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Contexts of Cultural Diversity Professional Development in Schools

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Contexts of Cultural Diversity Professional Development in Schools

A Research Report

Metropolitan Educational
Research Consortium

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This report is part of a larger MERC study on Professional Development for Success in Culturally Diverse Schools.

The goals of the larger study are (1) to understand the landscape of diversity within the schools in the MERC region, (2) to consider the implications for school policy and professional practice, (3) to review the current models of professional development that support teachers and other school professionals in regards to issues of cultural diversity, and (4) to develop and test models of professional development that have positive impacts on teacher practice, student outcomes and school success.

With these goals in mind, this report contains three parts. **Part 1** *discusses demographic changes in the MERC region and provides historical, political, social, and economic contexts for understanding these changes.* **Part 2** *describes the federal, state, and local policy contexts relevant to cultural diversity within schools, and professional development (PD) related to this topic. This section also reviews research on how policy contexts shape teachers' decisions to participate in PD.* **Part 3** *reviews existing studies of cultural diversity PD and describes the types of PD programs currently available in the MERC region. In the* **conclusion** *to the report, we present a list of recommendations for policy and and for future development and implementation of PD related to cultural diversity. The final section of the report also describes gaps in the existing body of knowledge and the research needed to better understand PD related to cultural diversity.*

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Introduction

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Largely driven by the more than 59 million immigrants that have arrived in the United States over the past 50 years, our nation is becoming increasingly diverse racially, culturally, religiously, and linguistically.

In fact, it is projected that by 2055, the U.S. will no longer have a single racial or ethnic majority. The impact of shifting demographics on American politics is evidenced by the fact that the 2016 electorate was the most diverse in our nation's history[1]. We are also a country that is characterized by stark gaps in wealth between groups, creating economic classes that may not share experiences and identities.

This diversity in our country not only influences the experiences of individuals and groups, but also has significant impacts on our social, political and economic institutions. Nowhere is this point more clear than in our public system of education. American public schools mirror the dynamics of these national trends. They are serving more racially, ethnically, and economically diverse student populations than ever before. On the one hand, this change in student population creates educational opportunities. As sites of learning, schools and classrooms benefit from a diversity of perspectives, cultures, languages, and ideas. Diversity provides opportunities for critical thinking, and has the potential to build understanding across groups, a skill essential to citizenship in a multicultural global community.

However, diversity also creates significant challenges for schools. Our system of education has had a persistent problem providing a rich, high-quality, affirming education to all students regardless of background. Despite decades of research and school reform efforts, our system continues to be characterized by disparities and inequities across groups. For example, far fewer Black and Latinx students graduate than White students[2] and we see disparities in many other achievement measures such as test scores, credits earned, and enrollment in honors or Advanced Placement courses.[3] Black students also receive higher rates of suspension, expulsion, and arrest than White students. In the 2015–2016 school year, Black students made up 15% of the total student body and 31% of arrests.[4] Students with disabilities are also arrested at disproportionately high rates.[5] Similarly, LGBT students experience inequities related to bullying, harassment, and discipline in schools, conditions that hinder academic achievement.[6] English language learners experience similar disproportionalities; despite their increasing population, they continue to have lower scores on math and reading assessments, as well as higher high school dropout rates.[7] These inequities characterize schools nationally and locally.

Although many of the problems of equity that manifest in schools are rooted in broader social and economic systems beyond the control of individual schools and school divisions, there are school- and school system-level actions that can be taken not only to provide a more equitable education to students of all backgrounds, but also to build educational systems that realize the potential of diversity within our schools. These actions include creating school climates that empower all students, ensuring that curriculum reflects the student population and is relevant to their lives, and helping teachers develop culturally responsive and sustaining pedagogies.[8]

1. *Cohn & Caumont, 2016*

2. *Stetser & Stillwell, 2014*

3. *Dee & Penner, 2017, Zirkel, 2008*

4. *Balingit, 2018*

5. *Ibid.*

6. *Carter, Fine, & Russell, 2014*

7. *Lerma & Stewart, 2012; WSSDA, 2013*

8. *Banks & Banks, 2004; Gay, 2002; Ladson-Billings, 1995; Paris & Alim, 2017*

A Brief History of Teaching for Cultural Diversity

The United States has been a multicultural society for as long as public schools have existed. As a result, the question of how to reach students of varying linguistic, racial/ethnic and religious backgrounds has always been a central question in American education. Since the 1880s, African American educators and historians have worked to ensure the curriculum reflected their community and not only Eurocentric perspectives and histories.[1] With the social movements of the 1960s and 70s came greater attention to the need for equitable education for students with disabilities, women, bilingual students, and students from racial/ethnic minority backgrounds.[2] Around the same time, the idea spread that unequal educational outcomes were a result of cultural deprivation. Adherents distanced themselves from the idea that genetic or biological variation explained differences in student outcomes and argued instead that "disadvantaged" youth struggled in schools because their homes did not equip them with the tools needed for learning in school.

In a challenge to the cultural deprivation paradigm, the 1970s saw the rise of cultural difference theories.[3] Proponents argued that the cultures which had been viewed as lacking were in fact rich, but that it was the school's inability to connect with these cultural assets that explained unequal student outcomes. The emergence of the notion of at-risk students in the 1980s brought new life to cultural deprivation theories. Once this term became used as a funding category by federal agencies, it gained enormous traction that exists to this day. In the 1990s, a wider infusion of critical theories into multicultural education emphasized the need to ask questions such as: Who defines which students are at-risk and how is this determined? How is the social structure of the school set up to advantage some and disadvantage others? This section outlines the ways in which teaching approaches related to diversity have changed over time and how these approaches such as multicultural education, culturally relevant pedagogy, and ethnic studies are related to one another.

Multicultural education is an overarching term for the various historical and contemporary reform efforts to create more equitable schooling for all children. This term, as well as multiethnic and multiracial education, can refer to a wide range of approaches to schooling for diverse students. James Banks (2004), the scholar perhaps most associated with the field of multicultural education, created a framework for the field consisting of five dimensions: (1) content integration, (2) knowledge construction, (3) prejudice reduction, (4) equity pedagogy, and (5) an empowering school culture and social structure. It includes Afrocentric education such as that offered in Black churches, segregated schools, and some independent schools. Multicultural education has also been used to refer to mere inclusion of diverse perspectives or celebrations of different holidays and more superficial aspects of cultural difference. This has led some to prefer the term **critical multicultural education** to emphasize that issues of power and justice, not just celebration of difference, are integral. In sum, the term multicultural education has been used and interpreted in such a wide variety of ways that many seem drawn to the more specific concepts of culturally responsive teaching or culturally relevant pedagogy (described below).

Ethnic studies are "interdisciplinary programs of study that focus on the experiences of racial and ethnic minorities with a particular emphasis on historical struggles and social movements."[4] Ethnic studies programs typically incorporate elements of culturally relevant pedagogy in their affirmation of cultural identities and emphasis on sociopolitical engagement and critical examination of how knowledge is constructed. The first formal ethnic studies course was offered at San Francisco State University in 1968, although many have argued that its origins are found in Freedom Schools, tribal schools, and other

1. *Ladson-Billings & Tate, 1995*
2. *Sleeter & Grant, 1987*
3. *Banks, 2004*
4. *Dee & Penner, 2017, p. 128*
5. *Dee & Penner, 2017*

precursors.[5] Ethnic studies courses have predominantly been offered at the postsecondary level, although they are starting to become more common in secondary schools as well. However, such programs remain contentious, with opponents arguing that they are divisive and lack academic rigor.

The terms **culturally relevant pedagogy** and **culturally responsive teaching** both emerged in the 1990s. They fall under the "equity pedagogy" dimension of Banks' five dimensions of multicultural education. Inspired by critical pedagogy and critical race theory, Ladson-Billings (1995) developed culturally relevant pedagogy as a framework for education with African American students that would enhance their sociopolitical consciousness while also promoting academic achievement and cultural competence. Ladson-Billings emphasized that culturally relevant pedagogy was not a set of practices or a teaching methodology, but rather a theoretical approach—a way of thinking rather than a prescription for doing. She wanted to ensure teachers based their practices on the specific students in their classrooms, rather than an outside formula.

Sometimes conflated with culturally relevant pedagogy, culturally responsive teaching, as defined by Geneva Gay (2002). is "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively."[6] Thus, Gay's framework speaks more directly to teaching methods and competencies, whereas Ladson-Billings' (1995) framework applies more to teachers' dispositions.[7] Both have also been described as resource pedagogies[8] or asset pedagogies.[9]

More recently, scholars have put forward a framework that Ladson-Billings (2014) herself referred to as Culturally Relevant Pedagogy 2.0, a.k.a. The remix. The framework, called **culturally sustaining pedagogy**, addresses two shortcomings in the field of culturally relevant pedagogy. First, according to Paris and Alim (2017), the terms "responsive" and "relevant" do not go far enough in explicitly supporting "the goals of maintenance and social critique,"[10] goals that must be at the forefront given the history of assimilative schooling in the United States. Second, these earlier frameworks often rested on static and abstract notions of culture. In response, Paris (2012) posited culturally sustaining pedagogy as an approach that emphasizes the fluid nature of culture and the need for educators to actively maintain their students' varied languages, literacies, and other cultural practices. Paris and Alim (2017) argued:

> CSP must extend the previous visions of asset pedagogies by demanding explicitly pluralist outcomes that are not centered on White middle-class, monolingual/monocultural norms and notions of educational achievement—and that call out the imposition of these norms as harmful to and discriminatory against many of our communities. CSP must also resist static, unidirectional notions of culture and race that center only on longstanding cultural practices of communities without also attending to continual shifts and cultural reworkings.[11]

A third amendment culturally sustaining pedagogy adds to culturally relevant pedagogy is the acknowledgment of the problematic elements (e.g., misogyny, homophobia, racism) of some cultural practices, which have been neglected in other asset pedagogies.[12] This final revision to former models requires educators and learners to confront cultural practices that reproduce, rather than challenge, hegemonic ideas. Ladson-Billings (2014) herself has endorsed culturally sustaining pedagogy, acknowledging the ways in which culturally relevant pedagogy has been misused and recognizing that scholarship, like culture, is dynamic.

