose of my study is to describe the implementation of the cultural competency professional development initiative in Chesterfield County Public Schools over the 2-year period of its initial implementation. The results of the study will be shared with the district to inform about the implementation of the initiative thus far and to guide decisions about future professional development opportunities. You have been invited to participate in this research because of your role as a trainer of this initiative.

In keeping with CCPS policy, my research has the endorsement of the Department of Professional Development and has been reviewed and approved by The Department of Research and Evaluation to conduct my study within the division. As such, your contribution is encouraged, appreciated and will greatly assist in providing valuable information about the implementation of this initiative.

Your participation is voluntary. Your responses will be anonymous and will remain completely confidential. Information will only be reported as group data with no identifying information. Responses to all questions are important for the ability to answer the research questions of this study; therefore, all questions are considered required from a progress perspective. There are no risks associated with this survey and you may choose to stop or not participate at any time and for any reason without penalty. Total time to complete the survey should be approximately 10 minutes.

An electronic copy of the survey can be found at the Web site provided below. To participate, please click on the following link:

https://www.surveymonkey.com/s/GLH3KPY

Your participation in this study is sincerely appreciated. If you have questions before or after participating, you may contact me at the number or email provided below.

Thank you, in advance, for your time and consideration.

Sincerely,

Jennifer C. Coleman

Doctoral Student
Virginia Commonwealth University
804-306-8441
jennifer_coleman@ccpsnet.net

Please disregard if you were not a trainer for the cultural competence professional development initiative in Chesterfield County Public Schools.
Vita

Jennifer Grey Crowe Coleman was born on February 14, 1974, in Halifax County, Virginia, to James and Catherine Crowe. She was raised in Mecklenburg County, Virginia, with her older brother, Dale. She graduated from Park View Senior High, South Hill, Virginia, in 1992, with honors. She earned a Bachelor of Science in Liberal Studies in 1995 from Longwood College, Farmville, Virginia. Shortly after graduation, she began her teaching career at middle school, serving at both Falling Creek Middle School and Midlothian Middle School in Chesterfield County, Virginia. As a teacher, she served as team leader and school improvement committee member while continuing her graduate coursework.

She earned a Master of Education with a focus on Curriculum and Instruction from Virginia Commonwealth University in 2001. She continued at Virginia Commonwealth University, earning her Post-Master’s Certificate in Administration and Supervision in 2001. She then worked as a Dean of Students at Clover Hill High School, Chesterfield County, Virginia. She is currently still employed in Chesterfield County where she serves as an assistant principal at James River High School.