6   Aronson & Laughter, 2016

7. Paris, 2012

8. Ibid.

9. Paris & Alim, 2014

10. p. 5

11. p. 12

12. Paris & Alim, 2014

Value of integrating frameworks of multicultural education

The inequities of access and outcomes that exist across groups within our educational system require that system- and school-level educational leaders and practitioners develop policies and adopt approaches to education that engage issues of culture and diversity. A broad body of research supports this claim. Research shows that exposure to culturally diverse peers enhances students' critical thinking, problem-solving skills, motivation, intellectual self-confidence, and general knowledge, as well as interracial understanding and empathy.[9] Multicultural educational practices have benefits for all students—not just students of color.[10] Integrating multicultural frameworks improves the educational experiences of all students by emphasizing the opportunities and assets that cultural diversity brings to schools, not just the challenges.

TABLE 1. The Impact of Culturally Relevant Education on Students

OUTCOMES	CITATIONS/REFERENCES
More credits earned	Dee, T. S., & Penner, E. K. (2017).
Higher GPA	Dee, T. S., & Penner, E. K. (2017).
Gains in test scores	Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014)
	Grimberg, B. I., & Gummer, E. (2013).
	Johnson, C. C., & Fargo, J. D. (2014).Powell, R., Cantrell, S.C., &
	Powell, R., Cantrell, S.C., & Correll, P. (2016).
	Sleeter, C. E. (2011).
	Tucker, C. M., Porter, T., Reinke, W. M., Herman, K. C., Ivery, P. D., Mack, C. E., & Jackson, E. S. (2005).
Gains in motivation	Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2009).
	Buxton, C. A., Salinas, A., Mahotiere, M., Lee, O., & Secada, W. G. (2013).
	Garcia, S. S., & Garcia, C. F. (2016).
	Grimberg, B. I., & Gummer, E. (2013).
	Johnson, C. C., & Marx, S. (2009).
	Savage, C., Hindle, R., Meyer, L. H., Hynds, A., Penetito, W., & Sleeter, C. E. (2011).
	Sleeter, C. E. (2011).

9.   *Wells, Fox, & Cordova-Cobo, 2016*

10. *Zirkel, 2008*

When teachers are well-equipped to foster inclusive and equitable classrooms, students from marginalized backgrounds show higher rates of academic achievement, motivation, self-confidence, and self-efficacy.[11] Multicultural educational practices enhance intergroup relations as well. Interestingly, outcomes related to intergroup relations and to academic achievement mutually reinforce one another.[12] Table 1 presents some of the positive outcomes associated with culturally relevant education (CRE) based on findings from Aronson and Laughter (2016). There is a growing body of evidence showing that culturally relevant pedagogy can significantly boost academic achievement and that it may be the critical perspective focus within culturally relevant pedagogy that plays the biggest role.

OUTCOMES	CITATIONS/REFERENCES
Higher graduation rates	Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014).
Better attendance	Dee, T. S., & Penner, E. K. (2017).
Gains interest in content	Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2009).
	Buxton, C. A., Salinas, A., Mahotiere, M., Lee, O., & Secada, W. G. (2013).
	Garcia, S. S., & Garcia, C. F. (2016).
	Grimberg, B. I., & Gummer, E. (2013).
	Johnson, C. C., & Marx, S. (2009).
	Savage, C., Hindle, R., Meyer, L. H., Hynds, A., Penetito, W., & Sleeter, C. E. (2011).
	Schniedewind, N. (2001).
Gains in student ability to engage content area discourses	Grimberg, B. I., & Gummer, E. (2013).
	Johnson, C. C., & Marx, S. (2009).
	Schniedewind, N. (2001).
Gains in student perception of themselves as capable students	Garcia, S. S., & Garcia, C. F. (2016).
	Savage, C., Hindle, R., Meyer, L. H., Hynds, A., Penetito, W., & Sleeter, C. E. (2011).

11 *Aronson & Laughter, 2016; Ladson-Billings, 1995*

12. *Zirkel, 2008*

The need for professional development

Despite the growing diversity of our country, as well as the clear benefits of adopting school practices that are responsive to cultural diversity, many teachers do not have skills or confidence in this area. Research has found that practicing teachers lack awareness of cultural and linguistic influences on student learning, often accept inequities as inevitable, or do not consider attending to cultural diversity as part of their professional responsibilities.[13] A review of teacher preparation programs found that the majority of White teachers entering the field lack confidence in their ability to work in diverse settings.[14] Candidates in one study said they believed multicultural education offered limited ability to reduce biases.[15] Studies on prejudice reduction in teacher preparation programs yielded mixed results, in part based on a lack of longitudinal studies to determine if short-term gains were sustained over time. Thus, even if teacher preparation programs are making gains in developing teachers for diverse classrooms, strategies for maintaining these abilities may be needed. This suggests that early and ongoing professional development is crucial for ensuring teachers have the support they need for enacting culturally relevant instruction. Unfortunately, few teachers are provided with sufficient professional development opportunities to learn how students' cultural backgrounds may affect their educational experiences.[16] Schools and school divisions need to devote more energy and resources to making this a priority.

Overview of this Report

In the report that follows we explore the topic of professional development for success in culturally diverse schools through several lenses. We start with an examination of the landscape of school diversity in the MERC region by considering recent trends in student demographics across schools. In this section we not only use tables and maps to illustrate the changes underway, but we also provide some historical and political context for these changes. In the second part of the report, we discuss how the school policy landscape shapes the ways schools are able to respond to diversity. This section has a specific focus on policies related to teacher quality and professional development. In the third part of the report, we review studies of professional development models that specifically focus on cultural diversity within schools, and discuss the local landscape of professional development opportunities within the MERC region. We conclude the report with a set of recommendations for policy, for the development and implementation of future professional developments, and for future research. Through the report, we also provide additional materials that provide case studies, elaborate key ideas, or give highlights of research studies that may be of interest to readers.

The information and claims that are presented throughout this report are grounded in three sources. First, there is data we have collected, for example the demographic change data from the Virginia Department of Education. Second, we support ideas with scholarly literature on the topic of cultural diversity and the practices of professional development within schools. Finally, for many of the points related to local policies and practices, we have relied on the perspectives and experiences of our MERC study team, which is comprised of representatives from member school divisions, both school-based and central office professionals. The study team adds to the rigor of the work by incorporating the perspectives of educational practitioners and leaders who can speak to the practical implications and accuracy of the research. For a full list of our study team members see page 1.

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13. *Lee et al., 2007*

14. *Hollins & Guzman, 2005*

15. *Martin & Williams-Dixon, 1994, as cited in Hollins & Guzman, 2005*

16. *Buxton et al., 2013*

Defining Cultural Diversity

Throughout this report, we discuss the idea of cultural diversity in society, in our communities, and in our schools. However, this is a term that is often simplified, resulting in superficial judgments and understandings. Because of this, early in this project, our research and study team spent time developing a definition of "cultural diversity" that would guide our work. The definition we developed is framed in terms of three claims, and is meant to be expansive, not comprehensive, and to generate discussion. Each claim is followed by italicized prompts to promote dialogue.

CLAIM 1: Diversity refers to differences, some of which are visible and some of which are not. Humans embody and experience various categories of difference throughout their lives.

For our purposes, diversity refers to difference, and how differences are defined and experienced among individuals and groups. Characteristics reflecting difference are sometimes visible and sometimes not easily perceptible. Although diversity is often associated with race and ethnicity, there are many other dimensions of diversity. Complicating notions of diversity is the fact that humans embody and enact multiple aspects of these categories simultaneously and across time.

Reflect on your understanding of the term "diversity." How are aspects of diversity defined? Does this claim align with how you would define diversity? Why or why not?

CLAIM 2: Exposure to diversity creates opportunities for growth. Embracing the complexities of diversity involves negotiating hierarchies of power and privilege.

Diversity, itself, is not a problem; it is, in fact, an asset. Biologically, diverse ecosystems are necessary for survival, and diversity is a strengthening factor. However, because human characteristics are connected to differing levels of privilege and power, increasing diversity reveals challenges related to equity and justice.

How does diversity relate to power and privilege? Consider how schools are affected by patterns of diversity, and how relations of power influence these patterns. Does this claim correspond with your experiences? What might you add or change?

CLAIM 3: Defining diversity requires broad understandings of culture and cultural identities. Using the term "cultural diversity" relates to two important ideas.

First, characteristics related to diversity carry with them cultural qualities that involve deeply held beliefs that may be unexamined. Language, for example, is a vehicle for communication that also shapes our worldview. Second, categories that frame diversity are socially constructed and have real, material consequences. "Culture" is sometimes defined as a way of being in the world, shaped by beliefs held so deeply that we may be unaware of them. Understandings of diversity are rooted in cultural beliefs, where categories of difference originate. Schools are places where many cultures gather, and places that cultivate their own cultures.

Does this claim reflect your experiences? Why or why not?

Annotated Bibliography

Key Studies: The Impact of Culturally Relevant Practices

This annotated bibliography provides short summaries of four studies examining the impact of culturally relevant practices on a wide range of student outcomes including academic achievement.

Aronson, Brittany, & Judson Laughter. **"The theory and practice of culturally relevant education: A synthesis of research across content areas."** *Review of Educational Research* 86.1 (2016): 163–206.

This literature review examines the impact of culturally relevant practices in several content areas including mathematics, science, history/social studies, English Language Arts, and English as a Second Language. The authors conducted a search across multiple online databases for all the articles, dissertations, theses, and book chapters related to culturally relevant pedagogy and identified 37 relevant studies. Based on the review, they found: (1) culturally relevant pedagogy helped to increase student engagement and motivation in learning, particularly in math; (2) culturally relevant pedagogy provided tools for science teachers to successfully integrate student home cultures and content materials together, so science could be easily understood and applicable to culturally diverse student population; (3) culturally relevant pedagogy made history/social studies fun, because it highlighted many voices of color that allowed students to reflect critically on the past; (4) culturally relevant pedagogy in English Language Arts provided students the opportunities to use different dialects and media to explore the power of language and to express their voices about social issues that were happening in their communities; and finally (5) culturally relevant pedagogy prepared teachers to cross cultural and language barriers to meet the needs of students whose native language is not English. Results on culturally relevant pedagogy suggest more evidence-based research on this topic is needed.

Dee, T. S., & Penner, E. K. (2017). **The causal effects of cultural relevance: Evidence from an ethnic studies curriculum.** *American Educational Research Journal*, 54(1), 127–166.

Dee and Penner conducted a quasi-experimental study of an ethnic studies (ES) course grounded in culturally relevant pedagogy in San Francisco Unified School District high schools. The design of this ES course emphasized the use of culturally relevant pedagogy by offering topics related to social justice, discrimination, stereotypes, and social movements from US history to engage students who were marginalized by the traditional curriculum. The researchers found significant gains in GPA, attendance, and earned credits among the students who were "just eligible" for the course (i.e. 8th grade GPA below 2.0) and those that were "just ineligible" (i.e. 8th grade GPA at 2.0 or above) (p. 139).

Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). **Missing the (student achievement) \ forest for all the (political) trees: Empiricism and the Mexican American studies controversy in Tucson.** *American Educational Research Journal*, 51(6), 1084–1118.

This quantitative study examines the impact of the Tucson Unified School District's (TUSD) Mexican American Studies (MAS) on student achievement. The MAS program was intentionally designed to critique the traditional forms of curricula where minority experiences and voices were missing. The researchers used administrative data from TUSD (2008-2011) to run regression analyses and found MAS participants had significantly higher graduation rates and standardized test scores than non-MAS participants, after controlling for prior academic achievement and relevant demographic variables.

Zirkel, S. (2008). **Creating more effective multiethnic schools.** *Social Issues and Policy Review*, 2(1), 187–241.

This review of literature examines impacts of multicultural educational practices on student outcomes. Based on the review the study identifies eight areas that schools could work on to provide equitable and multicultural education to all students. First, changing the school climate could reduce stereotypes and cultural distance between students and teachers or between and among students. Second, schools should ensure that classrooms are a comfortable and welcoming place for all students for them to succeed. Third, schools should hire more culturally diverse teachers. Fourth, schools should train and prepare teachers to be culturally competent in working with students from diverse backgrounds. Fifth, teachers should implement pedagogical approaches and specific classroom strategies to create more identity-safe classrooms for students of color. Sixth, developing stronger relationships with families and communities will help teachers to better understand and assist their students. Seventh, schools and teachers should foster the development of positive ethnic identities. Finally, schools must act as agents of change to address aversive and institutionalized racism.

PART 1

Local Changes in Demographics

What are the changing demographics of the MERC region? What historical, economic, and political conditions have contributed to these changes?

The MERC region is comprised of seven school divisions that serve urban, suburban, and rural communities. The region is a significant part of what the US Census Bureau defines as the Richmond Metropolitan Statistical Area (MSA). According to the most recent annual census update in 2016 the population of the Richmond MSA was 1.28 million people. 57.9% of the population was White, 29% Black, and 5.89% Hispanic. 9.9% of the people in the Richmond MSA speak a language other than English as their first language. 96.4% are U.S. citizens. According to Data USA, the median income of the region for 2016 is $62,929, with a poverty rate of 11.9%.

Over the past two decades the demographic diversity of the region has grown significantly, following national trends. These changes are evident in the changing demographics of our schools. In this section we will document and reflect on two trends impacting the demographic composition of our schools: (1) the racial diversification of the student populations across urban / suburban lines, and (2) the relationship between immigration and the growth of the English Language Learner population. For each case, we will illustrate through descriptive data and maps the nature of the trends, as well as situate the trends within historical policy contexts.

Method

As part of the larger MERC study on Professional Development for Success in Culturally Diverse Schools, we have constructed a dataset from the Virginia Department of Education's reporting of school fall enrollment that illustrates demographic differences in several subgroup categories over a ten year period between the 2007-2008 and 2016-2017 school years. The demographics we tracked include racial/ethnic groups (Black, White, Latinx, Asian, American Indian/Alaska Native, Native Hawaiian/Pacific Islander), English language learners, and students with disabilities. We divided the number of students in each demographic group by the total population to calculate a percentage for each year. We then calculated the difference by subtracting the percentage in 2007-2008 from 2016-2017. Thus, we calculated percentage difference rather than percentage change, as it seemed to be a more accurate and easily interpretable way of capturing how demographics have shifted in the MERC region over the past decade. We then created a series of interactive online maps and graphics to allow those interested to explore demographic shifts in these subgroups across school divisions and across schools. These maps are available at merc.soe.vcu.edu/projects/professional-development-for-success-in-culturally-diverse-schools/changes. Examples of the maps are used in this section to describe the cases.

CASE 1 From Racial Segregation toward Racial Diversity across Urban / Suburban Lines

Although the Supreme Court declared school segregation by race illegal in the 1954 *Brown v. Board of Education* decision, political resistance to the decision left many schools in Richmond and its surrounding suburbs racially segregated.[17] It was not until 1970 that the court ordered Richmond's neighboring suburban division to participate in a metropolitan-wide desegregation plan.[18] However, this effort was short-lived. After Richmond annexed a region of Chesterfield County consisting of 40,000 mostly white residents, Virginia's General Assembly prohibited Richmond from annexing Henrico County, a suburb which was also made up of predominantly white and middle class residents.[19] Eventually, crosstown busing of students to integrate public schools across division lines was discouraged by the Supreme Court's 1974 decision in *Milliken vs. Bradley*. In this, the court decided that school desegregation was limited to urban school divisions and most suburban divisions did not have an obligation to participate in integrating city schools.[20] The impact of the court's decision essentially set a boundary between "predominantly white, middle class, and relatively successful schools" in suburban areas and "predominantly minority, poor, and relatively unsuccessful schools" in urban areas.[21] As a result, the decision impeded the cross-division school desegregation efforts that would be needed to fully desegregate schools. The effects of this limited commitment to school desegregation had a long lasting effect.[22] According to the 1992-1993 NCES Common Core of Data, 40 years after *Brown V. Board*, Black students in Richmond city made up 89% of the population, while White students in the city remained below 10%.[23] By contrast, Black students in both Henrico County and Chesterfield county made up 29% and 16% respectively, while White students accounted for 68% in Henrico County and 80% in Chesterfield County.[24]

However, since the early 2000s, the patterns associated with the Black / White, City / Suburb racial divide in schools have begun to shift. Richmond Public Schools have seen some increase in White student population, while the inner-ring suburbs (Chesterfield and Henrico) have decreased in their total percentage of White students. Overall, the percentage of students in Richmond who are White has grown over the past ten years from 7.4% to 11.6%, while Henrico's White student population has decreased 7.9% (from 47.6% to 39.7%) and Chesterfield's has decreased 9.5% (from 60.7% to 51.2%). Richmond, Goochland and Powhatan have also experienced a decrease in the percentage of Black students served. In the 07-08 school year Richmond was 87.8% Black. By the 16-17 school year, the percentage of Black students had decreased to 71.1%, a 16.7% decline. Zooming into the school level we can see these changes even more dramatically. Map 1 illustrates that these shifts are experienced differently from school to school within divisions and the geographic distribution of these patterns. In the maps the size and color of the dots indicate the change in total percentage of student population that each individual school has experienced. Table 2 lists the five schools across the 7 division MERC region with the highest increase and the most significant decrease in the Black population and the

17. Siegel-Hawley et al., 2013; Ryan, 2010

18. Pratt, 1993; Ryan, 2010, Campbell, 2007

19. Campbell 2007; Ryan 2010

20. Pratt, 1993; Ryan, 2010

21. Ryan, 2010, p.3; Siegel-Hawley, 2016

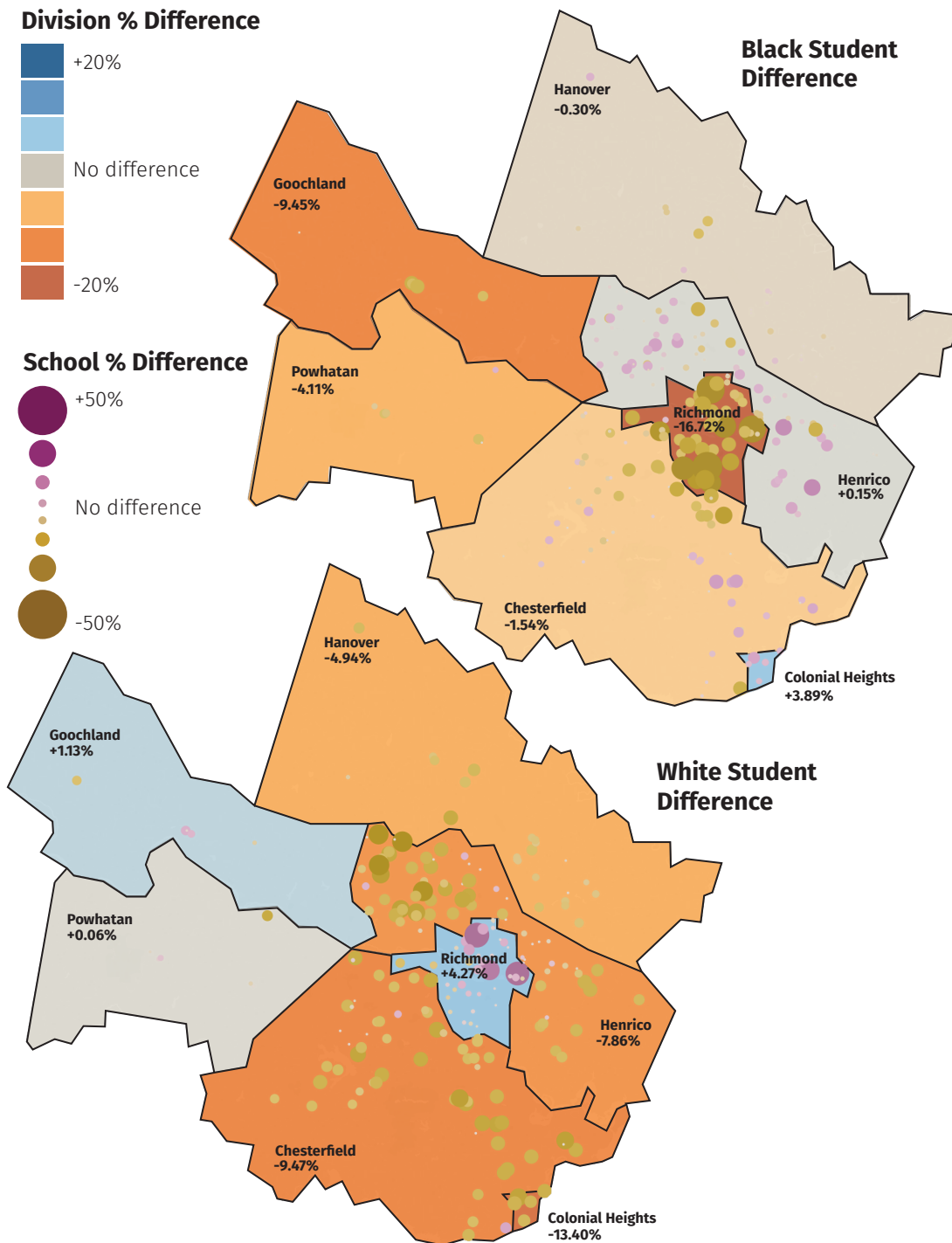22. Siegel-Hawley, 2016

23. Ibid.

24. Ibid.

TABLE 2. Black and White Student Percentage Difference

GREATEST POPULATION GROWTH

BLACK			WHITE		
School	Division	Change	School	Division	Change
Henry D. Ward Elementary	Henrico	19.0%	George Mason Elementary	Richmond	38.9%
Jacob L. Adams Elementary	Henrico	18.3%	Open High	Richmond	25.6%
Ecoff Elementary	Chesterfield	12.3%	Crestview Elementary	Henrico	10.5%
CE Curtis Elementary	Chesterfield	11.2%	Albert Hill Middle	Richmond	10.1%
John Randolph Tucker High	Henrico	10.9%	Ettrick Elementary	Chesterfield	8.53%

LARGEST DECREASES IN POPULATION

BLACK			WHITE		
School	Division	Change	School	Division	Change
E.S.H. Greene Elementary	Richmond	-63.4%	Colonial Trail Elementary School	Henrico	-29.2%
George Mason Elementary	Richmond	-48.3%	Rivers Edge Elementary School	Henrico	-29.0%
Open High	Richmond	-36.4%	Shady Grove Elementary School	Henrico	-27.6%
G.H. Reid Elementary	Richmond	-35.4%	John Randolph Tucker High School	Henrico	-27.5%
Thomas C. Boushall Middle	Richmond	-29.4%	Short Pump Elementary School	Henrico	-21.7%

White populations.

These shifts in the patterns of White / Black student enrollment across school and division lines are due to a wide range of factors. In certain cases, these shifts are a result of regional economic and housing trends. For example, growth of the White student population in the city of Richmond may be in large part influenced by the increased gentrification of certain Richmond neighborhoods in recent decades. It is also possible that racial diversity grew in both Henrico and Chesterfield counties due to a movement to integrate schools along socioeconomic lines by local businesses and leaders who were willing to expand their activities to offer services to support the local needs to increase diversity.[25] However, it is also worth considering how school policies may also have an impact on these numbers. Some of the dramatic shifts in school populations may be a result of rezoning efforts or changes to school choice policies.

25. *Horn et al., 2015, Ryan, 2010*

MAP 1. Black and White Student Percentage Difference

Division % Difference

+20%

No difference

-20%

School % Difference

+50%

No difference

-50%

Black Student Difference

Hanover
-0.30%

Goochland
-9.45%

Powhatan
-4.11%

Richmond
-16.72%

Henrico
+0.15%

Chesterfield
-1.54%

Colonial Heights
+3.89%

White Student Difference

Hanover
-4.94%

Goochland
+1.13%

Powhatan
+0.06%

Richmond
+4.27%

Henrico
-7.86%

Chesterfield
-9.47%

Colonial Heights
-13.40%

<p style="color: #b03020; font-size: larger;">Although schools across division lines have become more racially and socioeconomically diverse, it is important to note that school segregation by income within school divisions has persisted.[26]</p>

According to the 2016 Commonwealth Institute reports, the number of schools isolated by poverty and race has grown dramatically in Virginia since 2003. As the authors defined the term, "isolated" schools are those with high concentrations of low-income students and students of color in the state.[27] In 2003, Virginia had 82 low-income, high-Black/Hispanic schools with 36,061 students. By 2014 that number had grown to a total of 136 low-income, high-Black/Hispanic schools with 74,515 students.[28] Richmond City is the school division with the most "isolated" schools (a total of 45).

In divisions with isolated schools, parents may seek alternative options such as charter schools and other nontraditional public schools.[29] As more schools emerge that serve populations beyond their immediate neighborhoods, the demographics of neighborhood schools are also likely to shift. Research indicates that such shifts are likely to increase inequities, since participation in choice-related programs is related to wealth and cultural capital.[30]

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26 *Martz, 2013*

27. *Duncombe and Cassidy, 2016*

28. *Based on TCI Analysis of VDOE Student Membership and Free and Reduced Lunch data, schools are classified as high-Black/Hispanic if 75% of school population are Black or Hispanic.*

29. *Armario, 2016*

30. *Bernal, 2005; Teske & Schneider, 2001*

CASE 2 Regional Immigration and the Growth in the English Language Learner Population

There has been a considerable growth in the racial / ethnic diversity of the region over the last four decades. Much of this can be attributed to significant increases in the immigrant population. In 1970, only 1 in every 100 people in Virginia was foreign-born.[31] By 2012, 1 in every 9 people was foreign-born. Although historically the majority of Virginia's immigrant communities have been located in Northern Virginia, the Richmond metropolitan area has also become racially and ethnically diverse under the influence of a growing economy in recent years. According to the 2012 census, "foreign-born residents made up 11.2 percent of the Henrico population and about 11 percent of the statewide population. The percentage of foreign-born residents was 8 percent in Chesterfield County, 7.4 percent in Richmond and 3.3 percent in Hanover County."[32] Economist Christine Chmura predicts that growing economic opportunities in Virginia will attract more immigrants in the near future.[33]

As a result of the increases in immigration regionally, our schools have experienced significant growth in racial/ethnic diversity as well. This is most noticeable with the growth of the Latinx population, which includes students from families immigrating from Central and South America. In the MERC region the percentage of Latinx students increased in all seven of the MERC school divisions, with Richmond experiencing the greatest growth (4.0% in 07-08 to 14.0% in 16-17) closely followed by Chesterfield (7.2% in 07-08 to 15.6% in 16-17). At the school level, we found 40 schools in the MERC region that have experienced **at least** a 10% difference increase in the total Latinx population, while only one has experienced a decline of more than 5%. Another immigration trend is evident in the growth of the Asian population in Henrico. Overall, the division has experienced a 4.9% difference increase in Asian students, with a handful of schools in its Western region experiencing the most gains.[34]

These immigration trends also have a significant impact on the percentage of English language learners (ELL) served. Across the MERC region, all but one division is now serving higher percentages of ELLs than 10 years ago. The population of ELLs has more than doubled in Chesterfield County and Richmond City, and has almost doubled in Henrico County. Chesterfield County schools, which are now serving nearly 4.5% more ELL students than in the 2007-2008 school year, provide a clear example of this shift. Map 2 reveals that certain regions of Chesterfield are experiencing increases in the percentage of ELL students that they serve, while others are not. Once again, the size of the dots represents the fact that some schools, specifically those on the Chesterfield/Richmond border, experienced a 60% difference increase in the number of ELL students they serve compared to 2007, while others have actually experienced small decreases in their percentages of ELLs. This map—as with the first one—suggests the importance of being attentive to demographic shifts at both the division-wide and school levels. While our divisions are largely experiencing changes in the student populations that they serve, the impacts vary from school to school and therefore should be considered in light of the contextual, community, and historical factors affecting each school. It is also important to note the ways that school policies impact student population changes.

Table 3 presents the data about the schools with the greatest gains and losses of (1) English language learners, (2) Latinx Students, and (3) Asian students.

31. UVA, 2014

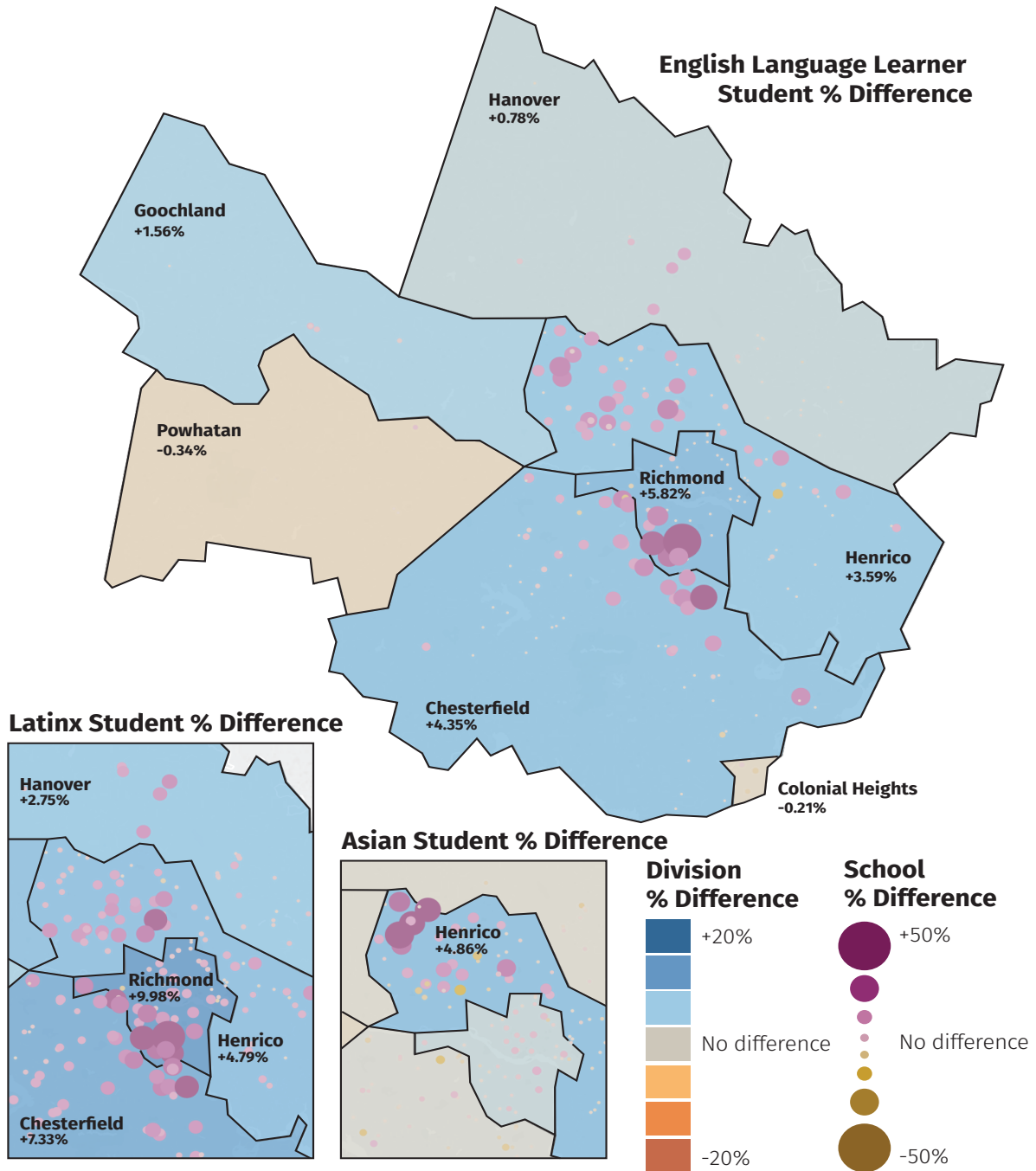32. Ibid.

33. Kebede, 2014

34. Growth may be in part due to change in definition for "Hispanic" in 2010-2011 academic year http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/race_ethnicity/race_ethnicity_faq.shtml

TABLE 3. Immigration and the Growth of the English Language Learner Population

ENGLISH LANGUAGE LEARNER STUDENTS

GROWTH			DECLINE		
School	**Division**	**Change**	**School**	**Division**	**Change**
E.S.H. Green Elementary School	Richmond	60.2%	Crestview Elementary School	Henrico	-5.30%
Bensley Elementary School	Chesterfield	30.4%	Jacob Adams Elementary School	Henrico	-4.20%
G.H. Reid Elementary School	Richmond	27.4%	Tuckahoe Middle School	Henrico	-3.50%
J.L. Francis Elementary School	Richmond	22.2%	Colonial Heights High School	Colonial Heights	-1.40%
Elizabeth Holladay Elementary School	Henrico	18.4%	Carver Middle School	Chesterfield	-1.40%

LATINX STUDENTS

GROWTH			DECLINE		
School	**Division**	**Change**	**School**	**Division**	**Change**
E.S.H. Green Elementary School	Richmond	62.7%	Randolph Elementary School	Goochland	-6.9%
G.H. Reid Elementary School	Richmond	35.6%	Southampton Elementary School	Richmond	-1.74%
Bensley Elementary School	Chesterfield	31.1%	Chimborazo Elementary School	Richmond	-0.97%
Thomas C. Boushall Middle School	Richmond	29.0%	Fair Oaks Elementary School	Henrico	-0.50%
Elizabeth Holladay Elementary School	Henrico	27.9%	*Only four schools in the MERC region showed a decline		

ASIAN STUDENTS

GROWTH			DECLINE		
School	**Division**	**Change**	**School**	**Division**	**Change**
Colonial Trail Elementary School	Henrico	41.5%	Three Chopt Elementary School	Henrico	-6.40%
Rivers Edge Elementary School	Henrico	33.8%	Enon Elementary School	Goochland	-3.86%
Twin Hickory Elementary School	Henrico	33.6%	Bon Air Elementary School	Chesterfield	-3.72%
Shady Grove Elementary School	Henrico	22.9%	Dumbarton Elementary School	Henrico	-3.40%
Short Pump Elementary School	Henrico	20.1%	Swift Creek Elementary School	Chesterfield	-2.79%

MAP 2. Immigration and the Growth of the English Language Learner Population

English Language Learner Student % Difference

Hanover
+0.78%

Goochland
+1.56%

Powhatan
-0.34%

Richmond
+5.82%

Henrico
+3.59%

Chesterfield
+4.35%

Colonial Heights
-0.21%

Latinx Student % Difference

Hanover
+2.75%

Richmond
+9.98%

Henrico
+4.79%

Chesterfield
+7.33%

Asian Student % Difference

Henrico
+4.86%

Division % Difference

+20%

No difference

-20%

School % Difference

+50%

No difference

-50%

Conclusion

Given the changing demographics nationally, regionally, and locally, it is more important than ever that schools grow their capacities for serving increasingly diverse student populations.

Teachers, school leaders, and other school professionals may meet these changes with trepidation, or they may engage with the new diversity in ways that positively impact youth outcomes and resolve inequities in the system. School divisions should be proactive in preparing school staff for these changes to minimize their anxiety and strengthen their efficacy for working with diverse students. The next sections of this research brief describe some of the policy contexts and forms of professional development that should be considered in determining how best to prepare school staff for changing student populations.

Policy Contexts for Cultural Diversity within Schools

What are the policy contexts that shape schools' approaches to educating culturally diverse student populations?

When considering the policy contexts that shape the approaches to cultural diversity within schools, there are a couple of framing points that need to be made. First, this is a very broad topic that intersects with a wide range of policy domains. For example, considering the quality of the school experience for diverse populations requires us to pose questions about curriculum policies, language policies, discipline policies, school zoning and transportation policies, human resource policies, and—related to the topic of this report—professional development policies.

The second point is that the relationship between the policies and the practices enacted in schools is complex. Often, federal policies hold schools accountable for particular outcomes without specifying actions to achieve those results. Thus the states, local school divisions, and even schools themselves are tasked with designing and implementing strategies to meet the expectations set forth, leading to wide variation across settings. While the federal government may require that no child is left behind, how that is is accomplished is, in large part, left up to local policymakers and practitioners.

This section provides a brief introduction to the policy context surrounding the schools in our region, especially policies on professional development related to cultural diversity. This includes an overview of the federal and state policies related to effective teaching of culturally diverse students, and how local policies and practices develop in response. The latter part of this section explains the impacts of policy on professional development opportunities and participation. In this section, the discussions of federal and state policies are based on review of literature and policy documents connected to this topic. The discussion of regional initiatives are based on conversations with the local school leaders who served as part of our research study team (see page 1).

Federal and State Policy Contexts Related to Cultural Diversity

In the United States, the role of the federal government with regards to educational equity has shifted since the 1960s. Beginning with the passage of the Elementary and Secondary Education Act (ESEA) in 1965 the federal government set a precedent that it would work to reduce educational inequities by providing funding for programs that assist students from low-income families or who are learning English as an additional language. However, starting in the 1980s, the federal discourse and policy approach to educational equity shifted from concerns about adequacy of resources to one of educational standards, standardized assessments, and accountability for results. The culmination of this second wave of policy logic was the 2001 reauthorization of the ESEA, titled the No Child Left Behind Act (NCLB). NCLB held schools accountable for persistent gaps in achievement across economic status, race, ability or English language proficiency. Consequences for schools that did not reduce these gaps could include replacement of administration and/or staff or even school closure. The current iteration of the ESEA, the Every Student Succeeds Act (ESSA), continues to address equity through the use of school accountability measures, although the measures are somewhat expanded. Under ESSA, schools are required to report on the proficiency gains of ELLs, students with disabilities and other historically disadvantaged groups. ESSA also acknowledges the role professional development can play in addressing achievement gaps by stipulating that several types of funding may be used to support high-quality professional development to close these gaps.

Another shift in the federal approach to equity and diversity in school reform is occurring under the current administration. The U.S. Department of Education (USDOE), led by Secretary of Education Betsy DeVos, has pledged to reduce the role of the federal government in education, with the belief that states and localities have the right to make school policy decisions. This approach is evident in several actions and stated policy positions directly related to issues of educational equity. For example, the USDOE has pulled back on the federal enforcement of civil rights in schools.[35] The USDOE is considering shrinking the department's role in investigating racial disparities in school discipline.[36] In October, 2017, USDOE also rescinded 72 policy guidelines on the rights of students with disabilities.[37] USDOE has also rescinded policies providing schools with guidance on sexual assault investigations and directing schools to allow transgender students to use the bathrooms that match their gender identity.[38] Given this curbing of the federal government's role in educational equity, states and local education agencies (LEAs) now bear a greater responsibility for protecting diverse students' rights and ensuring equitable education for marginalized students.

While the changes to the federal approach to education overtime are significant, it is also important to note that each wave of policy is layered over the prior waves. The title funding established through the original ESEA still lays the foundation for federal support, and the current deregulation push is a long way from dismantling the accountability for results logic of the standards movement. At the same time each policy decision enacted has real and lasting consequences.

35 *Balingit, M., & Douglas-Gabriel, 2017*

36. *Balingit, 2018*

37. *Balingit, 2017*

38. *Ibid.*

State and Local Policy Contexts for Professional Development related to Cultural Diversity

One of the key policy areas at both the federal and state level is teacher quality. Policies connected to teacher quality include teacher pipeline and recruitment, pre-service teacher preparation, and in-service professional development. In Virginia, current policies on teacher quality and professional development are outlined in the state's ESSA plan.[39] To a limited extent, the Virginia Department of Education directly supports and coordinates professional development opportunities (summer content teaching academies for special and general education teachers, professional development for ELL educators, and grants for STEM faculty in higher education to partner with PK12 math and science teachers).[40] However, the state recommends that school divisions take the lead in teacher development efforts through partnerships with institutes of higher education, providing quality mentorship programs and job-embedded coaching, and collaborating across divisions for joint development offerings.[41]

Local school divisions, therefore, play the most significant role in shaping PD programs for their teachers—either through facilitating those PD programs themselves or through the influence they have over school-designed PD.[42] Yet, this role varies depending on the size of the division, student population, and other factors. Most divisions in the Richmond Metropolitan region include some discussion of cultural diversity in their governing documents, such as their mission and strategic plan, instructional guidelines, or in discussion of equal educational opportunities. However, in many cases, these statements of purpose and policies only provide guidelines which must then be interpreted and implemented by building-level practitioners. For example, for ongoing licensure, Virginia requires teachers to earn 180 professional development points every 5 years. Teachers may participate in activities that fall under one or more of six domains of professional competency. The one domain related to cultural diversity reads, "Concepts and principles of communication, learning, exceptionality, individuality, and cultural differences, such as oral and written communication, motivation, retention, and individual differences."[43] However, according to state guidelines, teachers can achieve licensure renewal without PD hours in this domain.

In some cases, divisions have also devoted additional organizational resources to support specific initiatives focused on equity and diversity. For example, Chesterfield established an equity committee and division-level administrative offices tasked with identifying gaps in equitable policies and practices, providing recommendations for changes, and taking actions including professional development opportunities across the division.[44] With a similar goal, Henrico recently created a new position -Director of the Office of Equity and Diversity—tasked with increasing equity and diversity across the division. As part of this effort, Henrico will establish an Equity and Diversity Advisory Committee comprised of students, parents, staff, and community members.[45] Smaller divisions often lack the resources for such offices and committees, placing the responsibility of professional development in the hands of individual school administrators.

In the review of PD initiatives across the MERC region, we found that professional development programs on cultural diversity, while generally available to all, are often accessed only by a limited number of school personnel. Many of those who participate

39. http://www.doe.virginia.gov/
federal_programs/esea/essa/essa-
state-plan.pdf

40. VA Department of Education, 2015

41. Ibid.

42. Desimone et al., 2002

43. Virginia Department of Education,
2017, p. 4

44. Gordon & Grimes, 2017

45. Wise & Sears, 2018

self-select into the program, likely due to a predisposition or interest in the topic. However, from our conversations with school leaders, we also found that the decision to include these types of programs is largely left to the discretion of building-level administration. Thus, the practitioners who stand to benefit most from professional development on cultural diversity may not choose to participate. Another category of participants are school personnel mandated to participate in response to a prior incident in the school or community. According to the reports of school leaders, teachers in these cases sometimes feel they are "in trouble" or being punished for the mistakes of their colleagues. They may also fear the types of discussions that will be raised during such interventions. Facilitators of such PD have reported that these dynamics lead teachers to focus on the interpersonal dynamics of the participants rather than on the content delivered, reducing the effectiveness of the PD. Scholars of professional development point out that educators may not be as motivated to learn if they do not opt in to the program, but rather are required to participate.[46]

The Influence of Policy Contexts on PD Participation.

Research suggests that the policy environment has an important influence on teachers' experience and decision to participate in professional development.[47] Desimone and her colleagues (2007) examined how four attributes of policy affected math and science teachers' participation in high-quality professional development:

1. **AUTHORITY** Whose voices were instrumental in the design and implementation of the PD? Are teachers involved in designing the policy or is the policy backed by a well-liked principal or respected institution?

2. **POWER** What are the rewards and / or sanctions for participation?

3. **CONSISTENCY** How aligned is the professional development with the policy environment and with the beliefs of those expected to implement?

4. **STABILITY** How stable is school or system culture? Does the system experience high turnover of teachers or school leadership (i.e., principals, superintendents)?

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46. *Kennedy, 2016*

47. *Desimone, Smith & Phillips, 2007*

The researchers learned that authority and stability have a greater influence than power and consistency.[48] This suggests that effective PD related to cultural diversity may garner higher participation if it occurs in a stable system environment (i.e. low turnover, general consistency in policies and practices) and as bearing authority in terms of its involvement of teachers or the backing of respected leaders.

Another study highlighted the benefits of aligning professional development to state or division standards and assessments, using continuous improvement efforts, and incorporating teachers in planning.[49] They concluded that to increase teachers' participation in professional development, it is important to get teachers involved in planning and designing at the division level. Such involvement is likely to prolong the program span and ensure activities in professional development programs are tied to the needs of teachers and are able to be implemented in the classroom.[50] Moreover, the environmental stability afforded by teacher-designed PD also results in teachers spending more time participating in those high-quality PD programs.[51]

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48. *Desimone, Smith & Phillips, 2007*

49. *Desimone, Garet, Birman, Porter, & Yoon, 2002*

50. *Desimone, Garet, Birman, Porter, & Yoon, 2002; Desimone, Smith & Phillips, 2007*

51. *Desimone, Smith & Phillips, 2007*

Policy Study: Changing English Language Learner Population in Chesterfield

On a pragmatic level, the rapidly changing student demographics in the MERC region have significant implications for division and school wide policies. Chesterfield provides a prime example of this when considering recent policy changes around serving their English language learner (ELL) student population. Historically, Chesterfield county has designated specific schools to serve as centers for ELL students. This has allowed the division to centralize resources, staffing and professional development efforts. However, with recent demographic shifts, the number of ELL students in Chesterfield schools has more than doubled; and consequently large numbers of students were being bussed past their home schools to attend centers miles away. While these centers served students' language needs; ELL students were often not able to access other opportunities such as afterschool programming and sports due to transportation challenges. These challenges left the county considering whether or not their approach was equitable.

In light of this, recent policy in the county has increased the number of centers for ELL students with the goal of slowly expanding on an annual basis. This allows students to attend schools that are closer to their homes; cutting back on traveling time and opening up opportunities for after-school activities. Additionally, this allows students to attend school with peers from their neighborhood, further integrating them into the community. While there are clear benefits to the model, this change has created new policy challenges as the system now must address concerns related to the reallocation of resources and expanded professional development needs at the new center schools. However, in the face of these difficulties, it is apparent that Chesterfield is responding to their region's demographic change with attempts to better serve their student population.

Professional Development Initiatives in the MERC Region and Beyond

What professional development programs exist related to cultural diversity? This section provides an overview of forms of professional development related to cultural diversity.

These programs include those that aim to develop intercultural competence, culturally relevant or responsive practices, and a variety of other types of knowledge, skills, and dispositions for working with students of different ethnic, linguistic, and cultural backgrounds. Some programs are specifically developed to enhance equitable education for a particular demographic of students (e.g. Maori) or in a particular content area (e.g., culturally relevant science instruction).[52] Professional development models also vary in delivery format. Some programs consist primarily of workshops, while others include sustained or integrated elements such as coaching, action research, or field immersion experiences. The first section below describes the national and international research on the impacts of these varied forms of cultural diversity PD on teachers and students. The subsequent section provides an overview of the types of cultural diversity PD offered in the MERC region.

Research on Models and Impact of Professional Development for Cultural Diversity

Method

To assess the range of professional development models related to cultural diversity and to understand their potential impact, we conducted a systematic literature review of studies of PK12 professional development programs in the United States and around the globe. We searched several education databases and collected all articles that met the following parameters: (a) empirical studies of a PD program related to cultural diversity, (b) published since 2000, (c) published in a peer-reviewed journal. After reviewing a total of 1602 abstracts, we found 37 articles that met our inclusion criteria, several of which were reporting on the same studies. Ultimately, the studies reviewed provided information on 30 PD programs. The following sections summarize the results of this literature review.

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52. *Bishop et al., 2009; Johnson & Fargo, 2014*

Forms and Features of PD Models Related to Cultural Diversity

Within the studies reviewed, almost all of the PD programs used a framework of culturally relevant or responsive teaching, although a few used intercultural competence[53] or lacked a specific framework on cultural diversity.[54] All but one included some type of workshop as part of the program, but 19 also included an additional element such as coaching, action research, or a field immersion experience. Several also incorporated unique features such as home visits,[55] cultural immersion through attending family literacy nights,[56] or faith centers such as the local mosque or Sikh Temple.[57] Others used videos or scoring rubrics to help teachers reflect on their own practices or to observe a colleague's practices.[58]

The duration, intensity, and number of contact hours for the PD models varied widely among the 30 studies, with some as short as a one-day workshop[59] and others spanning three years or more.[60] Figure 1 illustrates the range of models examined across the 30 studies, illustrating the range of components that have been used. Twenty were designed for elementary teachers, nine for middle school, nine for high school/secondary, one for pre-kindergarten teachers,[61] and one for social workers and school psychologists.[62] None of the PDs included other school staff such as those working in the cafeteria, front desk, or transportation. Of the 12 that were targeted towards teachers of a specific content, the majority were for math, science or STEM teachers (four for math teachers, four for science teachers, and two for STEM). In addition, PD for working with English language learners specifically was the focus of four studies, and one focused on working with students with disabilities. No programs appeared to be part of a whole-school approach to enhancing multicultural education, a problem we return to in the recommendations section.

Impacts of PD Related to Cultural Diversity on Teachers and Students

The wide range of both the forms of PD studied and the research methods used makes drawing conclusions about relative effectiveness impossible. However, we can synthesize some key themes among the studies and highlight areas of difficulty shared across contexts. From examining impacts and challenges across the studies, we are also able to put forth a set of recommendations for future developers of cultural diversity professional development.

Most of the studies reported positive results on the PD participants, and five included impacts on students as well. Teachers reported feeling better prepared to work with diverse populations and in many cases gained specific ideas for building culturally responsive lessons. In studies that included observational data, teachers demonstrated more culturally relevant instruction in their classrooms.[63] Powell et al. (2016) used a protocol before and after the PD to measure the following components of culturally relevant instruction: classroom relationships, family collaboration, assessment, curriculum, instruction, discourse, and sociopolitical consciousness. The authors found an increase in all components except family collaboration.

Of the five studies that included student outcomes, one found qualitative improvements in students' written work[64] and another found stronger feelings of connectedness to school.[65] Two other studies found improvements in test scores.[66] More research is needed on the impacts of cultural diversity PD on students' academic performance, self-efficacy, motivation, positive cultural identity development, and other measures of academic, social, and personal fulfillment.

53. *DeJaeghere & Cao, 2009*

54. *Messiou & Ainscow, 2015*

55. *Devereaux, Prater, Jackson, Heath, & Carter, 2010; , Johnson, 2011; Prater, Wilder, & Dyches, 2008*

56. *Colombo, 2007*

57. *Aujla-Bhullar, 2011*

58. *Buxton, Salinas, Mahotiere, Lee, & Secada, 2013; Hulan, 2015; Johnson, 2011; Johnson & Fargo, 2014; Johnson & Marx, 2009; Marshall, DeCuir-Gunby, & McCulloch, 2012; Trifiro, 2017*

59. *Aujla-Bhullar, 2011; Smith & Bahr, 2014*

60. *Bishop, Berryman, Cavanagh, & Teddy, 2009; DeJaeghere & Cao, 2009; Johnson, 2011; Papanastasiou & Conway 2002; Prater et al., 2008; Sleeter, 2011*
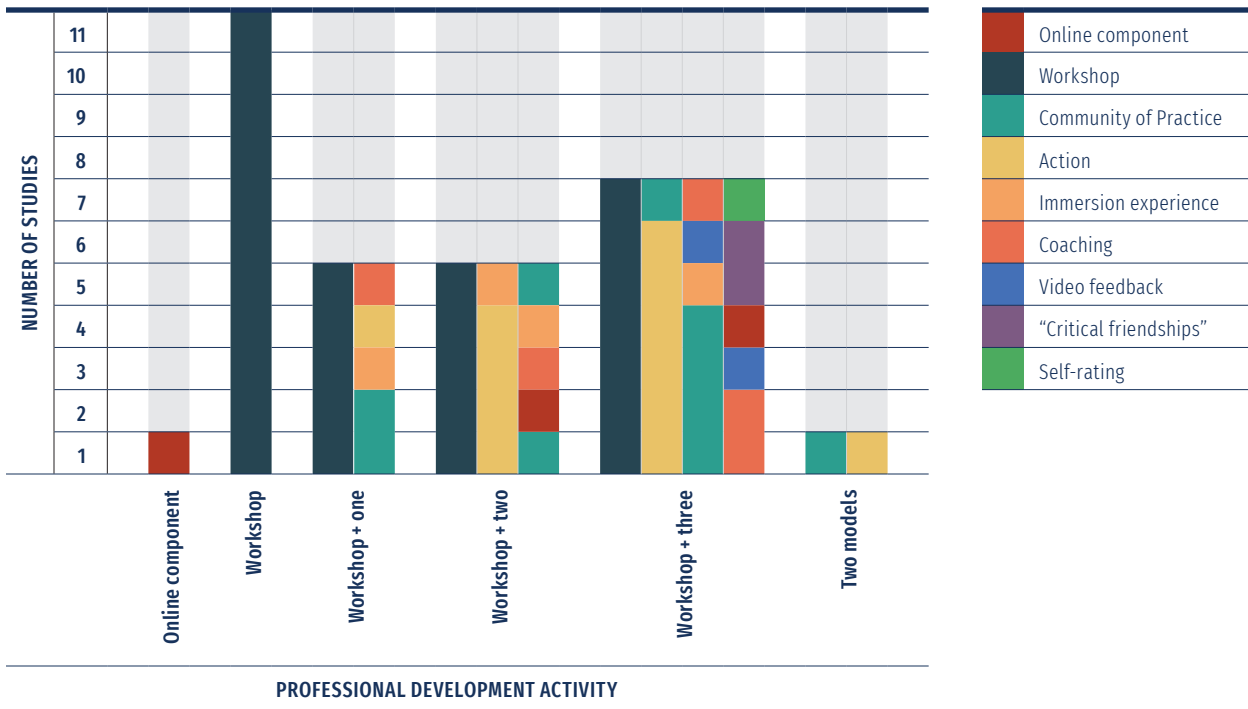
61. *Katz, Inan, Tyson, Dixson, & Kang, 2010*

62. *Smith & Bahr, 2011*

63. *Johnson & Marx, 2009; Messiou & Ainscow, 2015; Powell, Cantrell, & Correll, 2016; Sleeter, 2011*

64. *García & García, 2016*

65. *Sleeter, 2011*

66. *Johnson & Fargo, 2014; Powell et al., 2016*

FIGURE 1. Studies Based on Activity Type

Legend

- Online component
- Workshop
- Community of Practice
- Action
- Immersion experience
- Coaching
- Video feedback
- "Critical friendships"
- Self-rating

Online component			1
Workshop only			11
Workshop	& CoP		2
	& Action		1
	& Coaching		1
	& Immersion experience		1
Workshop	& Action	& CoP	1
	& Action	& Online component	1
	& Action	& Coaching	1
	& Action	& Immersion experience	1
	& Immersion experience	& CoP	1
Workshop	& Action	& CoP	& Coaching	2
	& Action	& CoP	& Video feedback	1
	& Action	& CoP	& Online component	1
	& Action	& Immersion experience	& "Critical Friendships"	1
	& Action	& Video feedback	& "Critical Friendships"	1
	& CoP	& Coaching	& Self-rating	1
CoP	& Action		1
		Total # of PD models	**30**

Challenges to the effectiveness of PD related to cultural diversity

Despite these encouraging increases in teachers' culturally responsive practices and student outcomes, many of the studies found that these PD programs did not produce gains in all participants. In some cases, teachers made superficial connections between culture and their curricula.[67] Teachers—and even program facilitators—sometimes conflated inquiry-based or constructivist lessons with culturally relevant instruction. Although the latter often does include the former, experts in the field recognize that culturally relevant practice also includes specific attention to students' cultural assets and the cultivation of sociopolitical consciousness.[68] Finally, some teachers who advocated for culturally relevant practices and demonstrated high cultural awareness struggled to enact these practices due to weak content knowledge combined with a complex, high-stakes professional climate.[69]

Many researchers also found patterns of resistance to such PD, stemming from a number of factors. One common issue was the deeply personal and emotionally taxing nature of discussions of racial, socioeconomic, religious, and other forms of cultural difference.[70] Another issue was that certain content areas could be perceived as unrelated to issues of culture (e.g., mathematics) or that teachers believed they were already enacting culturally relevant instruction.[71]

Cultural Diversity Professional Development in the MERC Region

This section provides a brief overview of the forms of PD provided locally. This overview is based on conversations with the school leaders and PD providers as well as an informal survey of members of the research study team.

As mentioned earlier in this brief, decisions about the content, the forms, and the frequency of cultural diversity professional development—like all professional development—are made primarily at the school building level, although the school divisions may support initiatives and provide PD to central office staff and school administrators. In Hanover, for example, the central office provides regular cultural diversity professional development for school principals, who can then determine how best to transfer the knowledge and skills gained to their own staff. In Chesterfield, the Equity Committee recently recommended that the division require training for all staff members in culturally responsive instruction.[72] In smaller school divisions, school-level administrators may have greater autonomy and responsibility for decision-making. Although this local decision-making about the models of PD used has benefits (e.g., tailor to local context and needs), there is also potential for variance in the intensity and quality of the PD delivered. Some schools may do an excellent job; others may do little.

While the majority of cultural diversity PD offered in the MERC region is designed and implemented by school-level personnel, there are also outside organizations that support this work, most notably, the Virginia Center for Inclusive Communities (VCIC). VCIC is

67. *Brown & Crippen, 2016; Johnson, 2011; McCulloch & Marshall, 2011*

68. *Aronson & Laughter, 2016; Gay, 2002; Ladson-Billings, 1995*

69. *Marshall et al., 2012*

70. *Aujla-Bhullar, 2011; Colombo, 2007; Johnson & Fargo, 2014; McCulloch & Marshall, 2011; Wiseman & Fox, 2012; Zozakiewicz & Rodriguez, 2007*

71. *Timmons-Brown & Warner, 2016; Zozakiewicz & Rodriguez, 2007*

72. *Gordon & Grimes, 2017*

a non-profit organization that offers workshops, retreats, and customized programs for schools and businesses to fight prejudice and enhance achievement and trust. VCIC offers workshops for school professionals on race, class, anti-bullying efforts, teachable moments, engaging diverse families, and building inclusive curriculum and classroom climates. They also provide four-day summer retreats to school representatives from a selected division, in which each school team devises an action plan related to inclusivity that they carry out the following year. Schools can also reach out to them when an incident related to prejudice or intolerance has occurred and VCIC will provide rapid response services. Finally, VCIC is working with several schools to develop building-level equity teams that can expand the capacity, stability, and sustainability of inclusivity support. Other non-profit organizations that provide cultural diversity PD to the MERC region are Richmond Peace Education Center and Side by Side, an LGBTQ+ youth support center.

Participation in cultural diversity PD seems to range widely across schools and divisions. This may be unsurprising given the autonomy of each school to determine the types, frequency, and intensity of PD programs to offer. The stakeholders we consulted estimated that 5—25% of all PD offered to their teachers relates to cultural diversity. When asked to estimate the percentage of teachers who have participated in cultural diversity PD, the stakeholders gave responses ranging from 2—100%. Based in these data points, it is clear that these rates are difficult to estimate. There are a number of reasons for this. First, in addition to department, or school-wide PD, teachers can also independently seek PD, including online modules, university courses, and conferences, all of which earn them continuing education credits for licensure renewal. As mentioned in Part 2, teachers are not required to earn professional development points in the domain of cultural diversity, but it is one of their six domain options.[73] Therefore teachers may be engaging in cultural diversity PD that their administrators only become aware of when they sign off on their licensure renewal paperwork every five years. Another reason these rates are difficult to estimate is that they vary widely across divisions, schools, and school years.

The MERC region stakeholders we consulted reported that the topics covered most commonly at present include bias, poverty, equity, cultural competence, and discipline disparities. VCIC said the majority of the requests they receive are for programs on anti-bullying, creating a sense of belonging, and inclusive classroom climates. Some indicated that certain topics, such as LGBTQ+ issues, are less common in their division due to their perceived "controversial nature." The format of PD programs currently offered in the MERC region, according to our respondents, tends to be workshops or speakers, although some school divisions are beginning to experiment with train-the-trainer models. Action research, coaching, and immersion models appear to be uncommon.

Based on the information collected about local efforts, a more comprehensive study of the landscape of cultural diversity professional development in the MERC region is warranted. As part of the larger Professional Development for Success in Culturally Diverse Schools study, MERC will be conducting a regional survey of school professionals in the fall of 2018 that should help develop a clearer understanding of the scope and quality of PD in our schools.

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73. *VA Department of Education, 2017*

Annotated Bibliography

Key Studies: Effect of Professional Development Related to Cultural Diversity

This annotated bibliography provides short summaries of six studies examining the impact of professional development related to cultural diversity on the transformation of teacher knowledge and practice.

Brown, J. C., & Crippen, K. J. (2016). **Designing for culturally responsive science education through professional development.** *International Journal of Science Education*, 38(3), 470-492.

This study examines a professional development designed to implement a culturally responsive framework in science teaching that promotes academic excellence. STARTS (Science Teachers are Responsive to Students) was a six-month job-embedded program offered to five high school life science teachers in a large, culturally and linguistically diverse school district in the southeastern United States. The program provided teachers with six major activities to enact and reflect on culturally responsive science teaching in their daily practices. The study found that the fundamental step in becoming a culturally responsive teacher is adopting a learner-centered perspective on classroom instruction. The STARTS program provided these teachers with opportunities to implement culturally responsive science instructions that were more appropriate to the racial and ethnic makeup of their classroom. As a result, their responsive and reform-based instructional strategies were successful in making connections between their students' experiences and science instruction.

Powell, R., Cantrell, S. C., Malo-Juvera, V., & Correll, P. (2016). **Operationalizing Culturally Responsive Instruction: Preliminary Findings of CRIOP Research.** *Teachers College Record*, 118(1), n1.

This mixed methods study examines the use of the Culturally Responsive Instruction Observation Protocol (CRIOP) as a framework for teacher professional development. This professional development was given to 27 elementary teachers and student achievement data were collected from 456 students enrolled in the classrooms of participating teachers. The PD offered three sessions of interventions and participating teachers received an average of 50.4 hours of classroom-based coaching and mentoring during the intervention. The PD was designed to increase the implementation of culturally responsive instruction in teachers' daily practices. CRIOP also served as an instrument for classroom observations to determine the extent of implementation of culturally responsive practices. Based on the classroom observations, CRIOP was very effective as teachers increased their implementation of culturally responsive instructions in their classrooms during and after the intervention. Moreover, students of teachers who had high implementations of CRIOP had significantly higher achievement scores in reading and mathematics than students of teachers with low implementation of CRIOP.

Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2009). **Te kotahitanga: Addressing educational disparities facing Māori students in New Zealand.** *Teaching and Teacher Education*, 25(5), 734-742.

Savage, C., Hindle, R., Meyer, L. H., Hynds, A., Penetito, W., & Sleeter, C. E. (2011) **Culturally responsive pedagogies in the classroom: Indigenous student experiences across the curriculum.** *Asia-Pacific Journal of Teacher Education*, 39(3), 183-198.

Sleeter, C. E. (Ed.). (2011). **Professional development for culturally responsive and relationship-based pedagogy.** *Black Studies and Critical Thinking.* Volume 24. New York, NY: Peter Lang.

These three studies were based on the same PD, known as Te Kotahitanga, that aimed to improve the educational achievement of Māori students by centering Māori traditional and indigenous culture in the curriculum. The most significant characteristic of Te Kotahitanga is that it was based on extensive data gathered from students about what they viewed as culturally relevant education for Māori students. The PD was implemented in 12 schools with 422 teachers with five major components: (1) an initial induction workshop, (2) a series of structured classroom observations and feedback sessions, (3) a series of structured classroom observations and feedback sessions, (4) a series of collaborative, problem-solving sessions based on evidence of student outcomes, and (5) specific shadow-coaching sessions. Based on the Teacher Participation Survey completed by 236 teachers, studies have found that the PD has helped teachers to change their teaching practice and develop much better learning relationships with the students. As a result, Māori students' academic performance improved over time.

Conclusion and Recommendations

The growing demographic diversity described in part one of this report, and the opportunities and challenges that arise with such changes, underscore the need for school professionals in our region to be provided with ongoing opportunities to deepen their understandings and develop their skills related to diversity and equity in education.

Empirical research on professional development in these areas suggests that, when implemented well, such PD can enhance teachers' commitment and ability to enact culturally relevant pedagogy.[74] In turn, culturally relevant pedagogy has been shown to improve students' self-efficacy, motivation, and academic achievement.[75]

However, as discussed in part two, the current federal and state policy contexts tend to shift responsibility for developing strategies responsive to cultural diversity to the local school division and school level. While there does seem to be an interest in diversity and equity among regional school leaders, there has been only limited investment in multicultural education approaches, culturally relevant teaching, or associated PD. Pressures related to accountability and state accreditation may account for some of this. However, research suggests that many school performance issues may be related to the lack of culturally relevant approaches. The power of this evidence-based approach for fostering student achievement and wellbeing may be underestimated. In the current context, school professionals choose whether or not to pursue knowledge in these areas (e.g., see the Virginia domains of teacher licensure), which means that many of the educators who stand to benefit most from cultural diversity PD are often not participating. For school leaders and other school professionals to appreciate the value of culturally relevant pedagogy and empowering school cultures, these approaches need to move from the fringe to the mainstream. They need to become educational norms. State policies that elevate their importance can help toward this end. Support for school divisions to create and carry out action plans in this area would also help move these approaches to the mainstream.

In the final section of this report, we build on the information presented in the prior three sections of the report to present a series of recommendations for promoting professional development for success in culturally diverse schools. These recommendations are organized into three categories: (1) policy recommendations; (2) recommendations for the design and implementation of PD models, and (3) recommendations for future research.

74. Zepeda, 2012

75. Ladson-Billings, 1995; Aronson & Laughter, 2016

Recommendations for Policy

As described in the introduction to this report, culturally relevant and affirming education can increase students' connections to school, intellectual self-confidence, and academic achievement.[76] However few policies exist that actively promote culturally relevant pedagogy or empowering and inclusive school cultures. As a result, schools and school divisions are left to choose how much emphasis to place in these areas. If school or division leaders are not familiar with the research demonstrating the power of multicultural education to raise student achievement, they may neglect this option in favor of remediation or other approaches to closing achievement gaps.

State and local support for the development of empowering, culturally inclusive school cultures.

We recommend that state and division policies provide greater support and perhaps incentives for schools to devote resources to creating culturally equitable and empowering school climates. For example, school divisions could provide resources and/or incentives for exemplary schools to provide coaching to the leadership of other schools in the division to help them reflect on and improve culturally inclusive and equitable practices and structures. The state could also provide similar support for exemplary schools to provide coaching to schools across division lines.

Change state requirements for professional learning related to diversity.

The state could stipulate that some of the 180 professional development points required for licensure renewal be directed toward cultural diversity programs specifically. Teachers pursuing licensure renewal are already required to take first aid and dyslexia awareness training in Virginia,[77] so a precedent exists for mandating a particular domain of PD. Teachers could still choose from a variety of cultural diversity programs to identify PD that fits their particular contexts and needs. Although there is always a risk that some may dismiss a PD requirement as just another box to check, mandating cultural diversity PD would send a message that the state places a high priority on cultural responsiveness. Having it embedded in state policy may also enhance the authority and stability of the policy environment, thereby making such PD more appealing to teachers.[78]

76. Aronson & Laughter, 2016; Dee & Penner, 2017

77. VA Department of Education, 2017

78. Desimone, Smith & Rowley, 2007

Recommendations for developing and implementing PD models

Based on the review of research and discussions with our study team there are several important considerations that should shape the development and implementation of PD models related to cultural diversity.

Ensure that PD acknowledges the personally challenging nature of cultural diversity issues.

Discussions of racial, socioeconomic, religious, and other forms of cultural difference can be experienced as personal and emotionally taxing. It takes a trained facilitator to establish the trust and openness to vulnerability needed for people to leave their comfort zones so that meaningful learning can take place. Therefore PD on cultural diversity may require more careful planning and preparatory work on the part of both the facilitators and participants than is required for PD on other topics. Recommended approaches include: (1) Highlight for teachers the pressing need for culturally relevant teaching either due to changing demographics, unequal academic outcomes for various groups, or both; (2) Consider beginning with self-reflection and cultural immersion, followed by extended supportive coaching and opportunities for participants to become PD leaders and coaches; (3) Help teachers see new pedagogical approaches as building on, rather than replacing, their existing approaches; (4) Focus PD on the assets—rather than deficits—of reluctant teachers, so that teachers feel their expertise and work are being appreciated and enhanced rather than critiqued and replaced; (5) Mandate schoolwide participation as part of a whole-school prioritization of equity, but first create a school culture that prioritizes and fosters self-reflection, openness to new ideas, and lifelong growth.

Balance teacher autonomy with the need for concrete strategies.

Teachers, as professionals, draw on years of experience when making complex decisions each day. This expertise should be acknowledged and used as a foundation for professional growth. Prescriptive PD fails in this regard. PD facilitators that treat teachers as colleagues and experts in their fields, rather than students, have the strongest results. At the same time, programs that avoid discussion of strategies entirely, and focus only on presenting a body of knowledge, are also less effective (Kennedy, 2016). Programs that pair content best practices with culturally responsive/relevant practices are helpful, especially because the two often overlap (e.g., inquiry-based, collaborative learning). At the same time, facilitators should make clear to participants that there are some features of culturally relevant pedagogy that go beyond best practices in content instruction, such as particular attention to students' cultural assets and cultivation of their sociopolitical consciousness. Providing sustained support as teachers implement strategies in their classrooms is one way of accomplishing this. Honor teacher autonomy by giving them space to make sense of new ideas and create action plans/lesson plans, but also provide enough specific strategies that teachers are not left wondering how to best make use of the new knowledge gained from the PD.

Align PD with policy and system initiatives.

Research on professional development shows the importance of PD goals aligning with school and division-wide policies. Therefore, PD programs need to be part of a larger, system-wide initiative to create more culturally inclusive and empowering schools and classrooms. Embed PD programs within larger, district-wide initiatives to achieve cultural equity through enhancing culturally relevant practices across all school staff, as well as taking other measures to create empowering school and district climates. Consider addressing potential frustration about policy-equity mismatch by discussing how school professionals can advocate for institutional change through contacting their representatives, speaking at school board meetings, running for office, campaigning, and other forms of political involvement.

Tailor PD to differences across the cultural contexts of schools.

Ideally, PD should be tailored to the specific needs of school communities, including but not limited to the particular groups of students served by a school. As illustrated in part one, some schools are experiencing rapid demographic changes, while others are relatively stable, and in some cases culturally homogenous. These variations across schools may require different approaches to PD. For example, if the school is experiencing a growth in its Vietnamese population, PD should develop teachers' awareness of Vietnamese culture, language, and history. Specifying in this way requires care not to present stereotypes or over-simplified descriptions of the culture. Including Vietnamese parents or other community members in the PD planning can help minimize this risk. Involve members of the cultural community in all levels of planning and facilitation to ensure the program develops equity pedagogies without transmitting stereotypes or overgeneralizations about particular cultural groups.

Recommendations for Future Research

More research is needed on the impacts of multicultural educational practices on student outcomes, as well as impacts of related PD on teachers and students. Local initiatives within our region create many opportunities for research and evaluation efforts that could establish an evidence base useful for school improvement efforts and state-level advocacy for additional policy and resource support.

Support studies of the relationship between culturally relevant practices and student outcomes.

Most of the research in this area is small scale and short term, with the exception of the two large-scale studies of ethnic studies programs described in the introduction.[79] Of the 37 studies of culturally relevant education reviewed by Aronson and Laughter (2016), several inferred student growth from teacher report only, nine were self-studies, and three of these nine were anecdotal accounts. The claim that culturally relevant education benefits students could be bolstered by more rigorous and perhaps longitudinal research, in a wider variety of contexts, as well as studies that attend to the particular characteristics of CRE that seem to drive student impacts, as well as how they are driving them.

Support studies of the professional development models related to cultural diversity.

Existing studies on the impact of cultural diversity PD are also primarily small-scale, short-term, and not designed to determine which particular elements of the PD were most impactful. Of the 36 studies we reviewed, only one examined impacts on more than 100 teachers and most examined only a few schools or one division. Only five measured impacts on students. Most of the PD programs had multiple elements (e.g., workshops, coaching, action research) and it was generally unclear which elements seemed to be having the most and least effect on teacher and student outcomes, or whether it was the particular combinations that were producing gains. Therefore, more research is needed on the specific ways in which cultural diversity PD influences teacher beliefs and behaviors, and how these translate to student outcomes.

79. *Aronson & Laughter, 2016; Zirkel, 2008*

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